



***Jamesville-DeWitt High School***

***2025-2026***

***Course Description Handbook***



Dear Students and Parents/Guardians,

This curriculum handbook contains all the course offerings for the 2025-2026 school year. It also contains school policies and regulations as well as graduation requirements for each graduating class. The education of a student is a responsibility shared by parents, their child, and the school. Therefore, it is important for students and parents/guardians to be informed about requirements for graduation and the courses offered at Jamesville-DeWitt High School which fulfill those requirements. We hope this handbook will be useful to you as we work together to develop the best academic program possible.

All students will meet with their counselors to develop an academic program for the 2025-2026 school year. The courses are selected by using following criteria:

- teacher recommendation
- standardized test scores
- past performance
- interests and future plans

You should note that the minimum requirement for a high school program of study is five subjects plus Physical Education each school year. It is our belief that this academic policy provides our students with the best preparation and experiences necessary for success after high school.

Thank you for your help in this very important process.

Sincerely,

A handwritten signature in black ink that reads "Gregory Lawson". The signature is written in a cursive, flowing style.

Gregory Lawson  
*Principal*

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# ACADEMIC POLICIES

In recent years, there have been many changes in the graduation requirements mandated by the New York State Board of Regents. The requirements for a high school diploma for each graduating class are determined by the freshmen year of entry. You are urged to carefully review these requirements. They are listed in the "[Testing Requirements For A High School Diploma](#)" and "[Graduation Requirements](#)" sections.

## **Grade Level Promotion Prerequisites**

To achieve status as an upperclassman, a student must earn the following credits by September of each year.

TO BECOME A:	
Sophomore	5 credits
Junior	10 credits
Senior	15 credits

Students who fail to earn the required number of credits must remain in the same grade homeroom until sufficient credits are earned. If a student fails a course required for graduation and does not pass a make-up course in an authorized summer school program, the student must retake the same course the following year.

## **Course Offerings**

All courses described in this curriculum handbook are offered if there is sufficient student enrollment. Some courses are not offered every year. Check with your counselor if you have questions about a particular course.

## **Transfer Credits**

Students who transfer to Jamesville-DeWitt High School from another high school will have their official transcripts reviewed by both the counselor and principal for the purpose of accepting credits that meet New York State requirements.

All students currently enrolled in Jamesville-DeWitt High School may transfer a maximum of two credits from regionally accredited post-secondary institutions for the purpose of earning credit toward a Jamesville-DeWitt High School diploma. The principal must approve the course prior to a student enrolling in the course.

## **Determining Credit**

One credit is awarded for successfully completing a subject that is studied for at least 160 minutes in a four-day cycle for one year. Partial credit is earned for a half-year subject or a subject meeting less than 160 minutes in a four-day cycle for one year.

## **Summer School Credit**

Summer school credit from New York State Education Department approved summer school programs will be accepted for credit. High school summer school courses are generally for repeat credit only and usually do not meet requirements for first-time, accelerated credit. The principal must approve new courses taken for acceleration prior to registration. Credit will not be granted without such approval.

## **Adding or Dropping a Course**

Parent, counselor and teacher permission must be obtained before a student can drop a course. If a course is dropped prior to the quarter-point of the course, no grade is computed into the student's average.

*Reminder: Every student is required to take a minimum of 5 classes and physical education each marking period. No class may be dropped if it leaves a student enrolled in fewer than 5 classes. Courses may not be dropped or added after the first five weeks for a semester course and after ten weeks for a full-year course.*

## **Early Graduation**

A student shall be eligible for early graduation in fewer than eight semesters upon completion of all requirements for graduation. Graduation in less than four years is permitted with the approval of the principal.

## **Commencement**

Commencement is a ceremony where Jamesville-DeWitt High School students *who have completed all requirements for graduation* are awarded their diplomas.

## **Course Levels**

For some courses, there are multiple levels of instruction. Possible levels include Advanced Placement, Honors, Regents and General/Applied. Recommendations from the student's classroom teacher and counselor are considered for placement of students at a particular level. These recommendations are made to ensure that the student's instructional program appropriately challenges his/her ability. Performance in class work and scores on standardized tests are important factors that influence recommendation and placement.

Courses offered at the Advanced Placement and honors levels are for students whose class work, study skills and test scores are regularly and significantly above average. Both the curriculum content and the expectations of the course will appropriately challenge students who enroll in these courses.

## **Course Level Changes**

Level changes should reflect consideration of student ability. Level changes are *not* made for behavioral or motivational reasons. All level changes *must* occur by the midpoint of the course. A level change request is initiated through the Counseling Center.

## **Academic Intervention Services (AIS)**

Academic Intervention Services (AIS) are provided for students who have failed or are in danger of failing the New York State assessments required for graduation.

## **Graduation Requirements**

1. All graduates must meet New York State and local requirements for a diploma as outlined on the following pages. Students must meet **both** exam requirements as well as course credit requirements.
2. An official high school diploma will only be issued upon the completion of the Advanced Regents, Regents or local diploma requirements. Any student may be enrolled in the public schools until one of the following occurs:
  - a. *The student earns a local, regents or advanced regents diploma.*
  - b. *The student attains the age of 21 prior to September 1 of the school year.*

## **Grading Policies**

Students earn numeric grades from 0 to 100. The passing grade is 65%. All grades are determined by the course instructor based upon the student's mastery of required material as obtained by periodic assessments and on the quality of the student's work.

## **Earning of Credit**

For courses with a Regents Exam, course credit is earned when a student's final course average is 65% or higher. The Regents exam is not averaged into the final course average, but is reported separately on the student's transcript. If a student passes the course, but fails the Regents exam, the student receives local course credit. If a student fails the course, but passes the Regents exam, no course credit is earned unless the Regents exam score is 85 or higher. If the student earns an 85 or higher on the Regents exam, course credit may be awarded upon approval of the high school principal.

## **Honor Rolls**

Four times each year, after report cards are issued, an Honor Roll will be released based upon grades received during the quarter. Students are eligible for Honor Roll listings if they have passed all courses with the prescribed quarter average and are enrolled on a full-time basis.

<b>High Honor Roll</b>	<b>Honor Roll</b>
<i>unweighted quarter averages of 90.0 or higher</i>	<i>unweighted quarter averages between 85.0 and 89.99</i>

## **Grade Point Averages: Unweighted & Weighted**

A student's cumulative average is computed at the end of each semester. All completed courses except physical education are included in the student's cumulative average. Students are not ranked. Each student's transcript reports an unweighted cumulative average and a weighted cumulative average. The averages are calculated on a 100-point scale. Weights are assigned to honors, Syracuse University, SUNY ESF, OCC and Advanced Placement courses. Grades are weighted only for cumulative average calculation. Course weights *are not reflected in individual course grades.* A GPA distribution indicating the number of students falling within 5-point GPA intervals is printed on the school profile, which accompanies a student's transcript when applying to colleges. Advanced Placement, SUPA, Honors, Regents, General and Applied course levels are clearly indicated on the student's transcript.

## **TRANSCRIPTS**

### **Transcripts**

Transcripts reflect the final averages for all completed courses. In the case of repeated courses, all courses and final averages will be printed on the transcript. However, if a course was repeated, only the course with the highest average will be used to calculate the cumulative average. The cumulative average, SAT, ACT, and AP scores of "3" or higher will be shown on the transcript.

To obtain a copy of a Jamesville DeWitt High School transcript, please refer to our website and complete a transcript request. Transcript requests are typically processed within 1-3 business days. For students who need to obtain a copy of their additional transcripts the links for affiliated courses are listed below.

<i>Transcript</i>	<i>Link</i>
Jamesville Dewitt High School	<a href="https://www.jamesvilledewitt.org/j-d-high-school/high-school-counseling/#transcripts">https://www.jamesvilledewitt.org/j-d-high-school/high-school-counseling/#transcripts</a>
College Board - AP Scores	<a href="https://apstudents.collegeboard.org/sending-scores">https://apstudents.collegeboard.org/sending-scores</a>
RIT - Project Lead the Way (PLTW)	<a href="https://www.rit.edu/pltw/undergraduate-college-credit">https://www.rit.edu/pltw/undergraduate-college-credit</a>
Environmental Science & Forestry ( <i>ESF</i> )	<a href="https://www.esf.edu/registrar/transcript.php">https://www.esf.edu/registrar/transcript.php</a>
Onondaga Community College ( <i>OCC Early College</i> )	<a href="https://www.sunyocc.edu/transcript-request">https://www.sunyocc.edu/transcript-request</a>
Syracuse University Project Advance ( <i>SUPA</i> )	<a href="https://registrar.syr.edu/students/transcripts/">https://registrar.syr.edu/students/transcripts/</a>

## **TESTING REQUIREMENTS FOR A HIGH SCHOOL DIPLOMA**

The New York State Board of Regents requires that all public school students pass Regents exams in order to graduate from high school. The passing score on Regents examinations for the Regents Diploma or the Advanced Regents Diploma is 65%.

Below is a list of **exam requirements** for each type of diploma. Students must meet **both** exam requirements as well as **course credit** requirements to earn the diploma.

### **Regents Diploma: Traditional Pathway**

Pass five (5) core Regents Exams with scores of 65 or higher

1. Any Science Regents Exam
2. One Math Regents Exam – usually the Algebra or Geometry Regents Exam
3. Global History & Geography Regents Exam
4. U.S. History & Govt. Regents Exam
5. Comprehensive English Language Arts Regents Exam

## **Advanced Regents Diploma: Traditional Pathway**

Pass the five (5) core Regents Exams plus the following Regents exams with scores of 65 or higher:

1. At least one additional Science Regents exam (one of the sciences must be Living Environment)
2. Math: Two additional Math Regents Exams (Geometry and Algebra 2 + Trig).
3. Second Language Comprehensive Exam or complete a 5-credit approved sequence in Art, Music, Technology or Occupational Education

**Additional Pathways** to the NYS Regents and Advanced Regents Diploma are outlined at the NYS Education Department website: [www.nysed.gov/curriculum-instruction/multiple-pathways](http://www.nysed.gov/curriculum-instruction/multiple-pathways)

## **Local Diploma Option**

A student identified with a disability through the Committee on Special Education who does not score at least 65 on the required Regents Exams may earn a **local diploma** by earning a score of 55-64 on the required Regents examinations.

## **Compensatory Safety Net For Students With Disabilities**

A student who has been identified by the Committee on Special Education as having a disability may also earn the Local Diploma if he/she scores between 45-54 on one or more of the five required Regents exams other than English Language Arts or Mathematics exam, and scores 65 or higher on one or more of the required Regents exams, in which case the lower score(s) can be compensated by the higher score(s). A score of at least 55 must be earned on both the English and Mathematics Regents exams. A score of 65 or higher on a single examination may not be used to compensate for more than one examination for which a score of 45-54 is earned. Regular Education students must pass all required exams with scores of at least 65% to earn either the Regents or Advanced Regents diploma. A local diploma may be issued to a Regular Education student only through an appeal process.

## **Appeal Process**

A student who earns a score of 60-64 on up to two required Regents exams after at least 2 attempts to pass the exam, may file an appeal to request that the score be accepted as a passing score.

Any student (Regular Education or a student with a disability) may request an appeal for up to 2 Regents exams with scores of 60-64. If an appeal is granted for one Regents exam, and all other required Regents exam scores are 65 or higher, the student may earn a Regents Diploma. If appeals are granted for two Regents exams, and all remaining required Regents exam scores are 65 or higher, the student may earn the Local Diploma.

A student who has been identified by the Committee on Special Education as having a disability may appeal up to two Regents exams with scores from 52-54. If an identified student is granted appeals for one or two Regents exams and scores 55 or higher on the remaining required exams, the student will earn the Local Diploma.

Eligible English Language Learners may earn the Local Diploma via appeal by either scoring 65 or higher on 4 core Regents examinations plus earning an English Regents score of at least 55 or by scoring 65 or higher on 3 core Regents examinations plus 1 core Regents exam score of 60-64 for which an appeal has been granted and an English Regents examination score of at least 55.

