

# **Skaneateles High School**

## ***Program of Studies Guide***

### **2023 - 2024**



Dear Students and Parents,

Our mission at Skaneateles High School is to engage students in a comprehensive educational program that will prepare them for success in their academic, professional and post-secondary pursuits.

Our Program of Studies Guide provides details about the courses, policies and procedures, which have been carefully crafted to support our mission. We encourage you to utilize the information on the following pages to help you map out a challenging, fulfilling and personally worthwhile academic experience. The guide is intended to be a resource and answer questions that may arise while planning.

Our School Counselors will meet with your child during the spring semester to generate their course selections in preparation for the next academic year. To help in the process use the progression charts for various disciplines, reference the New York State diploma and Regents examination requirements and review complete descriptions of the courses being offered. All courses are subject to change or cancellation due to insufficient enrollment.

Please feel free to contact our Counseling Office with questions regarding academic advisement, future planning or other related inquiries. Our Counselors, teachers, administrators and staff are committed to supporting our students and their families. In partnership, we strive to ensure that each one of our students has an enriching school experience and becomes a proud graduate of Skaneateles.

Sincerely,

*Michael Caraccio*

Michael Caraccio  
High School Principal

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## SCHOOL COUNSELING PHILOSOPHY

The School Counseling Department provides an information and counseling service to students and their parents. The purpose of the service is to assist students to use their potential to the fullest. The School Counseling Department seeks to open up horizons for students, and to help them to explore the opportunities that are before them. As students and parents become more knowledgeable about the student's abilities and interests, and as they learn about the educational and occupational avenues that are available, they can make informed choices that will lead to satisfying academic and occupational pursuits.

To this end, the School Counseling Department provides information, counseling, and assistance in personal, social and academic adjustment, and in making future educational and occupational choices. It aims to help each student and his/her parents learn about himself or herself, learn about available alternatives, and learn to make wise choices based on this knowledge.

School Counseling Services are based on the following principles:

- A. Each student needs accurate information about himself or herself.
- B. Each student needs accurate information about his or her opportunities.
- C. Each student needs individual attention in making plans for his or her educational program.
- D. Each student needs individual attention in preparing for a vocation.
- E. Each student and parent has a right to contribute to the decisions involving the educational and occupational choices of the student.
- F. Each student needs organized assistance in following through with his or her plans.
- G. Each student needs to be recognized for the characteristics, which make him or her an individual.
- H. Each student needs the opportunity to have specialized help in developing his or her social, emotional and academic potential.

## Graduation Requirements

REGENTS DIPLOMA		ADVANCED REGENTS DIPLOMA	
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Required Credits		Required Credits	
English	4	English	4
Social Studies	4	Social Studies	4
Math	3	Math	3
Science	3	Science	3
Languages Other Than English (LOTE)	1*	LOTE	3*
Art & Music	1	Art & Music	1
Physical Education (participation each semester)	2	Physical Education (participation each semester)	2
Health	0.5	Health	0.5
Electives	3.5	Electives	1.5
<b>Total</b>	<b>22</b>	<b>Total</b>	<b>22</b>

\*Students with a disability may be excused from the requirement for 1 unit of credit in LOTE if so indicated on the IEP but must still earn 22 units of credit to graduate

\*Students completing a 5-credit Fine Arts or Career and Technical Education (CTE) sequence only need one LOTE credit in order to receive the Advanced Regents Diploma.

<b>Required Exams*</b> (Passing score of 65 and above)		<b>Required Exams*</b> (Passing score of 65 and above)	
English Language Arts (ELA) Regents	1	Regents exam in ELA	1
Math Regents Exam	1	Math Regents Exam (Algebra, Geometry, Algebra 2)	3
Science Regents Exam	1	Science Regents Exam (1 life science & 1 physical science)	2
Global History & Geography Regents Exam	1	Global History & Geography Regents Exam	1
US History Regents Exam	1	US History & Government Regents Exam	1
<b>Total</b>	<b>5</b>	<b>Total</b>	<b>8</b>

**\*Pathway Diploma Options:**

The state has designated alternative “pathways” to satisfy graduation requirements, generally through a variation in required exams. For any student needing to use the pathway option, the school counselor and student will develop a program to meet the necessary graduation requirements. Parents who have any specific questions about graduation requirements are strongly encouraged to contact their child’s counselor.

## ACADEMIC POLICIES AND PROCEDURES

### I **Minimum Course Load**

Students at Skaneateles Central are required to carry five (5) courses (reflecting 5 units of credit) plus physical education. Exceptions will be considered for students with serious extenuating circumstances. (e.g. health condition, personal or family welfare, etc.)

If a senior's class schedule meets the necessary graduation requirements, and the senior has verifiable employment, then the senior may request to carry only four (4) courses in addition to physical education. The Principal will determine the merit of any requests for a reduced course load.

### II **Course Scheduling**

All students meet with a counselor in the spring to discuss current and future plans. A part of this meeting is devoted to course selection for the next year. Schedule changes are made in the spring through July 15<sup>th</sup> as necessary. Student schedules are mailed home prior to the beginning of the school year. No changes are permitted the first day of school. After this, courses may be added during the next ten days if space is available.

### III **Repeating a Course**

A student who has failed a required course may be allowed to repeat one or both semesters, based on the recommendation of the teacher. When selecting which semester(s) to repeat, the rule of thumb will be to repeat the semester(s) failed. Any semester with an average below 60 should definitely be repeated. If both semesters' averages are above 60, the teacher will make a recommendation as to which semester should be repeated. For a one semester situation, the final exam will be given at the end of the semester. The final grade will consist of the current semester grades and the grades of the opposite semester from the previous year, along with the final test grade. If a student is "doubling up" and is failing both courses (e.g. English 9 and English 10) at the end of the first semester, the higher level course will be dropped. Final exams will cover the entire course.

### IV **Dropping a Course**

Students are able to drop any course for the first two weeks with permission from a parent/guardian. After the first two weeks, students must obtain a "drop form" from the Counseling Center, which will need to be signed by the student, teacher and a parent. Once all signatures have been obtained, the student can return the completed form to the Counseling Center and drop the class. Students will not be allowed to drop a course if it puts them below the minimum course requirement, which is 5.5 credits (5 courses plus physical education).

### V **Incomplete Grades**

When a student is awarded an Incomplete for a marking period grade, the student and teacher will utilize an "Incomplete Form" in order to set expectations for assignments that need to be turned in. This form acts as a contract and will be signed by the student, teacher, parent and counselor, and each will receive a copy. Students have two weeks from the end of the marking period to make up their missing assignments and will receive a grade at that point. In extenuating circumstances, students may have additional time to make up assignments at the discretion of the teacher or administrator.



## VI **Changing Levels of a Course**

Administrators/Counselors may recommend removal from Honors and/or Advanced Placement courses when grades are below 80%.

## VII **Extra-Curricular Eligibility**

Students are encouraged to participate in extra-curricular activities. There are a variety of clubs, organizations, etc. that allow students to interact with one another while working toward a common goal. These extra learning opportunities help the student achieve a total education.

However, students must maintain a satisfactory academic record to be eligible to participate in an extra-curricular activity.

Student participation in an extra-curricular function that occurs during the regular school day is at the discretion of the administration. Both academic and behavioral records will be taken into account.

## VIII **Athletic Eligibility**

A student who is failing two courses at the end of a marking period will be placed on academic probation.

Academic Probation involves a student performing satisfactorily on the following for each class she/he is failing: arriving on time to class consistently; turn in all homework and class work; participate appropriately in class; and seeking extra help when appropriate (e.g., after school, study hall, tutoring.)

Students will be given an academic probation sheet as soon as failures have been identified at the end of each marking period. Students must return sheets weekly by the date identified on the sheet. Failure to turn in sheets will result in an automatic mark of unsatisfactory. The athletic director will notify coaches and parents if the student is not eligible to participate in athletics for the upcoming week. (Teachers may initiate the academic probation sheet at any time before the marking period ends if they feel the situation warrants.)

## IX **Report Cards/Grades**

There are four marking periods during the school year, and a report card is distributed at the end of each period. Interim reports may be sent home midway through each marking period if a deficiency occurs or substantial progress has occurred following a previous deficiency.

Final averages are based on 80% of the student's class average and 20% of the final exam grade.

For the first marking period only, for any course, the minimum grade assigned will be a 50.

**X Grade Point Average (G.P.A.)**

At the end of each marking period, a grade point average is calculated by averaging each grade with the frequency of the class meeting. For example, a class that meets alternate days or half year will count half as much as a class that meets daily.

**XI Cumulative Grade Point Average**

At the end of the junior year, a cumulative GPA is calculated by taking an average of all credit-bearing courses a student has completed. This includes courses taken in eighth grade that earn high school credits.

**XII Weighted Grade Point Average**

At the end of the junior year, a weighted GPA is calculated by applying a weight of 1.03 (3%) to core honors level courses and 1.05 (5%) to AP/college level courses. Weighted GPA's are used for the sole purpose of the college admission process.

**XIII Grade Equivalents**

Grading is reported and recorded in numerical fashion. However, should a need for conversion to letter grades arise, the following grade equivalents will be implemented:

A	=	90	-	100
B	=	80	-	89
C	=	70	-	79
D	=	65	-	69
F	=	0	-	64

**XIV Honor Roll**

An honor roll is computed and published each of the four marking periods.

**Honor Roll Eligibility:**

High Honor Roll - the average for all subjects taken is 90% or above. (Exclude mark for Physical Education.)

Honor Roll - the average for all subjects taken is at least 85%. (Exclude mark for Physical Education.)

**NOTE:** 1) Students with one or more incompletes will not be eligible for the honor roll that marking period until the incomplete is resolved.

2) Although Physical Education is not included in the average for honor roll, a failing grade in this subject **will** exclude the student from the honor roll.

**XV National Honor Society**

Our local chapter is affiliated with the National Honor Society, which was founded in 1921 by the National Association of Secondary School Principals to create an enthusiasm for scholarship, to stimulate a desire to render service, to promote leadership, and to develop character in secondary school students.

All students in grades 11 and 12 who meet the scholarship requirement are considered as candidates for membership in the Society. Students must have an academic average of 90. Grades are computed after the first marking period of Grade 11 and first marking period of Grade 12 for seniors.

**National Honor Society (continued)**

If a student meets the scholarship criterion, they are invited to be considered for acceptance and must complete an Information Form. The Information Form addresses the three other criteria – leadership, service, and character. A self-assessment essay is included. Emphasis is placed on quality versus quantity. Guidelines established by the National Chapter (available for review) to help define leadership, service, and character are employed as part of the selection process. A faculty council reviews completed information forms, consults staff, and reviews disciplinary records, etc. as part of the selection process.

**XVI Advanced Placement and Policy**

Advanced Placement courses are college level studies available to secondary school students, primarily seniors and juniors at Skaneateles. Based on the success of the students on the May Advanced Placement examination administered by the College Board Educational Testing Service, participating colleges may grant credit and appropriate placement, or one of these, to students who have done well on the examination. Students enrolled in AP courses are required to take the AP exam.

Specified criteria have been established for enrollment in these courses. Currently, Advanced Placement courses are offered in English Language and Composition (11<sup>th</sup> Grade), English Literature and Composition (12<sup>th</sup> Grade), Physics 1, Calculus A/B, American History, European History, World History, Biology, Latin, Environmental Science, Spanish Language, and Statistics.

**XVII AP Policy**

Students enrolled in AP courses are required to take the corresponding AP exam in order to have the AP course designation on their transcript. AP exam registration must be completed online by October 31<sup>st</sup>. If AP registration is not completed by the deadline or if a student does not take the AP exam for a course, the course title will be changed to Advanced Topics. If paying the AP exam fee is a financial hardship for a family, the parent or student should contact the Counseling Office prior to the registration deadline.

**XVIII AP and Concurrent College Credit Bearing Courses**

When students take AP or concurrent college credit bearing courses, they are responsible for the cost involved with taking these courses. At the beginning of every school year, the instructor will outline the cost of the college credit bearing course as well as assist students with the registration process.