## **Multiple Pathways to Graduation: 4 +1 Option – Regents or Local Diploma**

Under certain special circumstances, a student who passes four (4) required Regents exams or NYSED Approved Alternatives (including at least the English Regents exam, 1 math Regents exam, 1 science Regents exam and 1 social studies Regents exam), may replace the 5<sup>th</sup> required Regents exam (a social studies Regents exam) with any one (1) of the following:

- a. Completion of the CDOS credential
- b. Passing score (including scores deemed as passing by appeal) on an additional math or science Regents exam or NYSED approved alternative.
- c. Passing a NYSED approved CTE Pathways assessment and successfully completing an approved CTE program

For a detailed summary of all NYS approved graduation options, please refer to the chart at the following New York State Education Department website: <http://www.nysed.gov/common/nysed/files/currentdiplomarequirements.pdf>

***Students and parents are encouraged to review their graduation plan with their School Counselor to determine if they qualify for the Traditional Pathway, the Appeals process, the Multiple Pathways to graduation, or the Compensatory Option, as the NYS Education Department often makes adjustments to these graduation plans.***

***There are also exemptions due to the COVID 19 Public Health Emergency: Please contact your child's counselor with questions.***

## Jamesville-DeWitt High School GRADUATION REQUIREMENTS

Subject Area	Advanced Regents Diploma		Regents Diploma	
	Credits	Testing	Credits	Testing
English	4	Must pass Regents Comp. Exam in English (Gr. 11)	4	Must pass Regents Comp. Exam in English (Gr. 11)
Social Studies	4	Must pass Regents Exam in US History (Gr. 11) and Regents Exam in Global History (Gr. 10)	4	Must pass Regents Exam in US History (Gr. 11) and Regents Exam in Global History (Gr. 10)
Mathematics	3	Must pass 3 Math Regents Exams.	3	Must pass one Math Regents Exam.
Science	3	Must pass 2 Regents Exams in Science, including “Living Environment” (Gr. 9 & 10)	3	Must pass 1 Regents Exam in Science (Gr. 9)
Languages Other Than English (LOTE)	3*	Must pass Comprehensive Exam in 2 <sup>nd</sup> Lang. (Gr. 10)	1	All students must either pass 8 <sup>th</sup> Grade Prof. Exam in 2 <sup>nd</sup> Language or earn 1 credit of 2 <sup>nd</sup> Lang. at the high school
Art/Music	1		1	
Health	.5		.5	
Phys Ed.	2		2	
Electives	1.5		3.5	
<b>TOTAL CREDITS</b>	<b>22</b>		<b>22</b>	

The exam is typically taken in the grade noted in parentheses. Individual student programs may vary. Passing score for all Regents Examinations is 65 to meet exam requirements for the Regents or Advanced Regents Diplomas.

College bound students are recommended to complete four years of science, mathematics and second language in order to fulfill admission requirements for many colleges and universities.

Local Diploma Option: Students identified through the Committee on Special Education may earn a local diploma by scoring at least 55 on the five core Regents Exams. Regular education students may appeal for a local diploma if up to two of the five required Regents exam scores are between 60-64 and the three remaining Regents exam scores are 65 or higher.

- ❖ For an Advanced Regents Diploma, the three-credit Second Language requirement can be waived for students who complete five credits in Occupational Education, art or music PLUS one credit in a second language. Occupational Education includes technology education and BOCES.

### English Language Learners

English Language Learners may earn the Local Diploma via appeal by either scoring 65 or higher on 4 Regents Exams plus earning an ELA Regents Score of at least 55 or by scoring 65 or higher on 3 core Regents Exams plus 1 core Regents Exam with a score of 60-64 and an ELA score of at least 55 and then receiving approval via appeal.

Additional Pathways to graduation may be found at: <http://www.p12.nysed.gov/ciai/multiple-pathways/>

For a detailed summary of all NYS approved graduation options, including information about the Compensatory Safety Option for students with disabilities and the Regents Exam appeal process, please refer to the chart at the following New York State Education Department website: <http://www.nysed.gov/common/nysed/files/currentdiplomarequirements.pdf>



# Jamesville-DeWitt High School PROGRAM PLANNING PROFILE

Graduation Requirements For: \_\_\_\_\_

CLASS ENTERED: \_\_\_\_\_

**ENGLISH (4 credits)**

- English 9
- English 10
- English 11  **R**
- English 12  \_\_\_\_\_
- English 12  \_\_\_\_\_

**MATHEMATICS (3 credits)**

- \_\_\_\_\_  **R**
- \_\_\_\_\_  **R**
- \_\_\_\_\_  **R**
- \_\_\_\_\_

**FOREIGN LANGUAGE (1 credit for Regents Diploma, 3 credits or alternative required for Advanced Regents Diploma)**

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_  **C**

**SOCIAL STUDIES (4 credits)**

- Global History 9
- Global History 10  **R**
- U.S. History 11  **R**
- Economics
- Part. In Government

**SCIENCE (3 credit)**

- \_\_\_\_\_  **R**
- \_\_\_\_\_  **R**
- \_\_\_\_\_  **R**
- \_\_\_\_\_

**ART/MUSIC (1 credit)**

- \_\_\_\_\_
- \_\_\_\_\_

**HEALTH (.5 credit)**

- \_\_\_\_\_

**PHYSICAL EDUCATION (2 credit)**

- 
- 

**Required NYS Regents Exams  
(Passing Score is 65%)**

- Regents Diploma:**
  - Math- Algebra
  - Science
  - Global History
  - U.S. History
  - English
- Advanced Regents Diploma:**
  - Math- Algebra
  - Math- Geometry
  - Math- Algebra II
  - Science
  - Science- Living Environment
  - Global History
  - U.S. History
  - English
  - Second Language

**Local Diploma:** See counselor for guidelines to use Regents exam scores between 55%-64% for local diploma.

**CREDIT STATUS:**

(Minimum 22 credits to graduate.)

- Credits Earned 8th \_\_\_\_\_
- Credits Earned 9th \_\_\_\_\_
- Credits Earned 10th \_\_\_\_\_
- Credits Earned 11th \_\_\_\_\_
- Credits Needed \_\_\_\_\_

Reviewed by: \_\_\_\_\_

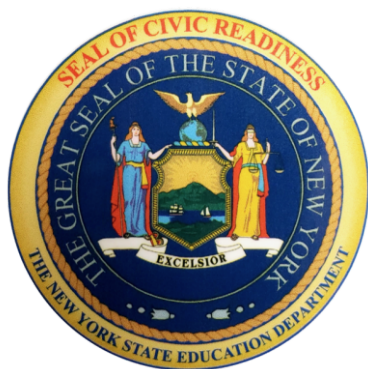
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Student Signature: \_\_\_\_\_

Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

**22 Credits Required for Graduation**

## NYS SEAL OF CIVIC READINESS



The Jamesville-DeWitt Central School District offers students the opportunity to participate in the New York State Seal of Civic Readiness program. The program aligns with the district’s mission, core beliefs, strategic plan and work around Culturally Responsive-Sustaining Education. The Seal of Civic Readiness is a formal recognition that a student has attained a high level of proficiency in terms of civic knowledge, civic skills, civic mindset and civic experiences.

The Seal of Civic Readiness is a distinction that will appear on a student’s high school transcript and diploma and recognizes a student’s understanding of a commitment to participatory government, civic responsibility and civic values; demonstrates to universities, colleges and future employers that the student has completed an action project in civics or social justice and that the student recognizes the value of civic engagement and scholarship.

Civic Knowledge	Pts.	Civic Participation	Pts.
4 credits of Social Studies	1	High School Civics Project (limit two times during grades 9-12)	1.5
Mastery Level on Social Studies Regents Exam	1.5*	Service-Learning Project (min. 25hrs) and reflective civic learning essay/presentation/product	1*
Proficiency Level on Social Studies Regents Exam	1*	Earned Credit in an elective course that promotes civic engagement	.5*
Advanced Social Studies Course(s)	.5*	Middle School Capstone Project (grade 7 and 8 are only eligible for this point)	1
Research Project	1	Extra-Curricular participation or work-based learning experience (min. 40hrs) and an essay/presentation/product	.5*
		Civics Capstone Project	4

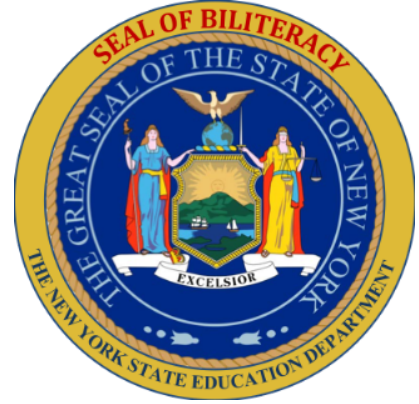
*\*Students may receive these points more than once.*

### **Requirements**

To obtain the Seal of Civic Readiness, a student must complete all requirements for a New York state local or Regents diploma and earn a total of six points with at least two points in civic knowledge and at least two points in civic participation. Interested students should contact their school counselor.

## NYS SEAL OF BILITERACY PROGRAM

Jamesville-DeWitt High School participates in the New York State Seal of Biliteracy (NYSSB) Program. The Seal of Biliteracy recognizes high school graduates who have attained a high level of proficiency in English and one or more world languages.



The intent of the program is to encourage the study of languages, to identify high school graduates with language and biliteracy skills for employers, to provide universities with additional information about applicants seeking admission and placement, to prepare students with 21st century skills, to recognize the value of language instruction and to affirm the value of diversity in a multilingual society. This award is denoted by a seal affixed to the student's diploma and a notation on the student's high school transcript.

### **Requirements**

To earn the NYSSB, students must demonstrate Intermediate High proficiency in English and the required level of proficiency in one or more world languages set forth by the state Learning Standards for World Languages, adopted by the state Board of Regents in March 2021.

Students wishing to apply for the Seal of Biliteracy must meet the initial requirements listed below.

- Complete a World Languages course in grades 11 and 12 with an average of 85% or better
- Complete English language arts (ELA) in grades 11 and 12 with an average of 85 or higher
- Pass ELA Regents exam with 80 or better and/or attain a three or higher on the English AP Exam

Students who meet the initial requirements and are interested in earning the seal will be allowed to start the application process and work with an advisor to complete a portfolio and culminating project that demonstrates fluency and excellence in English and another language. *Please note that there is individualized programming for English as a New Language Learner.*

# ART

## **STUDIO ART 1** *(1st Semester)*

**Course Number:** 5942

**Length:** 1 semester

**Credit:** 1/2 credit

This is a one-semester introduction to studio arts practices and theories. Topics covered include drawing skills and strategies, the elements and principles of art and design, materials and techniques, art history, aesthetics, art criticism, and contemporary art trends.

Note: This course is a prerequisite for further study in Studio Arts.

## **STUDIO ART 2** *(2nd Semester)*

**Course Number:** 5943

**Length:** 1 semester

**Credit:** 1/2 credit

**Prerequisite:** Studio Art 1

This course is designed to expand upon and refine the skills learned in Studio in Art 1. The focus will be on training the eye and hand to see and render more accurately and with more subtlety. Drawing and painting media will be explored in greater depth, and students will begin to explore avenues of individual interest.

## **ADVANCED STUDIO ART**

**Course Number:** 5944

**Length:** 1 semester

**Credit:** 1/2 credit

**Prerequisite:** This course is designed for students who have completed both Studio Art 1 & 2.

Students will continue to refine observational and technical skills through traditional art media. Students will begin to create a portfolio of work that is organized around a central conceptual theme or themes. Student art portfolios are an essential requirement for any college-level study in visual arts, including fine arts, graphic design, industrial design, architecture, animation, fashion design, etc. Students in this course are expected to be independently motivated. This course may be repeated throughout the student's high school career.

## **CERAMICS**

**Course Number:** 5978 - Ceramics 1 *(1st Semester; 1 Semester)*  
5979 - Ceramics 2 *(2nd Semester; 1 Semester)*  
5984 - Advanced Ceramics *(1 Semester)*

**Length:** 1 semester each

**Credit:** 1/2 credit each

Studio in ceramics is a skill-based course in which students will explore the three-dimensional visual world using clay as a medium for creative self-expression. The initial step in the ceramic process, which fosters creativity, is a computer based research assignment. Students have the freedom to develop their ideas by collecting ceramic images of current and historic clay works to then be interpreted in sketchbook form. These divergent drawings will be utilized as a foundation for the building process.

The two primary building methods that students will explore are hand building and throwing on the potters' wheel, in the pursuit of utilitarian and sculpturally based art forms. Both aspects of ceramic construction are based on step-by-step learning and the mastery of each step or stage. Clay has a unique, primary property of being a direct feedback material. This means that when a student makes a mistake, since the clay is malleable it can be changed or modified in the process of building. It is our goal to make the student self-aware of any mistakes that may have been made. Then make the necessary adjustments in the pursuit of good craftsmanship. Following the completion of the building process students will learn about firing and glazing. The end goal of the J-D ceramic program is for students to gain the experience and appreciation in the creation of a hand-made object, which is personal and self-expressive.

**PHOTOGRAPHY 1** *(1st Semester)***Course Number:** 5945**Length:** 1 semester**Credit:** 1/2 credit

Photography 1 is an introduction to black and white film photography. This class covers the mechanics and techniques of using a 35-mm SLR camera, film processing and printing. Both the technical and aesthetic aspects of black and white photography are taught, including developing an understanding of composition, subject matter, lighting and the art of seeing. The class begins with a review of the history of photography and progresses through basic exercises that help familiarize students with the concept of capturing and processing an image on paper and film. Subsequent assignments build upon previously taught concepts to strengthen and further develop shooting and printing skills. Class critiques are held to create a deeper awareness and understanding of a student, peer and professional work.

**PHOTOGRAPHY 2** *(2nd Semester)***Course Number:** 5946**Length:** 1 semester**Credit:** 1/2 credit**Prerequisite:** Photography I

This course is an extension of Photography 1, and assignments are given to expand student knowledge and mastery of camera skills. Students are expected to be proficient in previously learned concepts and are held accountable for the quality of their work. More complex technical skills are introduced and students work with both camera phones and DSLR Cameras to capture images. Through a variety of exercises and assignments, students will learn basic editing techniques using Lightroom and Photoshop software.

**ADVANCED PHOTOGRAPHY****Course Number:** 5948**Length:** 1 semester**Credit:** 1/2 credit**Prerequisite:** This course is designed for students who have completed both Photography 1 & 2.

Advanced students are given assignments to further develop their digital camera and photo editing skills. Assignments will introduce them to a variety of camera and Photoshop techniques. Technique and quality will be stressed, and students will have much more freedom in the choice of subject matter, the development of original ideas and the exploration of their specific interests. Students are encouraged to work more independently and experiment with their ideas. This class is designed for the student who loves photography, wants to improve their skills and is interested in expanding upon various concepts in unique ways.



## CLASSROOM ALTERNATIVE PROGRAM (CAP)

The Classroom Alternative Program provides individualized instruction to students who benefit from an alternative, non-traditional environment. The purpose of the program is to help students complete the courses necessary to meet New York State graduation requirements. A teacher and a teaching assistant manage the program. Instruction is delivered in four main content areas: English, Social Studies, Mathematics and Science for all four grade levels. All courses are credit bearing. Science courses are non-lab.

Currently there are two different program areas in which students can be placed. One option is for students to be in a full-time academic program that combines CAP classes with traditional classes. A second option is for students to take vocational training at a BOCES training facility and some or all of their academic classes in CAP at Jamesville-DeWitt High School.

Course curricula are based on the New York State Department of Education and JD Central Schools curriculum mandates. Students may be placed in CAP for academic classes, study hall or both. During study halls, students may receive extra help with their academic work outside CAP. Midterm and final exams are given in all subject areas, and students must pass all state requirements for graduation, including Regents exams.

## CAPSTONE

### CAPSTONE COURSE

Course Number: 8888

**Length:** 1 year

**Credit:** 1 credit

**Requisite:** Statement of Interest

Are you a hands-on learner...an independent thinker...or someone who's interested in issues that aren't covered in existing electives? This multidisciplinary elective course is for Juniors and Seniors interested in developing a community-oriented research project centered on a self-selected topic. Students will collaborate with teacher-mentors and experts in the community, conduct research, and implement a rigorous culminating project that connects with the students' interests, and contributes positively to the community. Final projects can use diverse approaches - artistic, scientific/technical, digital, action-oriented, programmatic, and more. These projects will be presented and assessed in a public forum.

Throughout this year-long course, students will develop skills such as oral and written communication, public speaking, research, goal setting, critical thinking, and project planning, all essential in college and the 21st century workplace.

Successful completion of the course may qualify students to earn *The New York State Seal of Civic Readiness*. Students interested in learning more about the Seal of Civic Readiness should speak with their Social Studies Teacher.

# COMPUTER SCIENCE

## **INTRO TO COMPUTER SCIENCE**

**Course Number:** 6980

**Length:** 1 semester

**Credit:** 1/2 credit

Students will learn how to design and code computer applications. Example coding projects include video games, smartphone apps, graphic design, text-based programs, and webpages. Some of the programming languages used are Scratch, Python, and HTML. Intro to Computer Science is project-based, meaning no tests or quizzes. This course assumes a strong math background. No previous programming experience is required or expected.

## **ADVANCED PLACEMENT (AP) COMPUTER SCIENCE (APCS): JAVA**

**Course Number:** 6990

**Length:** 1 year

**Credit:** 1 credit

**Final Assessment:** AP Exam in May

**Prerequisite:** Intro to Computer Science or AP Computer Science Principles or Instructor's Permission

AP Computer Science Java teaches object-oriented programming using the Java language and is meant to be the equivalent of a first semester, college-level course in computer science. It will emphasize problem solving and algorithm development, and use hands-on experiences and examples so that students can apply programming tools and solve complex problems. Case studies will be used throughout the course to expose students to programs written by more experienced programmers and to put the concepts studied into context. This course assumes some previous experience in coding, whether it be a Computer Science course at J-D or some other comparable experience.

## **ADVANCED PLACEMENT (AP) COMPUTER SCIENCE PRINCIPLES (APCSP)**

**Course Number:** 6991

**Length:** 1 year

**Credit:** 1 credit

**Final Assessment:** AP Exam in May

**Prerequisite:** Students must have a strong math background and have completed Algebra 1 Regents.

AP Computer Science Principles offers a multidisciplinary approach to teaching the underlying principles of computation. The course will introduce students to the creative aspects of programming, abstractions, algorithms, large data sets, the Internet, cybersecurity concerns, and computing impacts. AP Computer Science Principles will give students the opportunity to use technology to address real world problems and build relevant solutions.

*Note: No previous programming experience is required.*

## **STUDIO COMPUTER SCIENCE**

**Course Number:** 6981

**Length:** 1 semester

**Credit:** 1/2 credit

**Prerequisite:** Any Computer Science course at J-D (Intro to Computer Science, AP Computer Science: JAVA, or AP Computer Science Principles)

Students will design and implement computer-based projects of their choice. Industry-accepted software engineering practices, such as design and testing, will be taught and used. Students will be expected to complete 1-2 projects per marking period. Any programming language, development environment, or hardware may be used to fit project goals. Time will be given to learn new languages or technologies, if needed. Example projects include video games, artificial intelligence, simulations, machine learning, smartphone apps, Raspberry Pi, and code-controlled robots. This course is meant to give time and creative freedom for students to complete larger-scale coding projects that are not possible in other computer science courses.

# ENGLISH

The English curriculum is multifaceted and employs a range of strategies to engage students and to provide instruction based on the district's standards and benchmarks for English/Language Arts. Reading multiple texts, formal and informal writing, research skills, cooperative learning, class discussion and projects – all provide opportunities for students to develop and to demonstrate proficiency with communication skills. Ongoing assessment is an integral part of the program, and all grade levels include evaluations that parallel the State's Regents examination.

The English department uses literature, thematic units, and problem-solving activities to familiarize students with different genres, ideas, and cultures. Students enhance their literacy and critical thinking skills through analysis and argument. By creating a learning environment that values clarity, accuracy, and perseverance, teachers try to foster curiosity, learning, and effective communication as lifelong pursuits.

All students must earn four credits of English in the core curriculum. All regular education students must pass the New York State English Regents examination to earn a diploma.

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## **ENGLISH 9**

**Course Number:** 0021

**Length:** 1 year

**Credit:** 1 credit

This course is designed to accommodate both Regents and Honors level students. All students develop skills in reading, writing, researching, listening, and speaking.

## **ENGLISH 10 REGENTS**

**Course Number:** 0121

**Length:** 1 year

**Credit:** 1 credit

The English 10 Regents program continues developing skills in textual comprehension and interpretation, research processes, composition, and public speaking. Class activities focus on mastery in areas described by the district standards, and evaluation tasks parallel the New York State Regents examination (Common Core).

## **ENGLISH 10 HONORS**

**Course Number:** 0111

**Length:** 1 year

**Credit:** 1 credit

Students in this course will read and analyze representative works of world literature. The focus for discussion, research, writing, and presentations will be a developing understanding of literary genres, techniques, and cultural contexts. Teacher recommendations are based upon students' academic achievement and demonstrated ability to read and analyze challenging texts, to write well-organized substantive essays, to consider alternative perspectives, and to ask probing questions in class discussion.

## **ENGLISH 11 REGENTS**

**Course Number:** 0221

**Length:** 1 year

**Credit:** 1 credit

**Final Assessment:** NYS Regents Exam (Common Core)

The English 11 Regents program continues developing skills in reading comprehension and interpretation, the research process, writing, speaking, and listening. Class activities focus on mastery in areas described by the district standards, and evaluation tasks parallel the Regents assessment. The New York State Regents examination (Common Core) is given at the end of the year.

## **ADVANCED PLACEMENT (AP) ENGLISH LANGUAGE**

**Course Number:** 0210

**Length:** 1 year

**Credit:** 1 credit

**Final Assessment:** AP Exam in May\* and NYS Regents Exam at completion

Eleventh-grade students in this introductory college-level course read and carefully analyze a broad and challenging range of nonfiction prose selections (with some supplemental fictional works), deepening their awareness of rhetoric and how language works. Through close reading and frequent writing, students develop their ability to work with language and text with a greater awareness of purpose and strategy, while strengthening their own composing abilities. Course readings feature expository, analytical, personal, and argumentative texts from a variety of authors and historical contexts. As this is an Advanced Placement course, performance expectations are appropriately high, and the workload is challenging. Students must bring to the course sufficient command of mechanical conventions along with an ability and willingness to read and discuss prose.

*Note: \*All students registered for this course are encouraged to take the Advanced Placement English Language examination in May for which there is a fee to be paid to The College Board. Depending on their performance on that exam and the policies of their colleges, students may earn college credit, advance standing, or other recognition. Students will also take the New York State Regents examination upon completion of the course.*

## **ADVANCED PLACEMENT (AP) ENGLISH LITERATURE 12**

**Course Number:** 0311

**Length:** 1 year

**Credit:** 1 credit

**Final Assessment:** AP Exam in May\*

The basic goal of the AP course is to continue students' development as active, deliberate readers and precise, coherent writers who engage in the individual discovery of literary scholarship. Course content includes complex texts from a range of periods and genres. Students practice close reading with attention to detail, inferences, and interpretative conclusions about the work's context and themes. Writing tasks are primarily analytical and include essays of varying length, some including substantial research. Additionally, since an excellent method of understanding literary and dramatic work is to practice the craft yourself, students will produce original poetry, fiction, and plays while also practicing stage direction and performance as well.

*Note: \*All students are encouraged to take the Advanced Placement Literature examination for which there is a fee paid to The College Board. Depending on their performance on that exam and the policies of their colleges, students may earn college credit, advanced standing, or other recognition.*

## **SYRACUSE UNIVERSITY PROJECT ADVANCE (SUPA)**

**Course Number:** 0308 - SUPA: Writing  
0309 - SUPA: English & Textual Studies

**Length:** 1 semester each

**Credits:** 1 credit (6 S.U. Credits)

**Writing 105** is a writing workshop in which students explore and develop the processes of analysis and evaluation. Students complete assigned readings, responses, research and argumentative papers. They work together to refine their thinking, composing, revising and editing skills.