**College Level Courses****Business: OCC**

- Business 101
- Mathematics of Business and Finance

**English: OCC**

- College Comp and Lit

**World Language: SUNY Oswego**

- Spanish 4
- Pre-AP Spanish Language and Culture
- AP Spanish Language and Culture

**ECON/PAT: SUNY Albany**

- SUNY Economics
- SUNY Participation in Government

**Technology: RIT**

- Design & Drawing
- CIM
- Digital Electronics
- Prin. of Engineering

**Math: OCC**

- College Precalculus
- College Pre-AP Precalculus

**Music: OCC**

- College Sound Recording and Studio Production (BMC 125 & BMC 126)

**AP Courses****Math:**

- Calculus
- Statistics

**Science**

- Biology
- Environmental Science
- Physics 1
- Physics 2

**English**

- Composition & Literature
- Composition & Language

**World Language**

- French
- Latin
- Spanish

**Social Studies**

- World History
- US History
- European History

**Music**

- Music Theory

**XIX Summer School**

Summer school is offered annually to those students who are in need of repeating a course due to failure or a desire to retake the course to strengthen one's skills in a particular course. Students should inquire at the counseling office for summer school details.

## XX Guidelines for Credit by Examination (CBE)

1. The intent of the Credit by Examination policy is to allow students to gain credit for a subject of which they already have previous knowledge, experience or study, and therefore have a proficiency which need not be developed from a classroom experience. It is not intended to be an independent study program or a means to avoid repeating a course which was failed previously.
2. Generally, requests for CBE should occur during "registration period" when students select their courses/program for the next year. However, the student may place a request at any time prior to the beginning of the school year.
3. A student will not be able to earn more than 6 1/2 credits through this procedure. Applications for Credit by Examination are available from the school counselor. Completed applications will be submitted to the principal for approval. The principal will determine if the request is consistent with the intent of the policy. The student's academic record must reflect the ability and potential for success for achieving a grade of 85 on the final examination without the benefit of regular instruction.
4. The appropriate Curriculum Coordinator will meet with the student to plan the project or procedure for the oral examination. The description of the project or oral examination will be submitted in writing to the principal with specific dates noted.
5. The final examination will be administered during the final examination period for that course for which CBE is being pursued. The student must achieve a score of 85% or better on this examination. If the examination is not a Regents examination, it must be State-approved.
6. Some courses, such as Health, place a high priority on the development of student opinions and understandings of concepts through classroom discussion. Due to the affective nature of such a course, Credit by Examination would not be an appropriate substitute.

## XXI Independent Study

Independent Study arrangements are recommended for Juniors and Seniors. Sophomores, under special circumstances, may apply. Independent Study is for elective credit only and a student can have a maximum of three (3) units of credit of Independent Study throughout high school. A student can only enroll in an Independent Study if the following conditions are met:

1. The principal, the school counselor and the teacher are in agreement.
2. The student has demonstrated readiness in the subject area and has a likelihood of success.
3. The student has accumulated the expected number of units of credit for the grade level in which they are enrolled.
4. The student has passed the appropriate number of Regents exams and other assessments needed for graduation for the grade level they are enrolled.

**Independent Study (continued)**

The Independent Study will be academically rigorous and aligned to the New York State commencement-level learning standards or other standards appropriate for the course. The course of study will be aligned to the course taught during the regular school day and will follow the scope and sequence, wherever possible.

**XXII Online Courses through BOCES**

The eLearning Academy is a program through Cayuga-Onondaga BOCES where students in component school districts can take online courses to earn high school credit. The established rules are as follows for online coursework:

Students may enroll in online course work through BOCES either to fulfill a graduation requirement that may not fit in their current schedule or take a course that may not be available to the student otherwise at Skaneateles High School.

Please see your counselor for the details regarding permission to take an online course. The contract for online classes is available in the counseling office.

**XXIII Early Graduation**

Requests for early graduation should be initiated with the student's counselor. Programs leading to early graduation must be acceptable to parents and approved by the Principal. Upon approval, students eligible for early graduation become members of the graduating class to which they have petitioned. **(To be eligible for early graduation, students are encouraged to apply by the end of the 1<sup>st</sup> semester of the Sophomore year.)**

**XXIV Skaneateles High School Testing Program:**

Specialized Examinations for Selected Groups:

1. Pre-ACT administered to all Sophomores
2. Preliminary Scholastic Aptitude Test (PSAT) - for Juniors and accelerated Sophomores in Math, Administered at Skaneateles High School
3. SAT - for Juniors and Seniors, available at several sites throughout Central New York
4. American College Tests (ACT) - for Juniors and Seniors, available at several sites throughout Central New York

**XXV College Courses**

Students interested in taking a college course during the school year or during the summer and who wish to apply the course credit to meet high school graduation requirements must receive approval prior to enrolling in the course.

**XXVI Senior Work Release**

If a senior's schedule meets the necessary graduation requirements and he/she has verifiable employment (does not include home chores), which requires early dismissal, then he/she may request to carry only four (4) courses in addition to physical education. Work release applications are available in the Counseling Office.

**XXVII Senior Study Hall Eligibility**

Seniors failing two or more courses after any marking period will be assigned to an underclassman study hall. The next marking period will determine eligibility to move back into a senior study hall.

**XXVIII Grade Level Promotion**

High School students must have a cumulative total following minimum credits each year in order to be promoted to the next grade.

Sophomore:	5.5 units of credit
Junior:	11.0 units of credit
Senior:	16.5 units of credit

\*Summer school credit will be applied accordingly

**XXIX Official High School Transcript**

A student's official high school transcript reports courses, final course grades, local examination grades, all Regents examinations from June, August and January, and units of credit. The SAT, ACT, Pre-ACT and PSAT scores are kept in the student's cumulative/permanent folder, which is separate from the high school transcript.



# DAILY SCHEDULE

The following is the daily time schedule:

PERIOD	TIME	
Warning Bell	7:48	
1	7:50 - 8:36	
2	8:40 - 9:21	
3	9:25 - 10:06	
4	10:10 - 10:51	
5	10:55 - 11:36	CLASS
	10:51 - 11:21	LUNCH
6	11:25 - 12:06	CLASS
	11:36 - 12:06	LUNCH
7	12:10 - 12:51	
8	12:55 - 1:36	
9	1:40 - 2:21	
Activity Period	2:25 - 3:00	



# ART



## 5 Unit Sequence in Art Options:

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Studio Art	1.0
Studio in Drawing and Painting I - IV	.5
Studio Photography I – IV	.5
Digital and Art Design I - IV	.5
Studio in Ceramics I – IV	.5

<b>STUDIO ART</b>	40 weeks	1 Credit
Grade Level:	9-12	
Requirements:	None	

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In this full year course, students are provided the opportunity to learn about the nature, function, and techniques in the visual arts. In this comprehensive course, a proficiency in creative expression will be developed through exploration, experimentation, skill development, and self-expression through a variety of processes, materials, and media. Areas of study will include the origins and history of art, elements and principles of design, art criticism, and the exploration and development of skills and techniques in drawing, painting, printmaking, computer art and three dimensional art. In addition, students will develop presentation skills and learn how to organize and develop a body of work for a portfolio and exhibition. This course is a prerequisite for the other high school art courses and fulfills the NYS Regents graduation fine arts requirement.

Recommended for students in grades: 9 - 12

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<b>STUDIO IN DRAWING AND PAINTING I – IV</b>	20 weeks	.5 Credit
Grade Level:	10-12	
Requirements:	Studio Art	

This introductory course will explore drawing materials such as pencil, charcoal, pen and ink, pastels, as well as painting media such as acrylics, watercolor and oils. Students will also explore the growing media of digital art. These media will be used to solve problems in visual expression. The work will focus on technical skills and the elements and principles of art in the area of drawing, painting, printmaking, and mixed media.

**STUDIO PHOTOGRAPHY I - IV**

20 weeks

.5 Credit

Requirements:

Studio Art or DDP

This course is designed for students to begin learning the fundamentals of artistic photography. Students explore the fundamental principles, techniques and application of camera- based image making in both analogue and digital processes. They will work in both the traditional darkroom and the virtual digital darkroom. Students will explore the many fields and history of photography including pinholes, alternative, digital media, and the evolution of our visual world. Students need to have access to both a digital and a film camera. This course requires the ability for students to work outside of class independently and to meet deadlines effectively.

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**DIGITAL AND ART DESIGN I - IV**

20 weeks

.5 Credit

Grade Level:

10 – 12

Requirements:

Studio Art or DDP

This is a ½ year course created for students to demonstrate an understanding of tools and techniques used to create digital art. Students will gain knowledge of the Adobe Creative Apps as well as other painting, photo, and video apps on the computer and iPads. Students will also gain knowledge of how art is used in creating posters and other design concepts using text. Prerequisite is Studio Art or DDP.

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**STUDIO IN CERAMICS I - IV**

20 weeks

.5 Credit

Grade Level:

10 – 12

Requirements:

Studio Art

This course is the only offering for three dimensional art designed for the student interested in working with clay. It is essential for the student wishing to develop a strong, well rounded portfolio. The class will experiment with different methods of forming clay. The students will be introduced to all the related techniques needed to produce finished pieces of pottery and sculpture; i.e., glazing, bisque firing and glaze firing, as well as different decorating methods. The course includes connections to history and how the ceramic arts have crossed all cultures. The course is taught through student-centered, hands-on, experience-based learning techniques.

A breakdown of course projects would proceed from basic to complex.

1. Tile/slab
2. Coil - strip
3. Wheel
4. Sculpture
5. Final thematic project of student's choice

**ART HISTORY AND APPRECIATION**

20 Weeks

.5 Credit

Requirements: None

Grade Level: 10 - 12

This is a ½ year course designed for students who love art and history. Throughout the 20 weeks students will analyze art, collaborate on projects, research, and practice skills utilized by artists. The course will cover significant artistic movements such as the Renaissance, Baroque, Romantic, Impressionist, and Surrealists eras. In addition, students will learn about art history from Africa, Asia, and Latin America. The goal of the course is to provide students an opportunity to see the connection between art and history in a meaningful and fun way.



## AREA OCCUPATIONAL CENTER (OCCUPATIONAL EDUCATION)



See the Career & Technical Education link at <http://www.cayboces.org/cte> for program options.

# BUSINESS DEPARTMENT



## CAREER & FINANCIAL MANAGEMENT

20 weeks

.5 Credit

Grade Level:

9-12

Requirements:

None

This course is required for students with a concentration in Business and those attending BOCES. The course has two main sections: The Working Citizen and Personal Resource Management. Topics include:

### The Working Citizen

- Foundation skills, workplace competencies
- Research careers, self-evaluation
- Entrepreneurship

### Personal Resource Management

- Managing money
- Banking and Credit
- Taxes and Social Security

## ENTREPRENEURSHIP

20 Weeks

.5 Credit

Grade Level:

9 - 12

Requirements:

None

This course is designed to provide students with a step-by-step approach to starting, owning, and operating a business as a sole proprietorship or partnership. The entire course is an extremely realistic practice set in which students will develop a business plan, create promotional materials, and analyze business scenarios of current issues in human resource management. Skills covered include:

- Decision making
- Strategic planning
- Human relations management
- Marketing
- Financial management
- Knowledge management
- Risk analysis
- Customer service

## ACCOUNTING I

20 weeks

.5 Credit

Grade Level:

10-12

Requirements:

None

Accounting is recommended as an elective for students planning to take accounting in college as well as those completing a high school Business concentration. The course covers the complete accounting cycle: journals, posting to ledgers, worksheets, and financial statements.

<b>BUSINESS LAW 1</b>	20 Weeks	.5 Credit
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Grade Level:	11-12
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Requirements:	None
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Course emphasis is on the individual as she/he encounters business law in his/her personal, family, and occupational life. Students should gain a genuine respect and intelligent application for a segment of the law that affects them both at home and at work. Modules include: Contracts, Criminal Law, Law of Torts, The Court System, Consumer Problems, Employment and Agency, Renting, Buying a Home, Insurance, Divorce, Using Purchasing Power, Starting a Business, and Wills.

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<b>MARKETING</b>	20 Weeks	.5 Credit
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Grade Level:	11 -12
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Requirements:	None
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Marketing is the process of planning and executing the conception, pricing, promotion and distribution of ideas, goods, and services to create exchanges that satisfy individual and organizational objectives. Principles of marketing will introduce students to the important part that marketing plays in our economic system.

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<b>COLLEGE BUSINESS 101</b> (Bus 101 OCC)	40 Weeks	1 Credit
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Grade Level:	11-12	No tuition – funded through O.C.C. (college credit now *)
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Requirements:	None
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Students will earn **college credit** for this introductory course designed to give the student an overview of the impact of business on society. The course is intended to aid the student in obtaining a clear understanding of the way in which contemporary business functions through the interrelationships of marketing, management, and finance.

\* Successful completion of this course will earn a student college credits from Onondaga Community College which may be transferred to other colleges.