**SUPA English (ENG) 181** is a writing-intensive English course that employs theories of social class to interrogate and analyze how ideas such as stratification, privilege, inequality, and the intersections between race, gender and class are represented in a wide range of literary and other cultural texts (literature, film, advertising, television, etc.).

*Note: By paying significantly discounted tuition to Syracuse University, students may earn six college credits to be applied to their college degree requirements or as transfer credit with an official Syracuse University transcript. Syracuse University offers financial assistance to students that qualify for free or reduced lunches. Students that can demonstrate financial hardship may also qualify.*

**ENGLISH 12 Literature and Composition I**  
**Course Number: 0335**

**Length:** 1 semester  
**Credit:** 1/2 credit

This course is designed to accommodate both Regents and Honors level students. All students develop skills in reading, writing, researching, listening and speaking. This course will follow the model of the traditional English 9-11 Regents level curriculum. Students will read classic and contemporary works across various genres and from authors of diverse identities. This course will help students to be well-prepared for both college and the workforce. Thematic units of study will vary by semester and instructor. Fall semester courses will include a personal essay. Spring semester courses will include a research project.

**ENGLISH 12 Literature and Composition II**  
**Course Number: 0336**

**Length:** 1 semester  
**Credit:** 1/2 credit

This course is designed to accommodate both Regents and Honors level students. All students develop skills in reading, writing, researching, listening and speaking. This course will follow the model of the traditional English 9-11 Regents level curriculum. Students will read classic and contemporary works across various genres and from authors of diverse identities. This course will help students to be well-prepared for both college and the workforce. Thematic units of study will vary by semester and instructor. Fall semester courses will include a personal essay. Spring semester courses will include a research project.

## ENGLISH ELECTIVES

**CORPORATE COMMUNICATIONS ELECTIVE**  
**Course Number: 0866**

**Length:** 1 semester  
**Credit:** 1/2 credit

**Requirement:** Junior or Senior standing

Explore various aspects of the business world, including leadership and management styles, in this half-credit elective by analyzing corporations and their culture with written formats such as memos, business plans, and proposals. Both individual projects and team projects allow you to practice the types of reading, writing, and speaking that will someday help you get a job, no matter what field you are interested in entering. The course includes project-based learning, life skills, and real-world applications with assignments including resumes, cover letters, and mock-interviews.

**JOURNALISM 1**  
**Course Number: 0840**

**Length:** 1 semester  
**Credit:** 1/2 Credit

**NOTE: Journalism I and Journalism II are offered sequentially, but DO NOT need to be taken sequentially.**

Journalism 1 is the foundation of the media sequence in the English department. This unit will be the introduction to the skills, ethics and knowledge students will need to carry them through the rest of the sequence (Journalism 2 and Broadcast Journalism). Students will write JD's student newspaper, RamPage. Students will investigate the following questions: What is the purpose of news? What is the difference between news and opinion? Why is it important to be critical consumers of news? This class helps reinforce the skills of the writers. As this is an English Department elective, one that is open to Freshmen, it mainly benefits students as an opportunity to work on their writing through vigorous and robust practical practice.

**JOURNALISM 2: 21ST CENTURY PUBLICATION** *(2nd Semester)*  
**Course Number: 0841**

**Length:** 1 semester  
**Credit:** 1/2 credit

**Prerequisite:** Journalism 1

Students in the Journalism 2 elective course develop essential skills for media publishing. Focused units on graphic design, layout, web development, photography, and videography employ industry-standard technology to prepare students for publishing opportunities with the RamPage school newspaper, the RamFeed news broadcast, Rambunctious literary magazine, the Hilltop Echoes yearbook, and other publications both in and out of school. Students will create stories for both RamPage and Ramfeed.

*Note: Successful completion of Journalism 2 is a prerequisite for Advanced Journalism as well as Broadcast Journalism classes.*



## **ADVANCED JOURNALISM**

**Course Number:** 0842

**Length:** 1 semester

**Credit:** 1/2 credit

**Requirement:** Sophomore, Junior, or Senior standing

**Prerequisite:** Journalism 1 & 2 or RamPage / Rambunctious advisor permissions

This should be treated as an independent study, per the discretion of either the Journalism or the Broadcast Journalism teacher. This will be only for those students who have already taken Journalism 1 and 2 (and possibly Broadcast Journalism). Advanced Journalism will function more as an option for an editor or producer who could not make the regular class work in their schedule. Prior authorization would be required from both the teacher and the department head.

## **BROADCAST JOURNALISM**

**Course Number:** 0843

**Length:** 1 year

**Credit:** 1 credit

**Requirement:** Sophomore, Junior, or Senior standing

**Prerequisites:** Journalism I or Media 1 & 2

This is an English elective course for students interested in the field of broadcast media, and who have completed Journalism I and II. We will be exploring the different genres associated with television, broadcast journalism, and film throughout the course of the year. During this course students will be responsible for creating and posting video news and features for the RamFeed. Also, throughout this course we will study other issues related to media, such as persuasion, perspective, power, etc. Broadcast Journalism will develop public speaking skills, a personal brand and an awareness of how to navigate the realm of social media.

## **PUBLIC SPEAKING**

**Course Number:** 0850

**Length:** 1 semester

**Credit:** 1/2 credit

The primary goal of this course is to develop the oral communication skills needed in almost any career or school situation. Students will learn to prepare, organize, and present speeches for both formal and informal situations. In addition, they will learn to develop critical listening skills. This is a performance based class in which speaking is done primarily in front of a live audience. Therefore, consistent attendance in class is required.

## **SYRACUSE UNIVERSITY PROJECT ADVANCE (SUPA): PUBLIC SPEAKING**

**Course Number:** 0851

**Length:** 1 semester

**Credit:** 1/2 credit (3 S.U. credits)

**Requirement:** Junior or Senior standing

Communication and Rhetorical Studies (CRS) 325 takes as its primary assumption that speaking in public is an essential component of most professions as well as a necessary skill of active citizens, able to articulate, advocate and argue in public and about public issues. Hence, the instruction of presentational speaking is based on two important principles: the need to understand the fundamental principles of speaking in public, and the need to practice different speaking types. Both objectives are directed toward developing workable presentational skills, the ability to discern the necessary speech type, understanding the link between the topic at hand and the audience, learning the process of crafting speeches, lending support to major claims, and implementing persuasive strategies that can affect audiences most effectively. This is a performance based class in which speaking is done primarily in front of a live audience. Therefore, consistent attendance in class is required

*Note: By paying significantly discounted tuition to Syracuse University, students may earn three college credits to be applied to their college degree requirements or as transfer credit with an official Syracuse University transcript. Syracuse University offers financial assistance to students that qualify for free or reduced lunches. Students that can demonstrate financial hardship may also qualify.*

## ENGLISH ELECTIVES *cont'd*

### **THEATRE ARTS 1**

**Course Number:** 0862

**Length:** 1 semester

**Credit:** 1/2 credit

This course is a performance workshop that focuses on the fundamentals of acting. Basic performance strategies of blocking, character development, working with props, utilizing voice and physicality are prioritized. Performances may include monologues, short plays, pantomimes, and improvisation scenes. This is an excellent course for beginners and experienced performers alike.

### **THEATRE ARTS 2**

**Course Number:** 0863

**Length:** 1 semester

**Credit:** 1/2 credit

This course builds on the fundamentals learned in Theater Arts 1, and enables students to engage with more challenging performance roles and situations. Opportunities for script writing and directing scenes are afforded as appropriate. Experience working ‘behind the scenes’ is an added possibility.

### **ADVANCED THEATRE ARTS**

**Course Number:** 0864

**Length:** 1 semester

**Credit:** 1/2 credit

This course builds on the fundamentals learned in Theater Arts 1 & 2, and enables students to engage with more challenging performance roles and situations. Opportunities for script writing and directing scenes are afforded as appropriate. Experience working ‘behind the scenes’ is an added possibility.

### **READING FILMS 1**

**Course Number:** 0845

**Length:** 1 semester

**Credit:** 1/2 credit

**Requirement:** Parental permission is required for this course as “R”-rated films are included in the viewing list.

This course is a genre-based approach to studying film as the primary text. The focus is on identifying the conventions of each genre (Gangster, Horror, Drama, Animated, War, etc.) and analyzing cinematic techniques and the meaning they create. Class time is primarily spent on screening films and seminar-style class discussions.

### **READING FILMS 2**

**Course Number:** 0846

**Length:** 1 semester

**Credit:** 1/2 credit

**Requirement:** Parental permission is required for this course as “R”-rated films are included in the viewing list.

**Prerequisite:** Reading Films 1

This course examines the filmography of influential film directors, such as Hitchcock, Scorsese, Eastwood, Lee, Bigelow, and others. Utilizing an understanding of basic cinematic techniques learned in Reading Films 1, students analyze how the director employs them to create meaning and develop her personal creative vision. The signature style of each director is identified and analyzed to appreciate how she might qualify as the “author” of her own artwork under *auteur* theory. Class time is primarily spent on screening films and seminar-style class discussions.

## **ADVANCED READING FILMS**

**Course Number:** 0847

**Length:** 1 semester

**Credit:** 1/2 credit

**Requirement:** Parental permission is required for this course as “R”-rated films are included in the viewing list.

**Prerequisite:** Reading Films 1 & 2

Building on genre, *auteur*, and cinematic concepts from Reading Films I & II, films are analyzed through various critical lenses, including archetypal, feminist, Marxist, historical, and psychoanalytic theory, to peel back the layers of meaning in a rich film text. Class time is primarily spent on screening films and seminar-style class discussions.

## **CREATIVE WRITING**

**Course Number:** 0860

**Length:** 1 semester

**Credit:** 1/2 credit

**Final Assessment:** Final Course portfolio of published work\*

Many students miss having time to write. Between their studies, extracurricular activities, work and other obligations, there just seems to be no time. Creative Writing class gives students back that time. This course allows students to improve their creative writing skills through consistent, monitored practice, peer response and teacher conferences. The majority of each class is devoted to focus on individual writing. While a number of short lessons in various genres, forms, and techniques are offered, each student negotiates his or her own writing objectives with the teacher.

*Note: A final portfolio of publishable work is compiled at the end of the semester showcasing the student's best work and providing reflection and analysis of his own growth as a writer.*

## **ADVANCED CREATIVE WRITING**

**Course Number:** 0861

**Length:** 1 semester

**Credit:** 1/2 credit

**Final Assessment:** Final Course Portfolio of Publishable Work\*

**Prerequisite:** 1 semester of Creative Writing

Students who have completed a semester of Creative Writing are eligible to enroll in Advanced Creative Writing. While advancing and refining their own writing craft, students will also open their work to thoughtful, helpful, and constructive critiques within the class. Reading as a key component of writing practice is also emphasized as students will keep a writer's reading log, looking closely at the style and craft of writers they admire.

*Note: \*A final portfolio of publishable work is compiled at the end of the semester showcasing the student's best work and providing reflection and analysis of his own growth as a writer.*

## **POP CULTURE TEXTS & PSYCHOLOGY**

**Course Number:** 0857

**Length:** 1 semester

**Credit:** 1/2 credit

This course applies the work of Freud, Lacan, Klein, Jung, Adler, Ainsworth, and other influential scholars of psychology to popular cultural stories (print, TV, film, comics, graphic novels, etc.). Topics may include, but not be limited to, dreams, the conscious and subconscious minds, the ID, ego, and superego, defense mechanisms, the collective unconscious, memory, behaviors, psychological complexes and disorders, PTSD and identity construction. These concepts will be applied to the conflicts, characters, and composers of pop culture stories, such as *Harry Potter*, *Batman*, *The Big Bang Theory*, *Dexter*, and beyond.

## ENGLISH AS A NEW LANGUAGE (ENL)

These courses are designed specifically for those students whose primary language is not English and who are experiencing difficulty communicating in English. Students receive individualized and group instruction based on their language level determined by an entrance examination (NYSITELL-New York State Identification Test for English Language Learners). To fully develop English language acquisition in students, the emphasis of instruction is designed to develop the four language skills (listening, speaking, reading, and writing). The goals for students in the English as a New Language program is to communicate effectively in social and academic settings, achieve academically in all content areas, and understand appropriate social and cultural customs. The complete ENL program is developmental, not remedial. All classes are credit bearing. Students must complete all requirements and pass comprehensive exams all throughout the year. Students must also demonstrate English language competency through the NYSED mandated test – NYSESLAT (New York State English as a Second Language Achievement Test), which is given annually in the spring.

### **ENGLISH AS A NEW LANGUAGE (ENL): ENGLISH**

**Course Number:** 0967

**Length:** 1 year

**Credit:** 1 credit

Students in this course are beginning to develop fluency in speaking and listening through refinement of basic communication skills in areas such as social appropriateness and discussion. Vocabulary, grammar, and study skills continue to develop through reading and the writing process. The understanding of basic concepts involved in the writing process as well as literature in a variety of genres is also emphasized. Students will focus on developing basic sentence structure, as well as paragraph and essay format.

### **ENGLISH AS A NEW LANGUAGE (ENL): BEGINNER**

**Course Number:** 0964

**Length:** 1 year

**Credit:** 1 credit

This course is intended for students newly arrived to the USA with little or no previous study of English. Basic grammar, vocabulary, and sentence structures are studied through various cultural topics. Primary emphasis is given to developing basic communication skills through listening and speaking. Reading and writing are used to reinforce these concepts. Study skills and academic language are introduced.

### **ENGLISH AS A NEW LANGUAGE (ENL): ACADEMIC**

**Course Number:** 0966

**Length:** 1 year

**Credit:** 1 credit

This course is designed to provide language and academic support to English language learners in all grades. Students receive instruction in academic vocabulary and study skills that correlate with the core content area. In addition, students will be provided with direct one-on-one instruction to reinforce learned concepts in their academic courses.

### **INTEGRATED ENGLISH AS A NEW LANGUAGE (ENL) / ELA CO-TEACH**

**Course Number:** N/A

**Length:** 1 year

**Credit:** 1 credit

This course is co-taught with the ENL teacher and English Language Arts (ELA) teacher. Students receive language support as well as organizational tools and study skills in order to provide success in the ELA curriculum. The specific course will be dependent upon the year and current English Language Learners (ELL) population. Courses included (but not limited to) are Integrated ENL, English 11 Regents, and U.S. History & Government Regents

### **INTEGRATED ENGLISH AS A NEW LEARNER (ENL) / CORE CONTENT PUSH-IN**

**Course Number:** - N/A

**Length:** 1 year

**Credit:** 1 credit

This course is designed as a push in support for English Language Learners (ELL) by the English as a New Language (ENL) teacher. The main focus is to provide English language support during instruction. The ENL teacher provides language support as well as develops organizational tools and study skills in order to provide success in the core content area. The specific course will be dependent upon the year and current ELL population. Courses included (but are not limited to) are Applied Biology 1: Cellular Level and Applied Biology 2: Macroscopic Level.

# HEALTH

## HEALTH

**Course Number:** 2441

**Length:** 1 semester

**Credit:** 1/2 credit

Successful completion of a twenty week program of health education is required for graduation and mandated by New York State. This course prepares students for success by supporting the development of skills and knowledge they will need now and in the future.

Skills / Topics: Accessing valid and reliable information, goal setting, decision-making, communication skills, self-management, analyzing influences, wellness, drug/alcohol education/prevention, mental health, sexual health and relationships.



# WORLD LANGUAGES

Knowledge of a second language serves many purposes:

- It increases both oral and written communication and competency in real-life situations both in a student's home language and the target language.
- It promotes awareness, acceptance and understanding of diverse people and their respective cultures.
- It empowers students to competitively represent their base of knowledge (science, math, etc.) in another language.

## Our Philosophy

By learning another language and its related culture, students gain greater insight into the workings of their native language. They come to realize that their customs, traditions, and perspectives are only one way of viewing the world. Knowledge of another language and its culture helps students prepare for careers in commerce, international relations, law, science and the arts in our global market. *Students are encouraged to take full advantage of all language course offerings.*

## Middle School Second Language: Testing & Credit

- Students will be awarded one high school credit for passing the 8th grade Language course and a proficiency exam.
- Students will receive a final numerical grade at the end of 8th grade. This will be recorded on the high school transcript as the grade for French I or Spanish I.

## High School Second Language: Sequences

GRADE	COURSES
9	French 2 / Spanish 2 <i>Spanish 1 (elective)/ French 1</i>
10	French 3 / Spanish 3 <i>Spanish 1 (elective)/ French 1</i>
11	OCC 201 (French, Spanish) <i>Spanish 1 (elective)/ French 1</i>
12	OCC 202: (French, Spanish) AP Exam Optional (French, Spanish) <i>Spanish 1 (elective)/ French 1</i>

## FRENCH COURSES:

### FRENCH 1

Course Number: 4014

**Length:** 1 year

**Credit:** 1 credit

This introductory course is designed for students to gain a basic understanding and control of the French Language. Students will learn listening comprehension, speaking, reading, and writing of the French language.

Lessons focus on basic thematic vocabulary and beginning grammar necessary to develop language competency. Students learn how to communicate with peers and adults on topics such as weather, school, home, health, food and occupations. Competency in reading information provided on signs, schedules, maps and menus is stressed. Students learn to write short informal notes and descriptive stories.

*Note: At the successful completion of this course, students must also pass a Proficiency Exam to earn credit and move to French 2.*

## **FRENCH 2**

**Course Number:** 4013

**Length:** 1 year each

**Credit:** 1 credit each

The goals of the course are to develop the four skills of speaking, listening, reading and writing in a second language. Students will be introduced to topics relating to activities that touch their lives, such as home, school, sports, shopping, entertainment and travel. They will practice speaking and develop their oral proficiency as they continue the formal study of grammar begun in middle or in French 1.

*Note: At the end of this course, students are required to pass both the course and the final exam to move to Level 3.*

## **FRENCH 3**

**Course Number:** 4118

**Length:** 1 year each

**Credit:** 1 credit each

The goals of this course are to develop the four skills of speaking, listening, reading and writing in the target language at the intermediate level or Checkpoint B. Students engage in oral and written exchanges that allow them to socialize, provide and obtain information, to express needs and solve problems. Students work on vocabulary and grammar skills in order to interpret straight forward spoken and written language, such as directions, announcements and short narrations. Oral communications is the goal of this course. The course also continues to expand the students' understanding of cultural differences and similarities.

*Note: At the end of the year, all Level 3 students are required to pass the course and the appropriate Second Language Checkpoint B examinations in order to move to Level 4 (OCC 201).*

## **FRENCH 4H: OCC FRE 201**

**Course Number:** 4220

**Length:** 1 year each

**Credit:** 1 credit (3 OCC Credits)

This intermediate-level course builds upon the grammatical, linguistic, communicative and cultural skills previously learned at the introductory level. Students acquire more complex grammar and lexical skills that will enable them to communicate within a greater range of contexts. This course also fulfills the Global Awareness and Diversity (GLAD) requirement at OCC. Upon successful completion of FRE 201, students may enroll in FRE 202. The focus of this course is the intense study of the language, understanding grammar and pitfalls. Advanced grammar instruction will facilitate students' comprehension of materials relating to the various forms of media such as videos, online research and interactive activities, short stories and novels.

*Note: \*At the end of this course, all OCC 201 students are required to pass the final exam and the course to receive college credits.*

## **FRENCH 5H: OCC FRE 202**

**Course Number:** 4310

**Length:** 1 year each

**Credit:** 1 credit (3 OCC Credits)

**Final Assessment:** \*Optional\* AP Exam in May

This Course is a sequel to Intermediate French 201. OCC 202 seeks to develop the four language skills (reading, writing, speaking and listening) that allow the students to discuss a full range of topics in detail, support opinions and make hypotheses. Students will be introduced to a variety of communicative strategies to enhance both their oral and writing capabilities. Extensive training in the organization and writing of compositions is an integral part of upper-level studies. Students will listen to and interpret the target language in complex personal dialogues, interviews, literary discussions, news broadcasts and other authentic media as well as be able to detect nuances in meaning and emotion.

Students acquire increasingly complex grammatical, linguistic, communicative and cultural skills that will enable them to communicate in a greater range of situations within authentic cultural context. Relevant topics to the French-speaking world discussed in this course may include: Food, Relationships, Social Issues, The Environment and Technology and Globalization. This course also fulfills the Global Awareness and Diversity requirement at OCC.

**\*Note:** All students enrolled in OCC 202 are required to complete a Final Exam. Students have the option to also take an AP Exam in French.

## **SPANISH COURSES**

### **SPANISH 1**

**Length:** 1 year  
**Credit:** 1 Credit

**Course Number:** 4023

This introductory course is designed for students to gain a basic understanding and control of the Spanish language. Students will learn listening comprehension, speaking, reading, and writing of the Spanish language.

Lessons focus on basic thematic vocabulary and beginning grammar necessary to develop language competency. Students learn how to communicate with peers and adults on topics such as weather, school, home, health, food and occupations. Competency in reading information provided on signs, schedules maps and menus is stressed. Students learn to write short informal notes and descriptive stories.

### **SPANISH 2 REGENTS**

**Length:** 1 year  
**Credit:** 1 credit

Course Number: 4022

The goals of this course are to develop the four skills of speaking, listening, writing and reading in a second language. Students will be introduced to topics relating to activities that touch their lives, such as home, school, sports, shopping, entertainment and travel. They will practice speaking and develop their oral proficiency as they continue the formal study of grammar begun in Middle School or in French 1.

*\*Note: At the end of this course students are required to pass both the course and the final exam to move to Level 3.*

### **SPANISH 2 HONORS**

**Length:** 1 year  
**Credit:** 1 credit

Course Number: 4012

This course is designed for students who have the potential and the motivation for accelerated language study and have been recommended by their level 1 teacher. The goals of the course are to maintain and develop oral proficiency, to continue the formal study of grammar begun in level 1 to develop writing and reading skills and to become more familiar with cultural differences and similarities. This honors course places emphasis on the use of the target language in class by both the students and the teacher.

*\*Note: At the end of this course, students are required to pass both the course and the final exam to move to Levels 3. Students continuing in honor levels coursework should demonstrate mastery in course and final exam.*

### **SPANISH 3 REGENTS**

**Length:** 1 year  
**Credit:** 1 credit

Course Number: 4122

The goal of this course is to further develop the four skills (reading, writing, listening and speaking) in the target language at the intermediate level or checkpoint B. Students engage in oral and written exchanges that allow them to socialize, provide and obtain information to express needs and solve problems. Students work on vocabulary and grammar skills in order to interpret straightforward spoken and written language, such as directions, announcements and short narrations. Oral communication is the goal of this course. The course also continues to expand the students' understanding of cultural differences and similarities.

*\*Note: At the end of the year, all level 3 students are required to pass the course and the appropriate Second Language Checkpoint B examination at the end of the year to move to level 4 (OCC 201)*

## **SPANISH 3 HONORS**

**Length:** 1 year

**Credit:** 1 credit

**Course Number:** 4116

**Prerequisite:** In order to enroll in Level 3 Honors students must achieve a 90%+ average in Level 2, accompanied by the recommendation of the Level 2 teacher. Students who do not meet the above requirements may challenge by demonstrating their language proficiency by means of writing a 100-word essay and/or by completing an oral interview in the target language.

This course prepares language students for more complex, real-world applications as they further develop the four skills (reading, writing, listening and speaking) in the target language at the intermediate level or Checkpoint B. Students continue their study of essential grammar and vocabulary skills above and beyond the intermediate level, or Checkpoint B. They practice communicating both orally and through writing to socialize, provide and obtain information, express needs and solve problems. They learn to interpret spoken and written language on a variety of topics, including those presented in literature (essays, poems and short stories) and in other authentic sources, such as news articles, video broadcasts, films and songs. The Level 3 Honors course is taught in the target language and students are required to communicate with the teacher and each other in the target language as well.