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<b>COLLEGE MATHEMATICS OF BUSINESS &amp; FINANCE</b> (Bus 102 OCC)	20 Weeks	.5 Credit
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Grade Level:	11 -12	No tuition – funded through O.C.C. (college credit now*)
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Requirements:	Successful completion of Regents Algebra II
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Students will develop skills required to perform mathematical operations pertaining to the world of business and finance. This course is a **must** course for those entering a business course in college! It will also provide you with one high school business or *math* credit and 3 college credits from Onondaga Community College which may be transferred to other colleges.

\* Successful completion of this course will earn a student college credits from Onondaga Community College which may be transferred to other colleges.

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**SPORTS MANAGEMENT**

20 Weeks

.5 Credit

Grade Level:

10 – 12

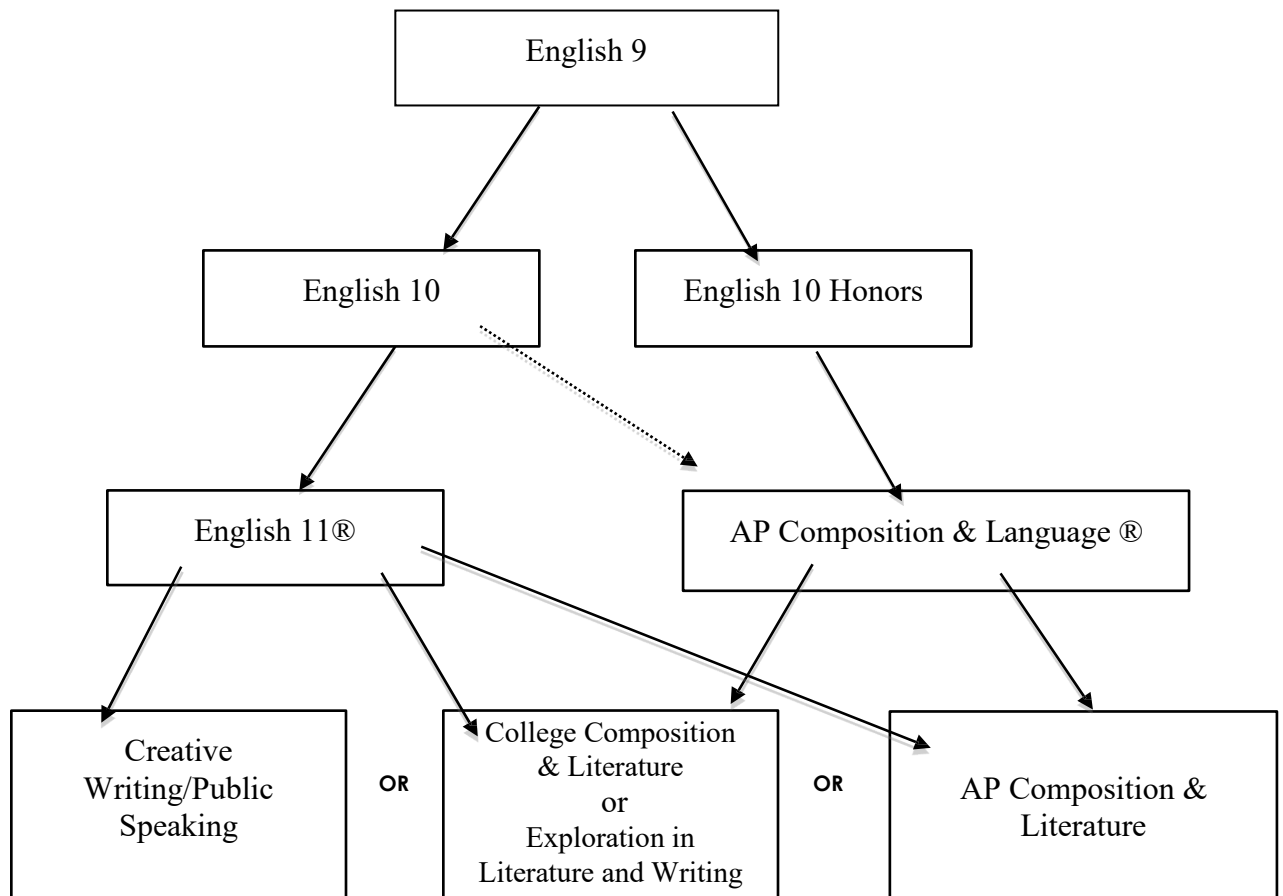
Requirements:

None

This course is designed to develop a thorough understanding of the marketing concepts and theories that apply to sports and events. This course is based on the business and marketing core that includes communication skills, distribution, marketing-information management, pricing, product/service management, promotion, selling, operations, strategic management, human resource management, and the economic impact and considerations involved in the sports and event marketing industries.

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## Skaneateles High School English Program



### Senior Electives:

Creative  
Writing/Public  
Speaking



**ENGLISH 9**

40 Weeks

1 Credit

Grade Level:

9

Ninth grade Regents English is the foundation of the High School English program. The curriculum emphasizes reading, writing, listening, speaking, viewing and presenting. Skills in reading comprehension and literary appreciation are developed through the study of full-length works by a variety of well-known authors, as well as a range of shorter essays, poems, short stories, and informational text. Students receive extensive instruction in the process of writing through frequent assignments which stress prewriting, drafting, and revision. Instruction in listening and speaking skills is integrated into the curriculum through oral presentations and group discussion. This course also emphasizes vocabulary development, research skills, and effective study habits. This course integrates the New York State Next Generation Learning Standards for English Language Arts.

**REGENTS ENGLISH 10**

40 weeks

1 Credit

Grade Level:

10

Requirements:

Regents English 9

This course is a continuation of the four-year Regents English program which students entered in grade 9. Students study literature, grammar, vocabulary, spelling and correct usage. The class also emphasizes the improvement of student writing, as well as listening and speaking skills.

This course integrates the New York State Common Core Learning Standards for English Language Arts.

**HONORS ENGLISH 10**

40 weeks

1 Credit

Grade Level:

10

Requirements:

Regents English 9

Honors English 10 requires students to study literature at the analytical level. They will also be required to practice their critical thinking, analysis and reading skills in an interdisciplinary setting. Students will also learn techniques of expository and creative writing, producing efficient, precise, and effective process for a variety of audiences. Library research and extensive reading are integral parts of the course.

This course integrates the New York State Common Core Learning Standards for English Language Arts.

<b>REGENTS ENGLISH 11</b>	40 weeks	1 Credit
Grade Level:	11	
Requirements:	Regents English 10	

The primary objectives in Regents English 11 are preparing for the ELA Regents exam, the PSAT and SAT and developing the necessary literacy skills for success in senior English, college, and career. Students read work from a variety of American writers including Kate Chopin, Nathaniel Hawthorne, Ernest Hemingway, F. Scott Fitzgerald, Arthur Miller and others. Our study of fiction and drama cover William Shakespeare's *The Tragedy of Macbeth*, Arthur Miller's *The Crucible*, Hawthorne's *The Scarlet Letter*, and Fitzgerald's *The Great Gatsby*. Nonfiction texts we study include "Nature" and "Self-Reliance" by Ralph Waldo Emerson, "Civil Disobedience" and excerpts from *Walden* by H. D. Thoreau, and several articles of literary nonfiction students acquire through research during our unit on synthesis and argumentation, in which we will develop well informed written arguments integrating several sources, cited in correct MLA style, to establish and support a defensible claim while addressing and refuting counterclaims.

Becoming a better writer is, of course, a main objective of this course. We study writing conventions (grammar, punctuation and syntax) and focus on organizing expository and argumentative essays to develop clear, strong lines of reasoning both in the analysis of literature and in argumentation. Another course objective is acquiring new vocabulary with a focus on learning Greek and Latin roots and prefixes.

<b>AP ENGLISH LANGUAGE AND COMPOSITION (11<sup>th</sup> Grade)</b>	40 weeks	1 Credit
Grade Level:	11	AP fee (\$96)
Requirements:	All students enrolling in AP English must meet entrance criteria.	

An AP course in English Language and Composition engages students in becoming skilled readers of prose written in a variety of rhetorical contexts, and in becoming skilled writers who compose for a variety of purposes. Both their writing and their reading should make students aware of the interactions among a writer's purposes, audience expectations, and subjects, as well as the way genre conventions and the resources of language contribute to effectiveness in writing.

The overarching goal of this course is to enable students to write effectively and confidently in their college courses across the curriculum and in their professional and personal lives. This course will emphasize the expository, analytical and argumentative writing that forms the basis of academic and professional communication, as well as the personal and reflective writing that fosters the development of writing facility in any context. Students will read primary and secondary sources carefully, to synthesize material from these texts in their own compositions, and to cite sources using conventions recommended by professional organizations such as the Modern Language Association (MLA).

**Students are required to take the AP English exam in May. Students will take the New York State English Regents in June.**

## SENIOR REQUIREMENTS

Students must minimally select either a 40-week course or two 20-week courses. If there is room in a student's schedule for additional courses, that is an option.

### AP ENGLISH LITERATURE AND COMPOSITION

#### COMPOSITION AND LITERATURE \*

Any student who plans to attend a four-year college should definitely choose from the options above. Because college courses require students to demonstrate excellent writing skills, it is important to leave high school confident and prepared in both reading and writing. Both of the courses above are designed to help students prepare for the demands of college courses.

\* Available for college credit

### PUBLIC SPEAKING

### CREATIVE WRITING

### EXPLORATION IN LITERATURE AND WRITING

These courses provide instruction in specialized areas of study.  
Students may take one or more of these courses.

**AP ENGLISH LITERATURE AND COMPOSITION (12<sup>th</sup> Grade)**

40 weeks

1 Credit

Grade Level:

12

AP fee (\$96)

Requirements:

All students enrolling in AP English must meet entrance criteria.

In an Advanced Placement course in English Literature and Composition, students are involved in both the study and practice of writing and the study of literature. They should learn to use the modes of discourse and to recognize the assumptions underlying various rhetorical strategies. Through speaking, listening, and reading, but chiefly through the experience of their own writing, students should become more aware of the resources of language: connotation, metaphor, irony, syntax, and tone. **Students are required to take the AP English exam in May.**

Writing assignments should focus on the critical analysis of literature and should include essays in exposition and argument; personal narrative and the writing of stories, poems, or plays might also be appropriate. Although much of the writing in the course will be about literature, speaking and writing about different kinds of subjects should further develop the students' sense of how style, subject, and audience are related. The desired goals are the honest and effective use of language and the organization of ideas in a clear, coherent, and persuasive way.

**COLLEGE COMPOSITION AND LITERATURE** 40 weeks 1 Credit

Grade Level:

12

No tuition – funded through O.C.C.  
(college credit now\*)

Requirements:

English 11

This course is designed to give an overview of British Lit from A.D. 800 to present. One major author or work is treated in depth for each historical period; thus, the Anglo-Saxon period has *Beowulf* as its centerpiece; the medieval period, Chaucer; the Elizabethan Age, Shakespeare; etc. Writing assignments include various essays and imitations of various genres and conventions, such as sonnets, ballads, and satirical essays, along with at least one substantial research paper per semester.

\*Successful completion of this course will earn a student college credits from Onondaga Community College which may be transferred to other colleges.

**PUBLIC SPEAKING**

20 weeks

.5 credit

Grade Level:

12

Requirements:

English 10

This course is designed to help students become more confident, charismatic, effective, and persuasive speakers and listeners. This will be achieved through collaboration, creativity, critical thinking, and problem-solving, all the while requiring student presence, enthusiasm, and active participation. En route to these goals, each project will build upon the last (from simple to more complex) to help students gain traction and overcome their anxieties. Through experience, instruction, peer feedback, instructor feedback, and personal growth, students will learn to articulately engage an audience, big or small.

<b>CREATIVE WRITING</b>	20 weeks	.5 Credit
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Grade Level:	12
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Requirements:	English 11 Teacher Recommendation
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This is an introductory course focused on preparing students for the practice of writing fiction, poetry, creative nonfiction, and/or scriptwriting. Students will work extensively with character development, plot development, structuring, point of view, dialogue, impressionism, and more. Music, art, and film all play roles in this development. Students learn to read as writers, develop an individual voice, recognize the craft of writing, and produce and critique their own and others' pieces. This course is designed for those serious about further developing his/her writing abilities.

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<b>EXPLORATION IN LITERATURE and WRITING</b> (Formerly English 12)	20 weeks	.5 Credit
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Grade Level	12
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Requirements	English 11 Teacher Recommendation
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This course is designed to help students transition from high school to the vast opportunities that extend beyond graduation, including the world of work, technical school, or college. Through both creative and critical opportunities, students cover a broad scope of English Language Arts, furthering his/her reading, writing, listening, and speaking abilities. Students will work in technical writing, research, creative writing, literature, and non-fiction. Students' skills are expected to develop in unison with course scaffolding. This will be accomplished through experience, instruction, peer feedback, instructor feedback, and personal growth.