*\*Note: At the end of the year, all Level 3 students are required to pass the course and the appropriate Second Language Checkpoint B examination at the end of this year to move to Level 4 (OCC 201).*

## **SPANISH 4H: OCC SPA 201**

**Length:** 1 year

**Credit:** 1 credit (3 OCC Credits)

**Course Number:** 4224

This intermediate-level course builds upon the grammatical, linguistic, communicative and cultural skills previously learned at the introductory level. Students acquire more complex grammar and lexical skills that will enable them to communicate within a greater range of contexts. This course also fulfills the Global Awareness and Diversity (GLAD) requirement at OCC. Upon successful completion of SPA 201, students may enroll in SPA 202. The focus of this course is the intense study of the language, understanding grammar and pitfalls. Advanced grammar instructions will facilitate students' comprehension of materials relating to the various forms of media such as videos, online research and interactive activities, short stories and novels.

*\*Note: At the end of the course, all OCC 201 students are required to pass the final exam and the course to receive college credits.*

## **SPANISH 5H: OCC SPA 202**

**Length:** 1 year

**Credit:** 1 credit (3 OCC Credits)

**Course Number:** 4324

**Final Assessment:** \*Optional\* AP Exam in May

This course is a sequel to Intermediate Spanish 201 OCC 202 seeks to develop the four skills (reading, writing, speaking and listening) that allow the student to discuss a full range of topics in detail, support opinions and make hypotheses. Students will be introduced to a variety of communicative strategies to enhance both their oral and writing capabilities. Extensive training in the organization and writing of compositions is an integral part of upper-level studies. Students will listen to and interpret the target language in complex personal dialogues, interviews, literary discussions, news broadcasts and other authentic media and be able to detect nuances in meaning and emotions.

Students acquire increasingly complex grammatical, linguistic, communicative and cultural skills that will enable them to communicate in a greater range of situations within an authentic cultural context. Relevant topics to the Spanish-speaking world discussed in this course may include: Food, relationships, Social Issues, The Environment and Technology and globalization. This course also fulfills the Global Awareness and Diversity (GLAD) requirement at OCC.

*\*Note: All students enrolled in OCC 202 are required to complete a Final Exam. Students have the option to also take the AP Exam in Spanish.*

# MATHEMATICS

The mathematics curriculum is designed to attain five general goals for all students:

1. students learn to value mathematics
2. students become confident in their own ability to do mathematics
3. students become mathematical problem solvers
4. students learn to communicate mathematically
5. students learn to reason mathematically

This curriculum attempts to give all students the opportunity to appreciate the full power and beauty of mathematics and acquire mathematical knowledge and intellectual tools required to use it in their lives. *Note: All students must earn at least three (3) mathematics credits. Students must also pass a Mathematics Regents exam.*

## **ALGEBRA APPLIED**

**Course Number:** 3022

**Length:** 1 semester

**Credit:** 1 credit

This course meets everyday during the first semester to benefit students who may need additional instruction and support to achieve success in Algebra. Topics covered in this course include the understanding and application of: real numbers, general functions, linear equations, linear inequalities and quadratic functions.

## **ALGEBRA REGENTS** (2nd Semester)

**Course Number:** 3020

**Length:** 1 semester

**Credit:** 1 credit

**Major Assessment:** Algebra 1 Regents Examination in June

This course meets every day during the second semester to benefit students who may need additional support to achieve success in algebra. Topics covered in this course include exponential functions, systems of equations, systems of inequalities, sequences and statistical analysis.

*Note: Students enrolled in this course will take the Algebra 1 Regents examination in June.*

## **ALGEBRA REGENTS**

**Course Number:** 3021

**Length:** 1 year

**Credit:** 1 credit

**Major Assessment:** Algebra 1 Regents Examination in June

This course is aligned to the Next Generation standards. The general goals for this course include the understanding and application of real numbers; linear, quadratic and exponential functions, graphing and solving linear equations and inequalities; graphing and solving quadratic equations, by multiple methods including factoring, completing the square and quadratic formula; sequences and statistical analysis.

## **ALGEBRA LAB**

**Course Number:** 3942

**Length:** 1 year

**Credit:** 0 credit

This course is designed to provide academic intervention services for students who have been identified as at-risk of not passing the Algebra I Regents Examination. Algebra Lab will meet one period every four days and is designed to give additional hands-on exposure to the topics covered in the Algebra 1 Regents course. Though this course carries no credit, grades achieved will be reflected in the Algebra 1 Regents course.

## **GEOMETRY REGENTS**

**Course Number:** 3121

**Length:** 1 year

**Credit:** 1 credit

**Major Assessment:** Geometry Regents Exam in June

Students who have successfully completed Algebra Regents may enroll in this class. The general goals for this course include further study of the axiomatic system of Euclidean geometry (with transformations) to prove geometric concepts; an introduction to special right triangles and right triangle trigonometry; using rigid motion to prove triangle congruence; using transformation and algebraic methods to prove similarity; quadrilaterals and their properties; circles and their properties; developing problem solving skills; and exploring volume and surface area of three-dimensional objects.

## **GEOMETRY LAB**

**Course Number:** 3943

**Length:** 1 year

**Credit:** 0 credit

If offered, this course is designed to provide academic support for students who have been identified as at-risk of not passing the Geometry Regents Examination. Geometry Lab will meet one period every four days and is structured to give additional exposure and reinforcement to the topics covered in the Geometry Regents course. Though this is a non-credit bearing class, grades achieved in Geometry Lab will be reflected in the Regents Geometry course.

## **INTEGRATED ALGEBRA 2 & GEOMETRY**

**Course Number:**

**Length:** 1 year

**Credit:** 1 credit

Students enrolling in this non-Regents course should have successfully completed an Algebra course. In Integrated Algebra 2 and Geometry, students will learn geometric properties including but not limited to the study of lines, angles, circles, volume and surface area, similarity, and right triangle trigonometry. Algebra 2 topics covered in this class focus on modeling with linear, quadratic, exponential, and trigonometric functions. Other topics include modeling with systems of equations, probability, and statistics.

## **GEOMETRY HONORS**

**Course Number:** 3011

**Length:** 1 year

**Credit:** 1 credit

**Major Assessment:** Common Core Geometry Regents Exam

**Prerequisite:** Algebra Honors & Teacher Recommendation or 2 of the following 3: Teacher Recommendation, 93 or higher course average through first semester of Algebra Regents, 90 or higher on Departmental Placement Examination.

This is the second course in a three-year sequence aligned with the Common Core State Standards. Students who have successfully completed Algebra 1 may enroll in this class. The general goals for this course include further study of the axiomatic system of Euclidean geometry (with transformations) to prove geometric concepts; an introduction to special right triangles and right triangle trigonometry; using rigid motion to prove triangle congruence; using transformations and algebraic methods to prove similarity; quadrilaterals and their properties; circles and their properties; developing problem solving skills; exploring volume and surface area of three-dimensional objects and additional enrichment topics. This class will investigate the additional state standards not required for the regents course.

## **ALGEBRA 2 REGENTS**

**Course Number:** 3221

**Length:** 1 year

**Credit:** 1 credit

**Major Assessment:** Department Final in June (See Note Below\*)

This is a rigorous course aligned to the Common Core Learning Standards where the level of abstraction is much higher than previous math courses. Course content includes linear functions, quadratic functions, complex numbers, polynomial functions, radical functions, exponential and logarithmic functions, rational functions, and sequences and series.

*Note: \*Students taking this course take a departmental final in June. In addition, students who enroll in Pre-Calculus with Trigonometry the following year will take the Regents Examination in Algebra 2 and Trigonometry in January of that school year.*

## **ALGEBRA 2 LAB**

**Course Number:** 3941

**Length:** 1 year

**Credit:** 0 credit

If offered, this course is designed to provide academic support for students who have been identified as at-risk of not passing the Algebra 2 / Trigonometry Regents Examination. Algebra 2 Lab will meet one period every four days and is structured to give additional exposure and reinforcement to the topics covered in the Algebra 2 Regents course. Though this is a non-credit bearing class, grades achieved in Algebra 2 Lab will be reflected in the Regents Algebra 2 course.

## **ALGEBRA 2 HONORS / TRIGONOMETRY**

**Course Number:** 3111

**Major Assessment:** Common Core Regents Exam in June

**Length:** 1 year

**Credit:** 1 credit

**Prerequisite:** 2 of the following 3: Teacher Recommendation, Final Course Grade of 95 or higher in Algebra, 85 or higher on the Algebra 1 Regents Examination.

This is a fast-paced, rigorous course aligned to the Common Core Learning Standards where the level of abstraction is much higher than previous math courses. Topics include linear functions, quadratic functions, complex numbers, polynomial functions, radical functions, exponential and logarithmic functions, rational functions, sequences and series, trigonometric functions, probability, data analysis and statistics, and additional enrichment topics.

## **PRE-CALCULUS HONORS**

**Course Number:** 3211

**Major Assessments:** Dept. Mid-Year Exam in January and Department Final Exam in June

**Length:** 1 year

**Credit:** 1 credit

Students who have successfully completed Algebra 2 and Trigonometry may enroll in this course. This level is designed for students planning to take AP or college level calculus. Content of the course will focus on the study of linear, quadratic, higher order, logarithmic, exponential, and trigonometric functions, limits and an introduction to calculus.

## **PRECALCULUS WITH TRIGONOMETRY**

**Course Number:** 3314

**Major Assessments:** Algebra 2 / Trigonometry Regents Exam (January)

**Length:** 1 year

**Credit:** 1 credit

**Prerequisite:** Passing grade in Algebra 2

This course covers the remaining topics assessed on the Algebra 2 / Trigonometry Regents Exam. It will also introduce material for students to more advanced mathematical concepts recommended for future study of a Calculus course. Topics include Arithmetic and Geometric Sequences and Series, Probability, Statistics, an in depth study of trigonometric functions including defining circular functions, graphs of trigonometric functions, solving trigonometric equations, trigonometric identities, the Law of Sines, the Law of Cosines, rates of change and limits.

## **STATISTICS**

**Course Number:** 3325

**Major Assessments:** Department Mid-Year Exam in January and Departmental Final in June

**Length:** 1 year

**Credit:** 1 credit

This course teaches students how to use the four-step statistical process: ask questions, collect data, analyze data, and make conclusions. Each chapter will begin with a real-life statistical question and then students will learn how to collect appropriate data, analyze the data, and make reasonable conclusions. The primary focus of the class will be to teach students the basic principles of statistical reasoning. Major statistical topics include: analyzing distributions of data, both categorical and numerical, using graphs and summary statistics; using simulations to estimate probability distributions; theoretical probability distributions, including normal distributions; rules of probability, including conditional probability and expected value; the logic of hypothesis testing, including stating hypotheses, calculating and interpreting p-values, drawing conclusions, and Type I & II errors; using confidence intervals to estimate parameters; and proper methods of data collection, including sampling and experimentation. Use of technology, including online applets and the graphing calculator will be prominent in the course. Throughout the course, students will complete investigations that require students to complete the four-step statistical process using real-life applications.



## **ADVANCED PLACEMENT (AP) STATISTICS**

**Course Number:** 3322

**Major Assessment:** AP Exam in May\*

**Length:** 1 year

**Credit:** 1 credit

**Prerequisite:** To enroll in the course, students must have completed Algebra 2 Regents / Honors successfully.

This course focuses on the exploration of statistical concepts and problems that are at the core of the Advanced Placement Statistics curriculum (exploring data, sampling and experimentation, anticipating patterns, statistical inference). Throughout the course, students will take part in hands-on investigations of statistical data and models. Students will also receive instruction in the statistical applications of various forms of technology including, but not limited to, graphing calculators and applets. To be successful in this course, students must have a solid mathematical background along with strong writing, reading, and analytical skills.

*Note: \*All students will take the Advanced Placement Examination in May, for which there is a fee. Students may earn up to three (3) college credits, depending upon their performance on the AP Exam and the policies of the colleges in which they enroll.*

## **ADVANCED PLACEMENT (AP) CALCULUS (AB)**

**Course Number:** 3312

**Major Assessment:** AP Exam in May\*

**Length:** 1 year

**Credit:** 1 credit

**Prerequisite:** Students must have completed Pre-Calculus to enroll.

This is an introductory course in college-level differential and integral calculus with emphasis on the theoretical foundations of calculus as studied through algebraic, graphical and numerical methods. Content will include limits, continuity, derivatives and their applications, analysis or graphs, the Fundamental Theorem of Calculus, analytic methods for determining definite and indefinite integrals, slope fields, and separable differential equations.

*Note: \*All students will take the Advanced Placement Examination in May, for which there is a fee. Students may earn up to three (3) hours of college credit, depending on their performance on the AP Exam and the policies of the college where they enroll.*

## **CALCULUS**

**Course Number:** 3313

**Length:** 1 year

**Credit:** 1 credit

This is an introductory course in differential and integral calculus with emphasis on mechanics and applications. Content will include the study of functions, limits, continuity, techniques of finding derivatives, applications of derivatives, and techniques of integration.

## **ADVANCED ALGEBRA WITH FINANCIAL APPLICATIONS**

**Course Number:**

**Length:**

**Credit:**

Advanced Algebra with Financial Applications is a mathematical modeling course that is algebra based, applications oriented, and technology dependent. The course addresses college preparatory mathematics topics from Algebra 2, Statistics, Probability, Precalculus, and Calculus under eleven financial umbrellas: Discretionary Expenses, Banking Services, Consumer Credit, Automobile Ownership, Employment, Income Taxes, Independent Living, The Stock Market, Modeling a Business, Retirement Planning and Household Budgeting. The course allows students to experience the interrelatedness of mathematical topics, find patterns, make conjectures, and extrapolate from known situations to unknown situations. The mathematics topics contained in this course are introduced, developed, and applied in an as needed format in the financial settings covered. Students are encouraged to use a variety of problem-solving skills and strategies in real world contexts, and to question outcomes using mathematical analysis and data to support their findings. The course offers students multiple opportunities to use, construct, question, model, and interpret financial situations through symbolic algebraic representations, graphical representations, geometric representations, and verbal representations. It provides students a motivating, young-adult centered financial context for understanding and applying the mathematics they are guaranteed to use in the future.

# MUSIC

All students should have some musical experience as part of their general education. Interested high school students are given the opportunity to fully develop their musical skills through a variety of relevant courses. Students who have received basic foundations in elementary school may continue their study of music at the high school level through a series of elective courses. Each student is given an opportunity to study, understand and enjoy fine music in regularly scheduled classes; to participate in large and small vocal and instrumental ensembles; to learn to play an instrument of choice; to help prepare and present concerts and other public performances; and to specialize in music related to particular interests and talents.

## *Academic Music Courses*

### **MUSIC THEORY 1**

**Course Number:** 5951

**Length:** 1 semester

**Credit:** 1/2 credit

**Requirements:** Membership in any of the performing musical groups offered by the school, or at least two (2) years of private instruction offering basic musical knowledge in vocal or instrumental music.

Music Theory 1 is the study of basic musical forms and structures. Elements of music construction are studied and skills in music reading, sight singing and aural instruction are developed.

### **MUSIC THEORY 2**

**Course Number:** 5959

**Length:** 1 semester

**Credit:** 1/2 credit

**Prerequisites:** Students must have a C or above in Music Theory 1 to enroll in Music Theory 2.

Music Theory 2 is a continuation of the concepts from Music Theory 1. Students will focus on tonal harmony, both in writing and analysis.

## *Vocal*

### **CONCERT CHORALE**

**Course Number:** 5935 - Concert Chorale (*1 year; 1 credit*)  
5936 - Concert Choral (*1 semester; 1/2 credit*)  
5973 - Concert Choral & String Orchestra (*1 year*)

**Length:** 1 semester or 1 year

**Credit:** 1/2 or 1 credit

**Requirements:** Requirements for membership include: 1. ability to match pitch, 2. consistent and on-time attendance at all rehearsals and concerts, 3. careful maintenance of all music and materials, 4. a willingness to learn.

Concert Chorale provides students in grades 9-12 an opportunity to sing all styles of music (classical, jazz, musical theater, and popular) written for four-part, mixed chorus.

### **CONCERT CHORALE HONORS**

**Course Number:** 5992

**Length:** 1 year

**Credit:** 1 credit

**Requirements:** Same as those for Concert Chorale with the added requirements: participation in In Achor, the musical, All-County Chorus, Area All-State, NYSSMA, All-State, OR participation in a small ensemble directed by the choral director. Once enrolled, students must continue to audition for All County and participate in NYSSMA (NYSSMA not required for seniors). If students fail to meet these requirements, they will retroactively be placed into Concert Choir (Course #5935)

Chorale at the Honors level provides selected singers in grades 9-12 with the opportunity to sing all styles of music (classical, popular and jazz).

**CHAMBER CHOIR** – Offered based on enrollment in Choral Program  
Course Number: 5986

**Length:** 1 year  
**Credit:** 1 credit

**Requirements:** Students must have spent the previous year in a HS choral ensemble or be admitted based on director's discretion. Students must audition to be a member to show vocal ability and musicality.

Chamber Choir provides students in grades 10-12 an opportunity to sing a variety of Choral music at an advanced level. Students will focus on Choral Blend, vocal technique, sight reading using a diverse repertoire of music. Chamber Choir members may also sing in Concert Choir if their schedule allows. This course fulfills the graduation requirement for music/art.

**CHAMBER CHOIR HONORS** – Offered based on enrollment in Choral Program  
Course Number: 5987

**Length:** 1 year  
**Credit:** 1 credit

**Requirements:** Open to students in Grades 10-12. Same as those for Chamber Choir with the added requirements: prior to acceptance, students must audition for All County and participate in the NYSSMA solo festival (2023 All County auditions not required for the 2024-2025 year only). Once enrolled, students must annually continue to audition for All County and participate in NYSSMA (NYSSMA not required for seniors). If students fail to meet these requirements, they will retroactively be placed into Concert Choir (Course#5935)

**VOICE CLASS**

Course Number: 5939

**Length:** 1 semester  
**Credit:** 1/2 credit

This course offers an introduction to the fundamentals of singing for beginners and the furthering of vocal technique for more experienced singers. In the course, many styles of solo literature are studied: Broadway, Classical, Jazz and Pop solos are included in the repertoire.

## ***Instrumental***

**CONCERT BAND**

Course Number: 5952 - Concert Band (1 year; 1 credit)

**Length:** 1 semester or 1 year  
**Credit:** 1/2 or 1 credit

**Requirements:** Participation in lessons, rehearsals, and concerts is a requirement of the course.

This course is an ensemble made up of woodwind, brass, and percussion players. Lessons are a requirement for this course and will be conducted on a rotating, pull-out basis. The Concert Band focuses on developing music reading and instrumental technique through the performance of numerous styles of music, including: classical, pops, jazz, and contemporary. Members of Concert Band will have the opportunity to perform with the Orchestra as well through participation in mandatory rehearsals scheduled during the activity period. Participation in all evening concerts is a requirement of the course. This course fulfills the graduation requirement for music/art.

**CONCERT BAND HONORS**

Course Number: 5938

**Length:** 1 semester or 1 year  
**Credit:** 1/2 or 1 credit

**Requirements:** Open to students in grades 10-12. Same as those for Concert Band with the added requirements: prior to acceptance, students must audition for All County AND participate in the NYSSMA solo festival (2023 All County auditions not required for 2024-2025 school year only). Once enrolled, students must annually continue to audition for All County and participate in NYSSMA (NYSSMA is not required for seniors). If students fail to meet these requirements, they will retroactively be placed into Concert Band (Course #5952 or #5932)

## **STRING ORCHESTRA**

**Course Number:** 5962 - String Orchestra (*1 year; 1 credit*)  
5993 - String Orchestra (*1 semester; 1/2 credit*)  
5973 - Concert Choral & String Orchestra (*1 year*)

**Length:** 1 semester or 1 year

**Credit:** 1/2 or 1 credit

**Requirements:** Participation in lessons, rehearsals, and concerts is a requirement of the course.

This course is an ensemble made up of violin, viola, cello, and bass players. Lessons are a requirement for this course and will be conducted on a rotating, pull-out basis. The String Orchestra focuses on developing music reading and instrumental technique through the performance of numerous styles of music, including: classical, baroque, pops, and contemporary. Members will be required to attend 2-3 scheduled activity period rehearsals for each concert in order to collaborate with band members in performing full orchestra literature. This course fulfills the graduation requirement for music/art.

## **STRING ORCHESTRA HONORS**

**Course Number:** 5996

**Length:** 1 semester or 1 year

**Credit:** 1/2 credit or 1 credit

**Requirements:** Open to students in Grade 10-12. Same as those for String Orchestra with the added requirements: prior to acceptance, students must audition for All County and participate in the NYSSMA solo festival (2023 All County auditions not required for 2024-2025 school year only). Once enrolled, students must annually continue to audition for All County and participate in NYSSMA (NYSSMA not required for seniors). If students fail to meet these requirements, they will retroactively be placed into String Orchestra (course #5962 and #5993).

## **CONCERT CHOIR AND STRING ORCHESTRA HONORS**

**Course Number:** 5973 - Concert Choir & String Orchestra (1 year)

**Length:** 1 semester or 1 year

**Credit:** 1/2 credit or 1 credit

**Requirements:** The requirements of this course are a combination of all combinations of all the requirements for Concert Choir and String Orchestra. All County auditions and NYSSMA participation are strongly encouraged, but not required. Students earn their Honors credit through maintaining the lesson and concert schedules of both ensembles.

## **CHAMBER CHOIR AND CONCERT BAND HONORS** – *Offered based on enrollment in the Choral program*

**Course Number:**

**Length:** 1 year

**Credit:** 1 credit

**Requirements:** The requirements of this course are a combination of all requirements for Chamber Choir and Concert Band. All County auditions and NYSSMA participation are strongly encouraged, but not required. Students earn their Honors credit through maintaining the lesson and concert schedules of both ensembles.



**BOCES (Board of Cooperative Educational Services)** operates area Career & Technical Education Centers supported by several area school districts. The Career & Technical Education courses are scheduled for half-days at BOCES centers. Students take their regular classes at their home school mornings or afternoons and are transported by school bus to and from the BOCES Center for their career and technical education classes. These classes are three periods per day, five days per week and offer up to four credits per year. Courses are offered at the Thompson Road Campus. Classes are conducted at The BOCES Center from 8:00 a.m. to 10:30 a.m. or from 12:00 noon to 2:15 p.m.

For two-year programs of study, first-year students attend the afternoon session while second-year students attend the morning session. In order to complete high school graduation requirements in a timely fashion, students must have successfully completed two credits each of English, social studies, mathematics and science as well as one credit each of art or music, second language and physical education prior to beginning their BOCES program in the Junior year.

### **Transportation**

The Jamesville-DeWitt School District provides bus transportation to and from the OCM BOCES location. All students are required to ride the bus unless other arrangements have been made in writing. Whenever a student misses a bus, he/she should immediately report to the Main Office and will be assigned to a Study Hall.

### **Student Driving**

To obtain permission to drive, you must follow these instructions:

- See the occupational center Principal for the necessary forms.
- Have all three copies signed by a parent, home school Principal and the occupational center Principal.
- Obtain a parking sticker upon approval. Students permitted to drive are not allowed to carry passengers. Unauthorized vehicles on school property are subject to ticketing.

### **Grades and Credits**

Grades at the BOCES occupational center are given every ten weeks. The average of the four (4) marking period grades will determine the student's final grade. If a student receives a passing grade and attendance has been satisfactory, up to four (4) units of credit may be awarded. All credits are awarded by the Jamesville-DeWitt Central School District and not by the occupational center.

### **Attendance**

Regular attendance is expected. Excessive absence from class will result in loss of credit each semester. If absences become extreme, a student may be dropped from the program.

### **Applied Math and Applied Science (Required at OCM BOCES)**

The BOCES Henry Education Center requires students to complete one (1) Applied Math and one (1) Applied Science course over two years. These courses meet New York State diploma requirements for the required third credits in math and science.