A student may take either of these courses as an elective.

## FAMILY AND CONSUMER SCIENCE HOME ECONOMICS



### INTERNATIONAL FOODS AND CULTURE I

20 weeks

.5 Credit

Grade Level: 10-12

Requirements: None

This course is designed to explore the cultures around the world through their foods and customs. The longer units will be on Spanish-speaking countries such as Mexico, Argentina, and a combination of Central American countries (El Salvador, Costa Rica, and Honduras) where we will learn Spanish vocabulary, history, geography, life styles, customs, eating habits and specialty foods. The shorter units will vary and will cater to the countries of our foreign exchange students or other special interest countries of the class members and will also include a language component. Various foods from the countries will be studied and prepared in the kitchen. Equipment and techniques that are typical of the countries will be demonstrated. Guest speakers, when available, will also highlight their favorite foods and traditions of their native countries. The students will also be introduced to safety, sanitation and general food preparation skills.

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### INTERNATIONAL FOODS AND CULTURE II

20 weeks

.5 Credit

Grade Level: 10-12

Requirements: International Foods and Culture I

This course is a continuation of International Foods and Culture I and is also designed to explore the cultures around the world through their foods and customs. The longer units will be on Spanish-speaking countries such as Spain, a combination of Islands (Puerto Rico, Cuba, Dominican Republic), and a combination of South American countries (Ecuador, Colombia, Peru, Venezuela) where we will learn Spanish vocabulary, history, geography, life styles, customs, eating habits and specialty foods. The shorter units will vary and will cater to the countries of our foreign exchange students or other special interest countries of the class members and will also include a language component. Various foods from the countries will be studied and prepared in the kitchen. Equipment and techniques that are typical of the countries will be demonstrated. Guest speakers, when available, will also highlight their favorite foods and traditions of their native countries. Safety, sanitation and general food preparation skills will be stressed throughout the course.

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# WORLD LANGUAGE




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<b>FRENCH 2</b>	40 weeks	1 Credit
Grade Level:	9-12	
Requirements:	French 1	

The basic objective of this course is to help each student attain proficiency in the four skills of listening, speaking, reading and writing. Basic and intermediate structure is taught both audio-lingually and through formal written presentation. The language is presented within the context of the contemporary French-speaking world and its culture so that students attain an awareness of French culture through reading and structures study.

Audiovisuals: films, slides and outside reading provide vivid and authentic background in culture.

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	40 weeks	1 Credit
<b>FRENCH 3</b>		
Grade Level:	10-12	
Requirements:	French 2	

Advanced and auditory comprehension are emphasized: listening comprehension is increased to include understanding of unfamiliar material through class discussion and material read. Writing and speaking skills are refined: structure is reviewed through written exercises. Culture study continues with emphasis on French way of life, French attitudes and customs.

Audiovisuals: films and slides provide vivid and authentic background in culture.

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<b>FRENCH 4</b>	40 weeks	1 Credit
Grade Level:	11-12	College tuition cost involved *
Requirements:	French 3	

The course objective is to strengthen all four skills: speaking, reading, writing, and listening comprehension through student conversations and discussions of reading material, songs, video clips, and films. Critical thinking is encouraged. A wide variety of authentic reading material includes short stories, poems, and articles written for a native French audience. Culture is learned in context. This course provides students with a thorough literary and linguistic background that is necessary for the direct transition to college-level courses. The written skills become of even greater importance and are properly developed through written exposés and short papers.

Students have the option to take this course for college credit through SUNY Oswego.

\*Successful completion of this course will earn a student 3 college credits from SUNY Oswego which may be transferred to other colleges.

<b>FRENCH 5</b>	40 weeks	1 Credit
Grade Level:	11-12	College tuition cost involved *
Requirements:	French 3	

The course objective is to further strengthen all four skills: speaking, reading, writing, and listening comprehension through student conversations and discussions of reading material, songs, video clips, and films. The skills developed during the first four levels take on an added dimension as students more readily and freely use their skills in in-depth analysis of French grammar, history, and literature. Authentic reading material includes full-length novels and plays. Fine-tuning the nuances of the language, particularly through speaking and writing, are fundamental, and students demonstrate their proficiency and development through oral presentations and compositions.

Students have the option to take this course for college credit through SUNY Oswego.

\*Successful completion of this course will earn a student 3 college credits from SUNY Oswego which may be transferred to other colleges.

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<b>LATIN 1</b>	40 weeks	1 Credit
Grade Level:	8-12	
Requirements:	None	

Attention is given to vocabulary and derivation, Latin grammar and syntax, as well as historical/cultural material. The student will learn to read and translate sentences and short paragraphs. The influences of classical civilization will be studied, along with an introduction to Roman mythology, the Roman family from the early period to the Republic. Selections from original Roman literature and other original sources will be introduced as appropriate to this level.

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<b>LATIN 2</b>	40 weeks	1 Credit
Grade Level:	9-12	
Requirements:	Latin 1	

The continuation of instruction in vocabulary and derivation, grammar, and syntax, as well as historical/cultural material, enables the student to acquire an expanded ability to read and understand Latin. Selections from mythology and Caesar's military journals as well as a variety of original Latin literary works are used throughout the year; in addition, emphasis will be given to the influences of classical civilization on our modern world.

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<b>LATIN 3</b>	40 weeks	1 Credit
Grade Level:	10-12	
Requirements:	Latin 2	

The writings of Cicero and other authors are used as the vehicles for exposing the student to an advanced study of vocabulary and derivation, syntax and cultural/historical material. In addition, there is a survey of Latin literature as art and social commentary, a continued study of the influences of our classical heritage. Students will experience Latin as a lively vehicle for communication.

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**LATIN 4** 40 weeks 1 Credit

Grade Level: 10-12

Requirements: Latin 3

In Latin 4, students motivated to go beyond the three-year foreign language requirement will be rewarded with some of the best and most interesting that ancient Roman literary history has to provide. Students will read, interpret, and discuss the works of two great love poets of the classical age, Catullus and Ovid. In translating various works, students will also study word choice, syntax, literary devices, and tone for each poem. In addition, students will also read prose by none other than Caesar himself; selections from his Gallic War book (new to the AP Latin Exam in 2012-13) will be treated in a similar way to the poetry in its study, and students will compare and contrast prose and poetry in terms of style, word choice, and tone. Throughout the course, when necessary, vocabulary and grammar will be reviewed.

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**AP LATIN: VERGIL** 40 weeks 1 Credit

Grade Level: 12 AP fee (\$96)

Requirements: Latin 4

The objective of the course, given each alternating year, is to prepare for the AP examination in May that tests the students' ability to read, translate, understand, analyze and interpret Vergil's *Aeneid* following a specific course syllabus. Students are assigned a few lines per class of these lines which are read and translated closely. Every word and phrase is explicated to come to a full understanding of the poet's mode of expression, imagery, figures of speech, and the metrical nature of his verse. The exam given in May is judged on a five-point scale. A student who receives at least a 3 out of 5 on the AP exam can usually earn college credits for his/her work. **Students are required to take the AP Latin exam in May.**

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**SPANISH 1** 40 weeks 1 Credit

Grade Level: 9-12

Requirements: None

Through dialogues and conversations built around everyday situations, the student learns vocabulary, correct pronunciation and intonation patterns and then learns to read, write and listen with understanding. Basic structure is taught through conversation, flashcards, student-to-student practice, and written work. Culture is taught through realia, authentic videos, podcasts, blogs, and outside reading.

<b>SPANISH 2</b>	40 weeks	1 Credit
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Grade Level:	9-12
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Requirements:	Spanish 1
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The emphasis shifts to communicative skills. The student acquires a greatly expanded vocabulary and develops the ability to answer orally, and in writing, to questions posed about material heard. Basic and intermediate structure is taught both audio-lingually and through formal written presentation. Culture is integrated with the reading materials, and cultural contrasts and similarities in a natural setting. Videos, music, readings, podcasts, films and outside reading provide background in culture.

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<b>SPANISH 3</b>	40 Weeks	1 Credit
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Grade Level:	10-12
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Requirements:	Spanish 2
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The emphasis shifts to more frequent higher level listening comprehension, speaking and writing skills in a variety of authentic cultural and/or day-to-day real life situations. We will rely on grammar structures and vocabulary from previous years in order to enrich our vocabulary and advance our grammar skills. The skills of listening and reading comprehension as well as speaking are maintained through daily class discussion of material that we read, model and/or watch. We continue to explore the culture of the Spanish-speaking world through videos, music, images, readings and short stories. The year ends with an assessment that will measure a student's proficiency in all four functions of the language (reading comprehension, listening comprehension, speaking and writing) at checkpoint B and a section where students will demonstrate their knowledge of specific grammar structures and thematic vocabulary.

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<b>SPANISH 4 – Language and Culture (pre-AP) with SUNY Oswego Level 201 Optional Credit</b>	40 weeks	1 Credit
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Grade Level:	11	College tuition cost involved*
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Requirements:	Spanish 3
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Students, who choose **Pre AP Spanish 4**, will likely move on to our *AP Spanish Language and Culture* course during their senior year. This Spanish 4 course is comparable to a second-year university course and provides students with opportunities to develop language proficiency across the three modes of communication: **Interpretive** (audio, visual, audiovisual, written and print), **Interpersonal** (spoken and written) and **Presentation** (spoken and written). A student should already be able to comprehend and produce language that is equivalent to a first-year college level course. **Pre AP Spanish 4** is a language course designed to provide students with the necessary skills and intercultural understanding to enable us to communicate successfully in an environment where we will use Spanish almost exclusively. We will also cover several key grammar points throughout the year, also taught exclusively in Spanish, to prepare students for *AP Spanish Language and Culture*. Therefore, students must not only be **well prepared**, but must also have a **high level of motivation and interest** (we call that GANAS, in Spanish) as well as **sufficient time** to prepare out-of-class assignments. **A student**

**must be willing to devote the time required to become successful.** . The year ends with an assessment to measure a student's proficiency in all four functions of the language (reading comprehension, listening comprehension, speaking and writing) at checkpoint C and a section where students will demonstrate their knowledge of specific grammar structures and thematic vocabulary.

\*The above objectives are taken directly from the AP Spanish Language Teacher's Guide (The College Board) and the Skaneateles High School syllabus, which is approved, by the College Board and SUNY Oswego.

**SPANISH 4 – with SUNY Oswego  
Level 201 Optional Credit**

40 weeks

1 Credit

Grade Level:

11 or 12

College tuition cost involved\*

Requirements:

Spanish 3

This junior or senior level course is designed for the serious Spanish student who will practice the four functions of the Spanish language on a daily basis. Students will review and build upon grammar and vocabulary previously taught in Spanish 3 and will be introduced to new and more complicated structures and themes. The course will include literature readings, grammar and vocabulary practice and expansion, audio and video segments, and speaking practice and improvement. This course is designed to provide students with the necessary skills and intercultural understanding to enable us to communicate successfully in an environment where Spanish is spoken almost exclusively. Students must not only be well-prepared, but also have a high level of motivation and interest as well as sufficient time to prepare out-of-class assignments. This course is designed for juniors and seniors as their last Spanish class after level 3. The course ends with a project based assessment to measure a student's proficiency in all four functions of the language (reading comprehension, listening comprehension, speaking and writing) at the checkpoint C level.

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**AP SPANISH LANGUAGE  
AND CULTURE – with SUNY  
Oswego Level 202 Optional Credit**

40 weeks

1 Credit

Grade Level:

12

AP fee (\$96) College tuition cost involved \*

Requirements:

Pre AP Spanish 4

With similar goals in mind as the Spanish 4 Pre AP course, **AP Spanish Language and Culture (Spanish 5)** is comparable to a third-year university course and will continue to provide students with opportunities to develop language proficiency across the three modes of communication: **Interpretive** (audio, visual, audiovisual, written and print), **Interpersonal** (spoken and written) and **Presentational** (spoken and written). At this point, a student should already be able to comprehend and produce language that is equivalent to that which is used in a second-year college level course. **AP Spanish Language and Culture (Spanish 5)** is a language course designed to provide students with the necessary skills and intercultural understanding to enable one to communicate successfully in an environment where Spanish is spoken exclusively. Therefore, students must not only be **well prepared**, but also must have a **high level of motivation and interest** (GANAS) as well as **sufficient time** to prepare out-of-class assignments. **A student must be willing to devote the time required to become successful both in and out of class.** The AP Spanish Language and Culture Exam is in early May. In June, the course will end with a project-based assessment, which will test their comprehension of an authentic Spanish Telenovela via journal entries of each episode and a mini-project.

\*The above objectives are taken directly from the AP Spanish Language Teacher's Guide (The College Board) and the Skaneateles High School syllabus, which is approved, by the College Board and SUNY Oswego.

# HEALTH



**HEALTH** 20 weeks .5 Credit

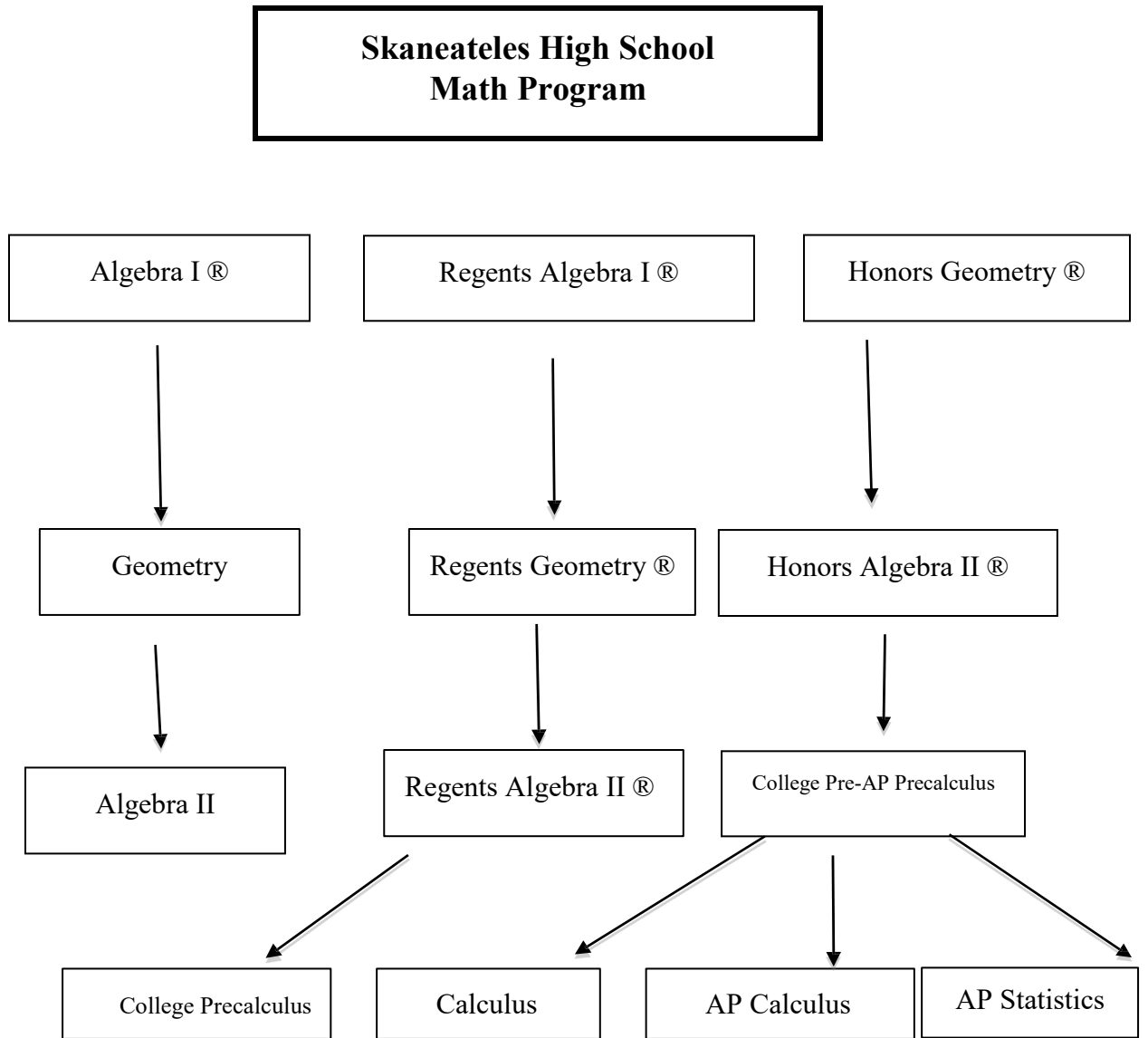
Grade Level: 10-12

Requirements: None

This is a comprehensive course designed to meet the New York State Health requirement. Topics include the prevention of drug, alcohol, and tobacco abuse; awareness of life-threatening diseases and disorders; HIV/Aids; STD's, mental, emotional and social health; healthy relationships and parenting.

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# MATHEMATICS



**Other Math Electives/Options:** Statistical Methods and Modeling, AP Statistics

<b>MATH LAB</b>	40 weeks	0 Credit
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Grade Level:	9-12
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Requirements:	Enrollment in a course leading to a Regents exam Recommendation of counseling office & math teachers
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Students qualifying for Math Lab may receive an additional period of math every other day. The purpose of the extra math classes is to help students be successful in their regular mathematics class leading to a Regents exam.

<b>ALGEBRA I</b>	40 weeks	1 Credit
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Grade Level:	9
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Requirements:	None
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This course addresses prioritized topics from the Regents Algebra I curriculum. Students are placed in this course based on their performance in Math 8 and their scores on the New York State Grade 8 Math Assessment. Students taking this course will prepare to take the NYS Algebra I Regents Exam in June.

<b>REGENTS ALGEBRA I</b>	40 weeks	1 Credit
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Grade Level:	9
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Requirements:	None
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Regents Algebra I is the first course in the three year NYS math sequence. This course addresses the topics of number & quantity, algebra, functions, and statistics. Students enrolled in this course will prepare to take the NYS Algebra I Regents Exam in June. Students are required to use a graphing calculator in this course.

<b>GEOMETRY</b>	40 weeks	1 Credit
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Grade Level:	10
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Requirements:	Successful completion of one year of math and passing the Algebra I Regents Exam
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This course addresses prioritized topics from the Regents Geometry curriculum. The Geometry Regents Exam is optional at the end of the course. All students in this course will take a locally developed final exam.

<b>REGENTS GEOMETRY</b>	40 weeks	1 Credit
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Grade Level:	10
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Requirements:	Algebra I and Passing the Algebra I Regents Exam
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Regents Geometry is the second course in the NYS math sequence. Among the topics addressed are modeling, proofs, congruence, similarity, right triangles, trigonometry, probability, and circles. Students enrolled in this course will prepare to take the NYS Geometry Regents exam in June. Students are required to use a graphing calculator in this course.

**HONORS GEOMETRY**

40 weeks

1 Credit

Grade Level:

Accelerated 9

Requirements:

Algebra I XL and Passing the Algebra I Regents Exam

The content of Honors Geometry parallels Regents Geometry with greater depth emphasized.

**ALGEBRA 2**

40 weeks

1 Credit

Grade Level:

12

Requirements:

Geometry

This course covers topics from the Regents Algebra 2 curriculum. The Algebra 2 Regents exam is optional at the end of this course. All students in this course will take a locally developed final exam.

**REGENTS ALGEBRA 2**

40 weeks

1 Credit

Grade Level:

11

Requirements:

Geometry and Passing the Geometry Regents Exam

Regents Algebra 2 is the third course in the NYS math sequence. This course addresses the topics of algebra, relations and functions, trigonometric functions, exponential and logarithmic functions, and probability and statistics. Students enrolled in this course will prepare to take the NYS Algebra 2 Regents exam in June. Students are required to use a graphing calculator in this course.

**HONORS ALGEBRA 2**

40 weeks

1 Credit

Grade Level:

Accelerated 10

Requirements:

Honors Geometry and Passing the Geometry Regents exam

The content of Honors Algebra 2 parallels Regents Algebra 2 with greater depth emphasized.

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<b>STATISTICAL METHODS AND MODELING</b>	40 weeks	1 Credit
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Grade Level:	N/A
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Requirements:	Algebra 2
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*Statistical Methods and Modeling* is a fourth year math course intended to challenge students to use mathematics, statistics, science, and technology to solve real-world problems. They will apply critical thinking skills and problem solving techniques to answer questions that are rich in context and learn the required math, statistics, science, and technology needed to suit the contextual problem. The course hopes to answer the question that many students ask, "When am I ever going to use this?" Topics include land surveying, the stock market and financial planning, sports analytics, and kinematics.

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<b>COLLEGE PRECALCULUS</b>	40 weeks	1 Credit
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Grade Level:	12	No tuition – funded through O.C.C. (college credit now)
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Requirements:	Regents Algebra 2 and passing the Regents Exam
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This course is designed to provide the necessary foundation for a standard calculus course. Topics include absolute value and quadratic inequalities, functions and their equations, exponential and logarithmic functions and their applications, right triangle trigonometry, law of sines and law of cosines, trigonometric functions (circular) and their inverses, trigonometric identities and equations, addition and multiple angle formulas, and binomial theorem.

\*Successful completion of this course will earn a student college credits from Onondaga Community College which may be transferred to other colleges.

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<b>COLLEGE PRE-AP PRECALCULUS</b>	40 weeks	1 Credit
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Grade Level:	N/A	No tuition – funded through O.C.C. (college credit now)
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Requirements:	Honors Algebra 2 and passing the Regents Exam
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A mastery of the Algebra 2 topics is expected prior to taking Honors Precalculus. Topics are similar to those in Precalculus with a special emphasis on functions. Students in this course will likely enroll in AP Calculus the following year.

\*Successful completion of this course will earn a student college credits from Onondaga Community College which may be transferred to other colleges.



<b>CALCULUS</b>	40 weeks	1 Credit
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Grade Level:	Accelerated 12
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Requirements:	Precalculus
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Calculus is a study of various types of functions through their limits, derivatives, integrals, and applications. The content is similar to the AP Calculus but at a slower pace and in less depth. Students are not prepared for the AP exam but may take an exam at their college to determine placement.

<b>AP CALCULUS</b>	40 weeks	1 Credit
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Grade Level:	Accelerated 12	AP fee(\$96)
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Requirements:	Honors Precalculus
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AP Calculus is an intensive study of various types of functions through their limits, derivatives, integrals and applications, following the AP Calculus AB syllabus. The course is intended for students who have thorough knowledge of mathematics, including algebra, axiomatic geometry, trigonometry, and analytic geometry (rectangular and polar coordinates, equations and graphs, lines, and conics). Along with mastery of these areas of mathematics, students also need a high degree of motivation. A locally developed final exam is given at the end of the course. **Students are required to take the Advanced Placement exam in May.**

<b>AP STATISTICS</b>	40 weeks	1 Credit
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Grade Level:	Outstanding 11 or 12	AP fee (\$96)
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Requirements:	Precalculus or Honors Precalculus (may be taken concurrently)
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AP Statistics provides a rigorous study of the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to four main conceptual themes: Exploring Data, Sampling and Experimentation, Anticipating Patterns, and Statistical Inference. This course is equivalent to a one semester college level introductory statistics course. The total workload and difficulty level reflect the fact that this is a college level course. **Students are required to take the Advanced Placement exam in May.**

# MUSIC



## 5 Unit Sequence in Music Options:

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College Sound Recording and Studio Production	1.0
Performing Arts Academy	.5
Mixed Chorus	.5
High School Band *	1.0
Orchestra *	1.0
Music Theory	.5
Theatre Performance and Production	1.0

*\*a maximum of 2 credits from performing ensembles*

### **COLLEGE SOUND RECORDING AND STUDIO PRODUCTION**      40 Weeks      1.0

Grade Level                      9-12  
Requirements:                      None

This course gives the student a practical approach to audio technologies used in music recording, radio, TV, video, film, social media and live performance. Emphasis is placed on the application of audio production technology in sound recording, the visual and performing arts, and beyond. The basics of sound, microphones, components, signal flow, and recording will be explored and applied. Students will become proficient in the studio tracking process, as well as mixing and editing for various applications using digital audio workstations. Students will use their understanding of the recording process to create projects of personal interest which may include original/cover songs in various genres, Podcasts, short films, etc. This course is offered in conjunction with Onondaga Community College for college credit upon successful completion of the course. (BMC 125 and BMC 126)

### **PERFORMING ARTS ACADEMY**                      40 weeks                      .5 Credit

Grade Level                      12

Performing Arts Academy is a course which gives students the opportunity to study a performing arts related field in-depth in preparation for collegiate or professional programs. This includes project-based outcomes and long-term assignments in fields such as lighting design, audio engineering and music/theater performance. When applicable, these projects are interconnected with other students in the class to create teams working towards a common goal. This class is open to incoming seniors.

<b>MIXED CHORUS *</b>	40 weeks	.5 Credit
Grade Level:	9-12	
Requirements:	None	

This course is offered for 1/2 credit meeting every other day plus one required lesson each week for 40 weeks. Course is designed for anyone who enjoys singing and will satisfy 1/2 unit of credit for Regents requirement in music and art. Students must perform at all four required concerts throughout the school year. Students are also urged to participate in men and women's extra-curricular groups as well as All-County and solo music festivals. Grade is based on participation in lessons and concerts.

**\* REQUIREMENTS FOR HONORS CREDIT IN MIXED CHORUS:**

In order for students to receive honors status for Chorus they must make a commitment to one of the following choices:

- A. Students may participate in a **select ensemble** for the entire year.
    1. *Students must audition for, and be selected to participate in the group.*
    2. *Students must attend all rehearsals and performances required for those groups: **Madrigal Choir, Male or Female Quartet, Mixed Quartet, or Women's Chamber Choir.***
  - B. Students may participate in **the All-County Music Festival AND the NYSSMA Solo Festival.**
    1. *Students must attend all rehearsals and lessons in preparation for the auditions beginning no less than one month prior to the Festival.*
    2. *Students will receive advanced status whether or not they are accepted into honors groups as a result of the auditions. However, students must have attended **ALL** scheduled lessons and shown proper motivation in preparation for the Festival.*
  - C. Students may choose two choral works to research, rehearse and **conduct** at two of the concerts during the school year.
    1. *Available only to Juniors and Seniors who have shown the maturity, knowledge, and skills necessary to complete the project.*
    2. *Students must choose classical composers.*
    3. *Students must write a three-page report on the origins of the work to be performed and a brief background on the composer.*
    4. *The students will rehearse the work under the direction of the music teacher.*
    5. *The student will present and conduct the works at the Fall and June Choral Concerts.*
-

**HIGH SCHOOL BAND \***

40 weeks

1 Credit

Grade Level

9-12

Requirements:

Elementary and Junior High Band or permission from instructor

The school band is maintained as a regular class during the school year. Five periods a week of rehearsal, one instrumental group music lesson per week on a rotating schedule is required. This includes participation in concerts and marching as regularly scheduled during the school year. While the sole purpose of the School Band isn't performance, public performance of a high caliber is an important factor in the total development of a competent music student.

The course aids in the expression of music through rehearsal and performance of selected band literature.

**\* REQUIREMENTS FOR HONORS CREDIT IN HIGH SCHOOL BAND:**

1. *Students must attend all rehearsals and lessons in preparation.*
  2. *Students will receive honors credit whether or not they are accepted into honors groups as a result of the auditions. Students must have attended all scheduled lessons and shown proper motivation in preparation for the Festival.*
  3. *Seniors failing to fulfill previous commitments agreed upon to receive honors credit may jeopardize their qualifications for music scholarships at graduation.*
  4. *Students must participate in several of the following:*
    - **All-County Music Festival**
    - **NYSSMA Solo Festival**
    - **NYSSMA Area All-State**
    - **NYSSMA All-State**
    - **Extracurricular Activities: Jazzband, Pit Orchestra, Dickens' Christmas, Ensembles**
    - **Skaneateles Community Band**
    - **A Conducting Project**
  5. *Additional criteria/options may be approved at the discretion of the instructor.*
-

**ORCHESTRA \***

40 weeks

1 Credit

Grade Level:

9-12

Requirements:

Ability to play musical instrument competently.

The high school orchestra is a regularly scheduled class during the school year. The orchestra presents five concerts a year, besides providing pit orchestra members for the high school musical, and providing additional opportunities to perform outside of school. Orchestral works cover a broad range, from classical and baroque up to popular/contemporary music. Musical growth, development, appreciation, and performance form the basic purposes of the high school orchestra. Members have the opportunity to work with professional guest artists on a regular basis. Students must attend five school periods a week of rehearsal, and attend one instrumental group music lesson per week on a rotating schedule. HS Orchestra annually performs at NYSSMA Major Organization Festival, and this is an academic development goal for the end of each year.

**\* REQUIREMENTS FOR HONORS CREDIT IN ORCHESTRA:** To receive honors status credit in Orchestra, students must make a commitment to one of the following choices:

- A. Students may participate in the All-County Music Festival **AND** NYSSMA Solo Festival **OR** NYSSMA Major Organization Festival and All-County.
  - 1. *Students must attend all rehearsals and lessons in preparation for the auditions beginning no less than one month prior to the Festival.*
  - 2. *Students will receive advance credit whether or not they are accepted in to Honors groups as a result of the auditions. Students must have attended all scheduled lessons and shown proper motivation in preparation for the Festival.*
  - 3. *Seniors failing to fulfill previous commitments agreed upon to receive advanced orchestra credit may jeopardize their qualifications for music scholarships at graduation.*
- B. Students may audition for **SYO or SYSO** (Syracuse Youth Orchestra or Syracuse Youth String Orchestra) in the spring of their freshman, sophomore, or junioryears.
  - 1. *Students will be given credit for advanced status only as a result of their acceptance.*
- C. Students may participate in FiddleStyx for an entire year.
  - 1. *Students must audition for, and be selected to participate in the group. Students must attend all rehearsals and performances required for the group; Monday-Wednesday Activity periods throughout the year.*
- D. Students may choose a conducting project, to be performed at a spring concert.
  - 1. *Available only to juniors and seniors who have the necessary skill, knowledge and maturity to undertake such a project. Students must demonstrate respect for peers and sensitivity to being in an authoritative position with peers.*
  - 2. *Students must choose a work to conduct that is approved by the instructor.*
  - 3. *Students will conduct the work under the close supervision of the instructor, who will rehearse the selected work **prior** to the student conductor's podium time.*
  - 4. *The purpose of the project will be to learn the basics of conducting in an orchestral setting; **rehearsal** of the group shall not be a part of the project.*
  - 5. *Students must make a video-tape of their conducting and write a two-page self-analysis of their strengths and weaknesses as a conductor, with creative ideas for improvement.*
  - 6. *Students will present their conducting project at the final band-orchestra concert of the year.*
- E. **Additional Options for honors credit will be considered at the discretion of the instructor.**

**MUSIC THEORY**

40 weeks

.5 Credit

Grade Level

12

The Music Theory course is a senior-year course designed to enhance music skills and give you a deeper appreciation of music by helping you better understand the mechanics that make music work. The essential aspects of melody, harmony, rhythm, and form are studied. 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. Aural dictation and ear training are also a key part of the course and will be included throughout the year. Individual creativity is encouraged and developed through composition. This course is highly recommended for students wishing to pursue music beyond high school. We will be covering the equivalent coursework as a College Theory I course, as well as the beginning of content covered in College Theory II.

Prerequisite: Although there is no prerequisite, it is suggested that a student have some musical knowledge or participate in an ensemble.

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**THEATRE PERFORMANCE AND PRODUCTION**

40 weeks

1 Credit

*(This course is offered every other year)*

Grade Level

10-12

Theatre Performance and Production gives students the opportunity to work on in-depth skills that cannot be covered at length over the course of a theatrical production. For the first half of the year, the focus is on performance: students will do scene studies, character development, monologue/song analysis and preparation, improvisation and the building of essential performance skills in acting and singing.

In the second half of the year, students will focus on production elements such as staging and directing, stage and production management, theatrical collaboration, learning about design departments and their role in the scope of a show, and will culminate in student-directed performances of songs and scenes from popular plays and musicals. Additionally, students will have the option of taking on production staff roles for the 24-hour musical project at the end of the year.

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**PRODUCTION TECHNOLOGY**

40 weeks

1 Credit

*(This course is offered every other year)*

Grade Level

10-12

Production Tech will focus on lighting and sound design for live and recorded performance. Over the course of the year, students will learn how to set up, operate and design lighting in various settings, especially stage, TV and film. Additionally, we will cover sound design in the aforementioned settings as well as radio and Podcasting. This course is ideal for those looking to work in media production, as well as those who will benefit from being able to create high-quality media for their own businesses and personal use. knowledge and/or participate in an ensemble.



# PHYSICAL EDUCATION

**PHYSICAL EDUCATION**

40 weeks

.5 Credit

Grade Level:

9-12 every other day all year

Requirements:

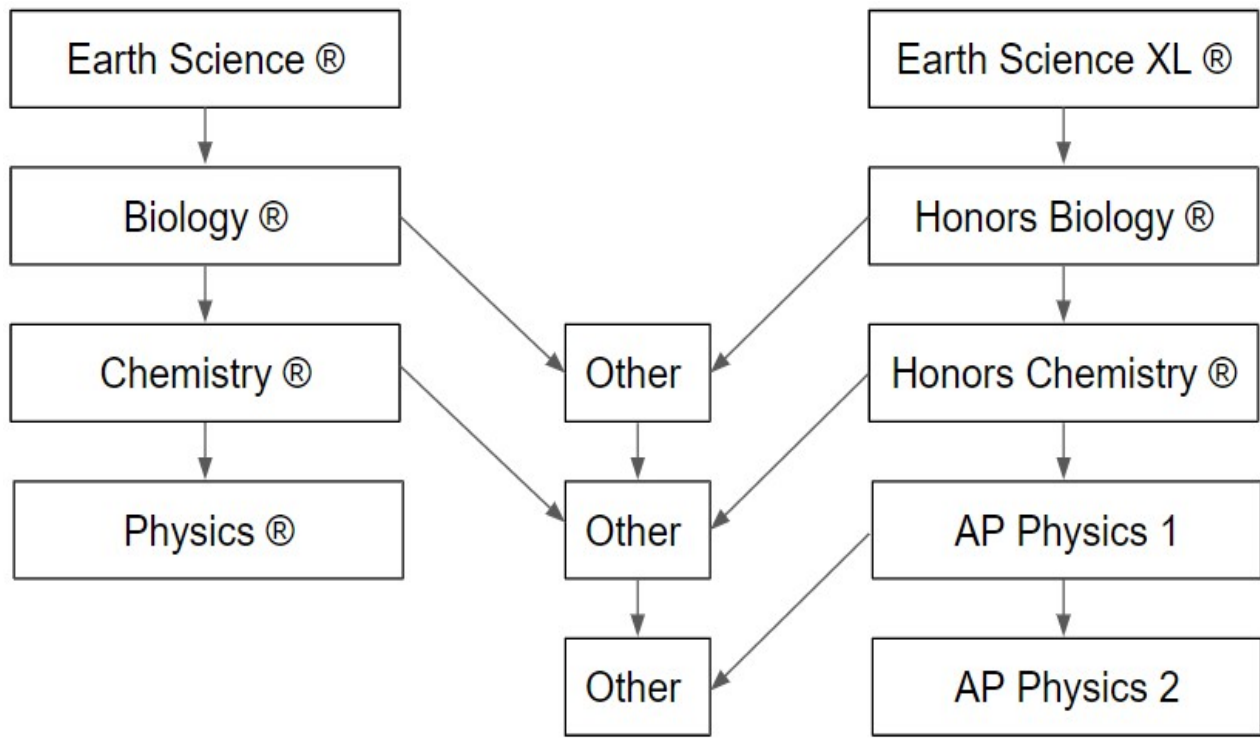
None

Physical Education at Skaneateles High School is designed to graduate students with a knowledge and appreciation of the concept of staying active by making appropriate and enjoyable exercise choices to lead a healthy, productive life. Team sports and lifetime activities will be presented to provide students with practical applications of recreational pursuits available to them in their adult life. Specific activities include: racquetball, formal dance, and bowling, ice skating, archery, golf, badminton, self-defense, pickle ball, ultimate Frisbee, weight training, project adventure, volleyball, softball, basketball, team handball, soccer, and flag football.

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# SCIENCE

## Skaneateles High School Science Program



## Other Science Options:

AP Biology  
 AP Environmental Science  
 Ecology  
 PAT (hydroponics)  
 Integrated Physical Science (Geometry/Math 11 needed)



**LABORATORY REQUIREMENT:**

Laboratory experience is required in each of the four Regents science courses. This requirement follows directly from the fact that these courses are laboratory sciences, and successful completion of any one of them earns for the student one unit of credit for a laboratory science. Students must be engaged in laboratory activities for a minimum time as determined by the State and the school and satisfactory written reports of these laboratory experiences must be prepared by the student. Entrance to any Regents science exam requires satisfactory written reports of laboratory experiences. These reports are kept in the school for six months following the date of the examination.

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<b>REGENTS EARTH SCIENCE</b>	40 weeks	1 Credit
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Grade Level:	9
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Requirements:	None
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Regents Earth Science covers the topics of observation and measurement, the environment, astronomy, energy processes related to the sun, weather, erosion and depositional processes, rocks and minerals, changes that take place in the earth's crust, geologic history, and landscapes on the earth's surface. Earth science is designed to use many laboratory exercises, thus developing problem-solving skills as well as cover the course content.

The final exam is the New York State Regents exam.

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<b>REGENTS BIOLOGY/ LIVING ENVIRONMENT</b>	40 weeks	1 Credit
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Grade Level:	10
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Requirements:	None
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Biology/Living Environment (Regents) is a course designed to provide students with an awareness of the natural world; basic scientific concepts, stimulation of inductive reasoning, and a basic understanding of biological processes and generalizations.

Topics included in this course are biochemistry, human physiology, reproduction and development, genetics, and ecology. The New York State Regents Exam is the final exam for this course.

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<b>HONORS BIOLOGY/ LIVING ENVIRONMENT</b>	40 weeks	1 Credit
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Grade Level:	9-10
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Requirements:	Outstanding work in Earth Science
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Biology/Living Environment (Honors) is a course designed to provide the student with a study of life in a stimulating, challenging and enriching environment. Although similar in content to the Regents level course, this program offers an in-depth investigation of biological concepts, and an extended study of Regents syllabus curriculum, including: the Biology of cells; Biology of organisms; diversity of life; and population Biology. It is intended for those students likely to pursue a biology related college major. The New York State Regents Exam is the final exam for this course.

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<b>AP BIOLOGY</b>	40 weeks	1 Credit
Grade Level:	10-12	AP fee(\$96)
Requirements:	Regents Biology Completed or currently enrolled in Chemistry	

AP Biology is a rigorous course taught at the college level of difficulty. It is excellent preparation for college science. **Students are required to take the AP Biology exam in May.**

Topics are organized into three areas: Molecules and Cells, Heredity and Evolution, and Organisms and Populations.

<b>REGENTS CHEMISTRY</b>	40 weeks	1 Credit
Grade Level:	11 or accelerated 10	
Requirements:	Regents Geometry	

Among the topics in this course are: atomic and electronic structure of matter, periodic properties, chemical mathematics, kinetics, equilibrium of acids, bases and salts, oxidation- reduction, organic and nuclear chemistry. The final exam is the New York State Regents Exam.

<b>HONORS CHEMISTRY</b>	40 Weeks	1 Credit
Grade Level:	11 or accelerated 10	
Requirements:	Currently enrolled in Algebra 2 and outstanding work in Science	

Among the topics in this course are: atomic and electronic structure of matter, periodic properties, chemical mathematics, thermochemistry, kinetics, equilibrium, acids, bases and salts, oxidation-reduction, organic and nuclear chemistry.

These topics are those of Chemistry except that they are covered in greater depth. This course is intended for those students who are able and motivated to handle the challenge of a very rigorous course and are likely to pursue a chemistry-related college major.

The final exam is the New York State Regents Exam. Students may elect to take the Achievement Test in Chemistry, which is required by many colleges for admission purposes. The results on the Achievement Test will not be used for grading purposes in class.

<b>ECOLOGY</b>	40 weeks	1 Credit
Requirements:	Regents Biology	

In this course students will explore the relationship between human activity and the environment. Topics include Natural Environments, Population Dynamics, Energy, Land Use and Management, and Pollution. Students will complete a group project focusing on an area of local environmental concern.

**AP ENVIRONMENTAL SCIENCE**

40 weeks

1 Credit

Grade Level:

10 - 12

AP fee (\$96)

Requirements:

Successful completion of 2 years of High School science

The goal of this course is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving or preventing them. Topics include: earth system and resources, the living world, population, land and water use, energy resources and consumption, pollution, and global change. **Students are required to take the AP Environmental Science exam in May.**

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**REGENTS PHYSICS**

40 weeks

1 Credit

Grade Level:

11 - 12

Requirements:

Completion of Algebra 2 desirable

Students will investigate and analyze physical phenomena using lab experiments, demos, discussions, and problem sets. Students will think critically, work collaboratively, and communicate effectively, to develop both conceptual and mathematical understanding of physical phenomena. Content includes mechanics, electricity and magnetism, wave phenomena, and modern physics, as is typical in an introductory two-semester sequence, allowing for a broad survey of topics. Units of study include kinematics, dynamics, circular motion and gravity, energy, momentum, electrostatics, circuits, electromagnetism, mechanical waves, electromagnetic waves, and modern physics. The Regents Exam is optional, though a local final exam is required.

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**AP PHYSICS I**

40 Weeks

1 Credit

Grade Level:

11 - 12

AP fee (\$96)

Requirements:

Outstanding work in Algebra 2

Students will investigate and analyze physical phenomena using labs, demos, discussions, and problem sets. Students will think critically, work collaboratively, and communicate effectively, to develop both conceptual and mathematical understanding of physical phenomena. Content focuses on Newtonian mechanics, as is common in the first semester of college-level study. Units of study include kinematics, dynamics, circular motion and gravity, energy, momentum, simple harmonic motion, and torque and rotational motion. The course is designed to promote detail and depth of learning. The AP Exam, for which college credit may be earned, is required. Following the AP Exam, students complete a final project, instead of taking a final exam.

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**AP PHYSICS 2**

40 Weeks

1 Credit

Grade Level:

12

AP fee (\$96)

Requirements:

AP Physics 1

This course is a continuation of AP Physics 1. Content in this course focuses on topics beyond Newtonian mechanics, as is common in the second semester of college-level study. Units of study include fluids, thermodynamics, electrostatics, circuits, magnetism, optics, and atomic/nuclear/quantum physics. The AP Exam, for which college credit may be earned, is required. Following the AP Exam, students complete a final project, instead of taking a final exam.

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**INTEGRATED PHYSICAL SCIENCE**

40 Weeks

1 Credit

Grade Level:

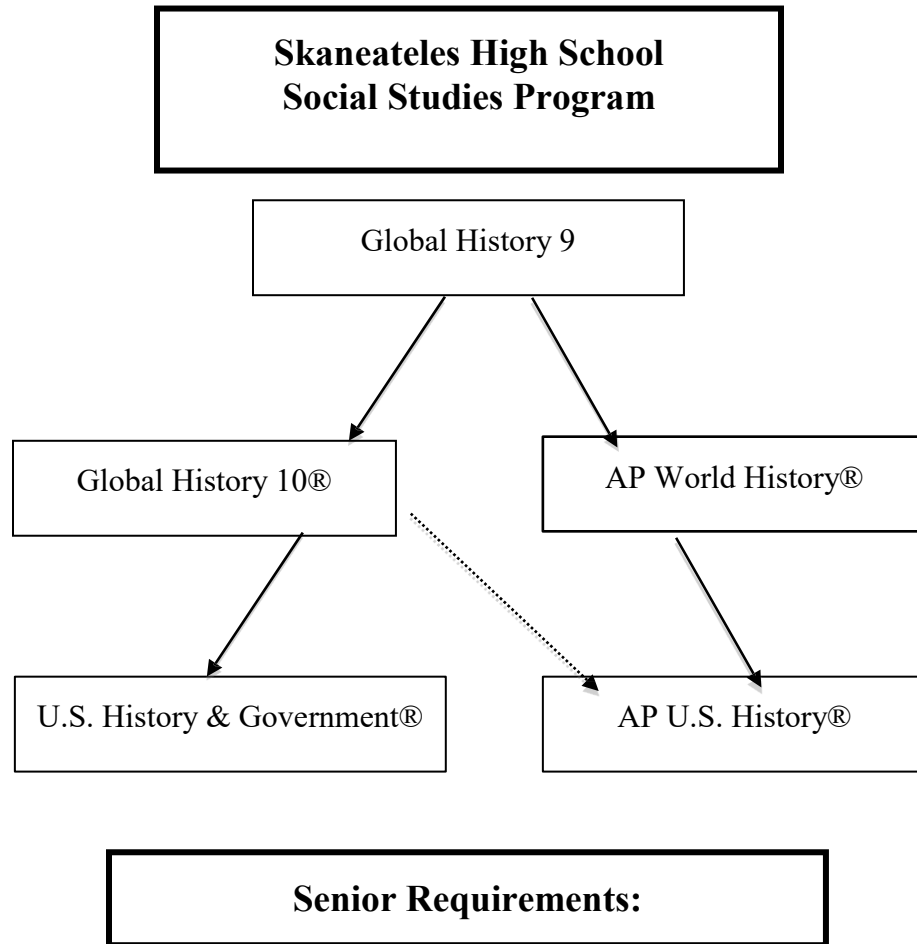
11 – 12

Requirements:

 Regents Earth Science  
 Regents Biology

Students will explore and apply fundamental principles of physical science. Working collaboratively on hands-on and inquiry-based lab activities and projects, students will use critical thinking and the scientific process to explore real world phenomena. Examples of what students may investigate include rock candy, water bottle rockets, fingerprinting, and production of soap, baking bread, egg drops, waste water neutralization, and blood spatter. Students are expected to briefly present their findings twice per marking period. There are no quizzes/tests and extremely limited homework.

# SOCIAL STUDIES



## Senior Requirements:

Choose one from each column:

### Economics Course

Economics  
SUNY Economics

AND

### Government Courses

Participation In Government  
SUNY Participation in Gov't

## Social Studies Electives:

AP European History (11-12)  
Psychology (10-12) – Biology  
prerequisite  
Sociology (10-12)

**GLOBAL HISTORY AND  
GEOGRAPHY 9**

40 weeks

1 Credit

Grade Level:

9

This course covers half of the history of the world, beginning with a brief study of Ancient River Valley Civilizations and ending some thousands of years later with the French Revolution. Throughout the year, topics explored and expended upon are; world religions, development of ancient political systems, the interaction between classical empires along major trading systems, the accomplishments of some of the greatest golden ages in history and the intellectual and political revolutions that helped shaped the modern era. Global 9 is the first half of the Global curriculum and ends the year with a final, however, the overall cumulative exam for this course in the NYS Global Regents given in June of sophomore year.

**GLOBAL HISTORY AND  
GEOGRAPHY 10**

40 weeks

1 Credit

Grade Level:

10

Requirements:

Global History and Geography 9

This course covers half of the history of the world, beginning with the French Revolution and ending some hundreds of years later with current events. Throughout the year, topics explored and expended upon are; political and social revolutions, nationalism and unification, Imperialism, WWI and WWII, the world between the wars, the Cold War and finally the modern day world. Global 10 is the second and final half of the Global curriculum and ends with a Regents exam that includes both Global 9 and Global 10 material.

**AP WORLD HISTORY**

40 weeks

1 Credit

Grade Level:

10

AP fee (\$96)

Requirements:

90+ Average in Global History 9 recommended

The program for grades 9-10 is a two-year global history course that utilizes a chronological format organized around themes and concepts.

The purpose of the AP World History course is to develop greater understanding of the evolution of global processes and contacts in different types of human societies. This understanding is advanced through a combination of selective factual knowledge and appropriate analytical skills. The course highlights the nature of changes in global frameworks and their causes and consequences, as well as comparisons among major societies. It emphasizes relevant factual knowledge, leading interpretive issues, and skills in analyzing types of historical evidence. Periodization, explicitly discussed, forms an organizing principle to address change and continuity throughout the course. Specific themes provide further organization to the course, along with consistent attention to contacts among societies that form the core of world history as a field of study. (from the College Board)

**Students are required to take the AP World History exam in May** and the Regents exam in June.

**U.S. HISTORY AND GOVERNMENT**      40 weeks      1 Credit

Grade Level:      11

Requirements:      Global History and Geography 10

The history of the United States is the history of a great experiment in democracy. The American history and government course is placed at the 11th grade level to assure that all students, by the time they leave the social studies program, will have a good knowledge base rooted in the historical tradition, as well as in contemporary society. Beyond knowing the structure and function of government, students will learn the basic principles and cultural heritage upon which our nation is founded so that they may develop a stronger commitment to democratic values. The syllabus is divided into six major historical units, the first of which is devoted to a major emphasis on the origins and development of the Constitution during the early years of our history. Unit II spotlights "The Industrialization of the United States." Unit III is devoted to "The Progressive Movement." Unit IV explores "At Home and Abroad: Prosperity and Depression 1917-1940." Unit V details "The United States in an Age of Global Crisis: Responsibility & Cooperation." Unit VI studies "A World in Uncertain Times: 1950 to the Present."

Students taking this course will take a NYS Regents examination at the end of the 11th grade.

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**AP UNITED STATES HISTORY**      40 weeks      1 Credit

Grade Level:      11      AP fee (\$96)

Requirements:      The students are self-selected.

The purpose of the course is to provide qualified students the opportunity to develop analytic skills and factual knowledge necessary to deal critically with the problems and materials in American History. The program prepares students for intermediate and advanced college courses by making demands upon them equivalent to those of full-year introductory college courses. Students will learn to assess historical materials -- their reliability, and their importance, and to weigh the evidence and interpretations present in historical scholarship. Students will develop the skills necessary to arrive at conclusions on the basis of an informed judgment and to present reasons and evidence clearly and persuasively in essay format. The course demands college level reading and mature writing skills, including approximately 1 hour per night. The course is a full year survey course of American History. **Those taking the course are required to take the College Board's AP American History exam given in May.** Depending on the college chosen, this course may count for up to 6 hours of college credit.

Juniors will also take the NYS Regents U.S. History and Government examination in June.

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**PARTICIPATION IN GOVERNMENT**      20 weeks      .5 Credit

Grade Level:      12

Requirements:      U.S. History and Government

This one semester course will provide an opportunity for students to explore the meaning and process of government. It is intended to give deeper and more significant meaning to the elements of political theory and government structure which have been incorporated in the earlier social studies courses. Emphasis will be placed upon contemporary issues.

Participation in Government is designed to address several issues that are fundamental to civil government. The course will explore the meaning of the term "community." How community is affected by family, religion, work, and social relations will be discussed. Also discussed will be the tensions between the individual and the community and the community and the nation.

The class will discuss the foundation of the American political system. The theme "we the people" will be analyzed in its historical context from Jefferson to Lincoln to King. We will discuss how the United States Constitution provides for citizen participation in the political process.

As the course is titled Participation in Government, we believe that the course would be incomplete without students actually participating in a community organization. We hope to habituate students to thinking of public service, broadly conceived, as a birthright and a task essential to realizing community. The service-learning component would require a student to perform ten hours of community service to the nonprofit organization of his or her choice. Students will also be required to attend various public meetings -- i.e. Board of Education, court sessions, town meetings-- and report on the processes.

The class will also discuss and explore the issues surrounding the events of the day. Current events will be analyzed on how they impact the public weal and the common interest.

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**ECONOMICS**      20 weeks      .5 credit

Grade Level:      12

Requirements:      U.S. History and Government

With increasing frequency, Americans must debate and make crucial decisions about our complex economy. Nevertheless, the American public, because of its insufficient knowledge of economics, is often confused about the nature and causes of those issues and has difficulty understanding national debates about them. Economics provides a way of thinking about the economy by using a set of analytical tools. The goal of the twelfth-grade economics course is to teach students how to apply the tools of economic analysis to the personal, community, and national economic issues students face.

The course is divided into four basic areas of study. The first is an introduction to economics and economic systems; the second, a microeconomic study of the basic elements of the economy; third, a macroeconomic study of our economic system; the fourth area deals with the United States and the world economy.

The course should be especially useful to the college-bound student, but also pertinent to the non college-bound.

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**SUNY ECONOMICS**

20 weeks .5 Credit  
(3 hours college credit)

Grade Level: 12 Tuition Fee for SUNY Albany\*

Requirements: U.S. History and Government  
Entrance Requirements

An understanding of basic economic concepts is essential for you to objectively analyze local, state, national and international economic questions and issues as they relate to contemporary public discourse. To be an active citizen in our democratic republic you will need to understand how economic principles influence gubernatorial policies. Economics provides a unique opportunity for you to combine knowledge of the theoretical with the practical real-life decisions that you will face in a few short months. Knowledge of economics will assist you in becoming better informed and a more active citizen. As educators we must always strive to provide students with the knowledge and skills necessary to become financially competent individual decision makers, as well as successful citizens, who can participate in policy making at the local, state, and national levels concerning economic issues and priorities.

The course will emphasize some of the following **Key Ideas**:

- Intro to Microeconomics
- How economic information should be evaluated
- Basic economic concepts such as scarcity, supply and demand, markets, productivity, resources, interdependence, growth and economic systems, etc.
- The individual's role in the economy as a consumer, worker, and investor
- Individual economic decisions and the impact of those decisions
- Contemporary economic issues

□

\* Successful completion of this course will earn a student college credits from SUNY Albany which may be transferred to other colleges.

**SUNY PARTICIPATION  
IN GOVERNMENT**

20 weeks .5 Credit  
(3 hours college credit)

Grade Level: 12 Tuition Fee for SUNY Albany\*

Requirements: U.S. History and Government

Over the 20 week duration of this course, students will survey the foundations, mechanics, and interactions of American government and its citizenry. Beginning with the theory and principles which guided our founding fathers to the role of pressure groups and Internet media on modern American politics, students will partake in a variety of exercises in order to gain a better understanding of the ongoing American experiment in Democracy. This course also gives considerable attention to making students more effective citizens. There are units and assignments geared toward both raising awareness to societal problems and providing students with the skills and knowledge necessary to effect change in their community.

\* Successful completion of this course will earn a student college credits from SUNY Albany which may be transferred to other colleges.

<b>AP EUROPEAN HISTORY</b>	40 weeks	1 Credit
Grade Level:	12	AP fee (\$96)
Requirements:	U.S. History and Government	

The course will cover the basic chronology and major events and trends in European history from 1450 to 1970, that is, from the high Renaissance to the recent past. The goals of the AP program are to develop an understanding of some of the principal themes in modern European history and to analyze historical evidence. This course runs for the full year. **Those taking the course are required to take the College Board's AP European History examination given in May.** Depending on the college chosen, this course may count for up to 6 hours of college credit.

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<b>INTRODUCTION TO PSYCHOLOGY</b>	20 weeks	.5 Credit
Grade Level:	10-12	
Requirements:	Biology	

This half-year elective course offers a broad overview of the field of psychology, the study of the human mind and behavior. Some topics we will study will include: psychological theories, research methods, neurobiology, states of consciousness, human development, learning and conditioning, personality development, social psychology, psychological disorders, and psychology careers.

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<b>INTRODUCTION TO SOCIOLOGY</b>	20 weeks	.5 Credit
Grade Level:	10-12	

This half-year elective course offers a broad overview of the field of sociology, the study of society and human behavior. Sociology examines the external factors that shape human behavior ranging from family to peer groups to entire nations or cultures. Some topics we will study will include: sociological theories, research methods, culture, socialization, race, class, gender, family, and deviance.

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# TECHNOLOGY / ENGINEERING



The goal of the Technology/Engineering Department is to offer students the opportunity to explore a broad range of the technology present in our ever-changing world. The knowledge gained from the technology courses can be used to prepare for a college career, employment, or for personal enrichment.

The Project Lead The Way (PLTW) curriculum allows students to apply their math and science skills to real world problems. Students will have the opportunity to explore broad fields of engineering to help them make career choices. Each of the classes uses state-of-the-art technology equipment and software and is taught in a laboratory setting that involves projects rather than lectures to learn the material. Classes focus on problem-solving and encouraging students to work in teams. In some cases students may earn college credit through special agreements with area colleges.

## 5 Unit Sequence in Technology Options:

### Pre-Engineering Sequence/Project Lead The Way

Design and Drawing for Production – Pre-Engineering	1.0
Computer Integrated Manufacturing	1.0
Digital Electronics	1.0
Principles of Engineering	1.0
Engineering Design and Development	1.0

## Other Technology Courses:

Design and Drawing for Production	1.0
Design and Metal Work	.5
Principles of Applied Technology	1.0
Robotics and Automation	1.0

**DESIGN AND DRAWING FOR PRODUCTION: NYS**

40 weeks

1 Credit

Requirements:

None

This course is used to provide instruction to students to satisfy the high school Art/Music requirement. DDP provides opportunities in the areas of design and drawing through creative thinking, decision-making and problem-solving experiences. The design problem approach is the basis for this course. This course does not prepare students to take other Technology courses in the Project Lead The Way sequence.

**DESIGN AND METAL WORK**

20 weeks

.5 Credit

Grade Level:

11 – 12

Requirements:

None

In this class students will learn to turn their own design ideas into functional and/or artistic objects made of metal. Students will learn to use torches, welders, metal cutters, and other tools to create projects like: metal sculpture, jewelry, furniture, and other fabrication or repair projects.

**PRINCIPLES OF APPLIED TECHNOLOGY**

40 weeks

1 Credit

Grade Level:

11 – 12

Requirements:

None

The Principles of Applied Technology course empowers the student to understand, utilize, and apply comprehensive technology skills that exist in higher education and the workplace. The class will assist the students in the development of cooperative learning skills and problem solving skills. This class will include projects and activities that cover a broad spectrum of STEM (Science, Technology, Engineering, and Math).

**ROBOTICS AND AUTOMATION**

40 weeks

1 Credit

Grade Level:

10-12

Requirements:

None

In this course students will learn about the multiple disciplines within Robotics and Automation. Students will have an opportunity to build and program robots, learn about computer controlled machines, and create solutions with Laser Engraving and 3D Printing methods. This STEM course will allow students to turn their knowledge, creativity, and innovation into a working solution.

## PROJECT LEAD THE WAY - PRE-ENGINEERING PROGRAM

### **PLTW DESIGN AND DRAWING FOR PRODUCTION: PRE-ENGINEERING**

40 weeks

1 Credit

Tuition fee for R.I.T. (for students who choose to participate\*)

Requirements:

None

PLTW Design and Drawing for Production: Pre-Engineering is an introductory course which develops student problem solving skills, with an emphasis placed upon the concept of developing a computer-generated 3-D model or solid rendering of an object using the Inventor® software package. Students focus on the application of visualization processes and tools provided by modern, state-of-the-art computer hardware and software. The course will emphasize the design development process of a product and how a model of that product is produced, analyzed and evaluated, using a Computer Aided Design System. Students will use the presentation software, PowerPoint®, to create a slide show and deliver an oral report documenting their design process. Students have the option of earning college credit through R.I.T. \*Successful completion of this course will earn a student college credits from RIT which may be transferred to other colleges.

### **PLTW COMPUTER INTEGRATED MANUFACTURING (CIM)**

40 weeks

1 Credit

Tuition fee for R.I.T. (for students who choose to participate\*)

Requirements:

None

(PLTW DDP: Pre-Engineering is preferred)

This course builds upon the computer solid modeling design skills developed in Introduction to Engineering Design. Students will be presented with design problems that require the use of Inventor® (3-D CAD) to develop solutions to problems. They will evaluate the solutions using various analyses, make appropriate modifications and create a product prototype using a CNC (Computer Numerical Control) lathe, CNC mill and rapid prototyping equipment. Students will use the presentation software, PowerPoint®, to create a slide show and deliver an oral report documenting their design process. Students have the option of earning college credit through R.I.T. \*Successful completion of this course will earn a student college credits from RIT which may be transferred to other colleges.

### **PLTW DIGITAL ELECTRONICS**

40 weeks

1 Credit

Tuition fee for R.I.T. (for students who choose to participate\*)

Requirements:

None

PLTW Digital Electronics is a course of study in applied digital logic. The course is patterned after the first semester course in Digital Electronics taught in two- and four-year colleges. Students will study the application of electronic logic circuits and devices and apply Boolean logic to the solution of problems. Such circuits are found in watches, calculators, video games, computers and thousands of other devices. The use of smart circuits is present in virtually all aspects of our lives and its use is increasing rapidly, making digital electronics an important course of study for a student exploring a career in engineering or engineering technology. Students have the option of earning college credit through R.I.T. \*Successful completion of this course will earn a student college credits from RIT which may be transferred to other colleges.

**PLTW PRINCIPLES OF  
ENGINEERING**

40 weeks

1 Credit

Tuition fee for R.I.T. (for students who choose to participate\*)

Requirements:

None

(PLTW DDP: Pre-Engineering is preferred)

PLTW POE is a broad-based survey course designed to help students understand the field of engineering and engineering technology and its career possibilities. They will develop problem solving skills that are involved in post-secondary education programs and engineering careers. They will explore various engineering systems and manufacturing processes. They will also learn how engineers address concerns about the social and political consequences of technological change. Students have the option of earning college credit through R.I.T. \*Successful completion of this course will earn a student college credits from RIT which may be transferred to other colleges.

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**PLTW ENGINEERING DESIGN  
AND DEVELOPMENT**

40 weeks

1 Unit

Requirements:

None

(PLTW DDP: Pre-Engineering is preferred)

In this course, students will work in teams of two to four to design and construct the solution to an engineering problem, (original, taken from a database of problems, or a national challenge) applying the principles developed in the four preceding courses. Students will maintain a journal as part of a portfolio of their work. Each team will be responsible for delivering progress reports and making final presentations of their project to an outside review panel. The completed portfolio will be invaluable as students apply to college. This is the capstone course for the PLTW sequence.