## **BOCES Career & Technical Education (CTE) Courses**

*\*Physical Therapy, Media Marketing Communication, Heavy Equipment Repair, Operations & Diesel Technology and Auto Technology are all offered at a separate BOCES location.*

Automotive Collision Technology	2 year program
Automotive Technology	2 year program
Computer Technology	2 year program
Construction Technology	2 year program
Cosmetology	2 year program
Culinary and Pastry Arts	2 year program
Early Childhood Education	2 year program
Engineering Technology	2 year program
Firefighting & Emergency Medical Technician	2 year program
Heavy Equipment Repair, Operations & Diesel Technology	2 year program
Laboratory Technician	2 year program
Media Marketing Communications	2 year program
Physical Therapy Profession	2 year program
Welding	2 year program
Health	1 Semester-1/2 credit

*\*The following selective programs listed below are embedded within workplaces in the community. **Students must apply for and be accepted to these programs.***

Automotive Technology at Driver's Village

Physical Therapy at Upstate Medical

Firefighter/EMT

Media Marketing Communications at WCNY

Heavy Equipment Repair, Operations & Diesel Technology

## **BOCES New Visions Courses**

**Application Deadline: April 1, 2024**

Criminal Justice

Engineering Professions

Medical Professions

*Complete course descriptions are available at <https://www.ocmboces.org/cte>*



High school students over the age of 16 in partner school districts have the opportunity to take, on campus, OCC courses, during their regular school day. Through the Early OCC program, students are able to begin earning college credits on a pathway toward their desired degree program.

OCC Courses are tuition free. However, students are responsible for additional fees which will include the cost of books and any added ancillary fees charged by OCC (i.e lab, athletic, etc. fees). \$16.00 per credit hour was the 2022 cost.

Students may continue to participate in Jamesville-Dewitt clubs and activities as long as the student meets group requirements. Students may continue to participate in Jamesville-Dewitt athletics, if they meet the eligibility requirements and per the NYS rule, are enrolled in a minimum of 4 courses per semester, plus Physical Education.

Course entrance at OCC is dependent on availability. Courses taken at OCC follow OCC’s academic calendar. Jamesville-Dewitt snow days and vacation days do not apply to courses at OCC. Therefore, you may still have courses while JDHS is closed for break.

Students that are most successful in the Early College Now Program have good time-management skills, internal motivation, the ability to advocate for themselves, and a high level of maturity.

*Please contact your high school counselor with any questions on how to participate in the Early OCC Program.*

<b>OCC EARLY COLLEGE PROGRAM CREDIT CONVERSION</b>	
<b>OCC</b>	<b>JDHS</b>
6 credits	1
4 credits	.75
3 credits	.50
2 credits	.50
1 credit	.25



# PHYSICAL EDUCATION

The Physical Education curriculum focuses on cognitive learning and positive movement experiences that incorporate basic health and wellness concepts. Our goal is to empower our students to make mindful and healthier lifestyle choices, both now and into adulthood. Instruction will include presentations, fitness warm ups and activities that directly or indirectly link to the Five Components of Physical Fitness, F.I.T.T. principles, injury prevention, and resource management. Our focus de-emphasizes skill and emphasizes the personal benefits of a physical lifestyle.

## **SEM 1 FUN, GAMES, AND FITNESS**

**Course Number:** 5996

**Length:** 1 semester

**Credit:** 1/2 credit

Course includes a variety of competitive games and activities played with a myriad of equipment. Physical fitness will be incorporated regularly into the course. Units are grouped by equipment, not specific activity/game. Games include but are not limited

to:

- Group problem solving games: dot game, desert island, Charades, Quizzes
- Omnikin: Volleyball, Commander of the Court, Swatball, Kinball
- Scooter Games: Bucketball, Swatball, Four-Goal Handball, Hockey, Quiddich
- Unique Play: Bundiball, Boundball, Pickleminton
- Team Passing Games: Broomball, Four Goal Soccer, Flickerball
- Kickball, 4-Corner Kickball and/or Monsterball
- Kickin It Old School playground games: four square, wall ball
- Tag Games
- Archery

## **SEM 1 TRADITIONAL TEAM PASSING GAMES & FITNESS**

**Course Number:** 5997

**Length:** 1 semester

**Credit:** 1/2 credit

Course includes a variety of team passing games Units are grouped by three class increments. Games will include:

- Football
- Ultimate Frisbee
- Soccer
- Basketball
- Volleyball
- Flickerball/Speedball, Swatball
- Team Handball
- Kickball

## **PERSONAL FITNESS PLANNING**

**Course Number:** 5967

**Length:** 1 semester

**Credit:** 1/2 credit

This course includes lessons in which students will analyze current fitness levels, articulate goals, SMART goal planning, learn and experience fitness training principles that guide exercise programming, create and participate in exercise planning that address their personal fitness goals and/or needs

## **SEM 2: RACQUET SPORT AND RECREATIONAL FITNESS & ACTIVITIES**

**Course Number:** 5998

**Length:** 1 semester

**Course:** ½ credit

This course focuses on racquet sports in marking period three with a transition to recreational movement experiences in marking period four. These experiences are designed to promote healthy choices for physical and emotional wellness.

- Cornhole / Spikeball
- Badminton
- Pickleball
- Tennis
- Ultimate Frisbee
- Fitness Walking

## **SEM 2: TEAM PASSING GAMES & RECREATIONAL ACTIVITY**

**Course Number:** 5999

**Length:** 1 semester

**Credit:** 1/2 Credit

Course includes a variety of team passing games. Unites are grouped by three class increments. Games will include:

Softball	Cornhole/Spikeball
Floor Hockey	Lacrosse
Broomball	

## **SEM 2: PERSONAL FITNESS ACTIVITIES**

**Course Number:** 5977

**Length:** 1 semester

**Credit:** 1/2 credit

Students move away from traditional strength training equipment and explore alternative workouts to maintain personal fitness. Activities may include, but are not limited to, resistance bands, mini loops, stability ball, medicine ball, Bosu, jump ropes, EMOM, Tabata, HIIT training, Yoga and Pilates-inspired experiences.

## **SCIENCE**

Students have the opportunity to learn an extensive array of science concepts, related facts, and laboratory skills in the areas of Earth Science, Biology, Chemistry, and Physics. Earth Science is offered at the Regents Level. Biology is offered at the Applied Regents, Regents and Honors levels. Chemistry is offered at the Honors and Regents levels. Physics is offered via SUPA (Syracuse University Project Advance) and General levels. An extensive list of science electives is offered as well to further enhance the students' understanding of the various disciplines. These electives include AP Biology and AP Chemistry, SUPA Forensic Science and Advanced Environmental Science (SUNY ESF).

The core courses in Earth Science, Biology, and Chemistry require the students to sit for the Regents Exam in June. In order to be admitted to any Science Regents exam, the student must have fulfilled the minimum laboratory requirement established by the NYS Board of Regents. This requirement states that students must have successfully completed (1,200) minutes of laboratory time for the course they are taking the Regents exam for. This means students must have successfully submitted to their teacher the required number of lab reports (usually 30). In addition, in some courses, requirements for the NYSSLS Investigations must also be completed.

### ***Earth Science***

#### **EARTH SCIENCE REGENTS**

**Course Number:** 2021 - Earth Science Regents  
2041L- Earth Science Regents Lab

**Length:** 1 year

**Credit:** 1 credit

**Final Assessment:** NYS Regents Exam in June

There is an emphasis placed on lab work and deductive problem solving. The New York State Regents Earth Science syllabus will be followed, and student expectations are to work toward taking the Regents exam to receive a Regents credit in Earth Science. Three class blocks per four-day cycle will be scheduled for these students.

# ***Biology***

## **ADVANCED PLACEMENT (AP) BIOLOGY**

**Course Number:** 2354

**Final Assessment:** AP Exam in May\*

**Length:** 1 year

**Credit:** 1 credit

**Requirements:** Junior or Senior standing.

**Prerequisite:** Biology Honors

This course is open to Juniors or Seniors that have an exceptional work ethic, have performed well in Honors Biology, and who may have an interest in pursuing a possible biology-related field in college. Overall, the course curriculum will parallel an introductory college level biology course. Topics will include molecules and cells, genetics and evolution, and organisms and populations. This accelerated survey of biology will cover all of the topics required by the College Board in order to prepare students for the AP Exam. In addition, students will also complete the recommended AP Biology laboratory experiments. After the AP Exam, students will spend the remainder of the year working on special projects. Two class blocks per four-day cycle will be scheduled for these students.

*Note:* \*Students can take the Advanced Placement exam for which there is a fee. Students may earn up to six hours of college credit, depending on their performance on the AP Exam and the policies of the college where they enroll.

## **BIOLOGY HONORS**

**Course Number:** 2116 - Biology Honors  
2116L- Biology Honors Lab

**Final Assessment:** NYS Regents Exam in June

**Length:** 1 year

**Credit:** 1 credit

Designed for the scientifically talented, this course is open to students who have performed well (90 or higher) in Regents Earth Science. This course has a stronger biochemical molecular approach to the study of the cell and more laboratory work than Regents Biology, and is a prerequisite for students planning to take AP Biology. \* Three class blocks per four-day cycle will be scheduled for these students.

## **BIOLOGY REGENTS**

**Course Number:** 2121 - Biology Regents  
2121L - Biology Regents Lab

**Final Assessment:** NYS Regents Exam in June

**Length:** 1 year

**Credit:** 1 credit

This course presents the fundamentals to beginning Biology students. The New York State Regents Biology curriculum is followed with emphasis on the biochemical cellular approach. Laboratory work is an integral part of the course. \* Three class blocks per four-day cycle will be scheduled for these students.

## **BIOLOGY 1: CELLULAR LEVEL / LAB**

**Course Number:** 2111

This biology class gives students the opportunity to study cellular structures and functions. This course will be taken as the first course in a two year sequence culminating with the NYS Living Environment Regents exam after the second course, Applied Biology 2. Three class blocks per four-day cycle will be scheduled for these students.

**Length:** 1 year

**Credit:** 1 credit

## **BIOLOGY 2: MACROSCOPIC LEVEL**

**Course Number:** 2112

**Final Assessment:** NYS Regents Exam in June

**Length:** 1 year

**Credit:** 1 credit

**Prerequisite:** Students must have taken Biology 1: Cellular Level in order to take this course.

This is the second course in a sequence. Students in this course will study human body systems with an emphasis on maintaining homeostasis. Students will also study principles of evolution, taxonomy, and ecology. After an extensive review of the material from both courses, students will sit for the NYS Living Environment Regents exam. Two class blocks per four-day cycle will be scheduled for these students.

# Chemistry

## ADVANCED PLACEMENT (AP) CHEMISTRY

**Course Number:** 2355

**Final Assessment:** AP Exam in May\*

**Requirement:** Senior standing

**Prerequisite:** Chemistry Honors

**Length:** 1 year

**Credit:** 1 credit

This course is open to Seniors that have done well in science and math and are willing to put forth extra time and effort and are planning to pursue a science-related field in college. The course curriculum will include the following topics taught at the pace of a first year college-level chemistry course: stoichiometry, periodicity, chemical bonding, thermochemistry, kinetics, equilibrium, acid and bases, redox and organic chemistry. The course will include laboratories that are recommended by the College Board to prepare students for the AP exam. After the AP exam, students will spend the remainder of the year working on special projects.

Two class blocks per four-day cycle will be scheduled for these students.

*Note: \*Students can take the AP exam for which there is a fee. Students may earn up to six hours of college credit, depending on the performance on the AP exam and the policies of the college where they enroll.*

## CHEMISTRY HONORS

**Course Number:** 2216 - Chemistry Honors  
2216L - Chemistry Honors Lab

**Final Assessment:** NYS Regents Exam in June

**Length:** 1 year

**Credit:** 1 credit

This is the same as Regents Chemistry but with an increase in the number of laboratory experiments, more optional material from the syllabus, and a higher level of difficulty in mathematical problems and conceptual material.

This course is open to exceptional students who are able to handle an increased pace in course material and is a prerequisite for AP Chemistry. There is a high correlation between math ability and Honors Chemistry. Therefore, it is strongly recommended that the student successfully complete Geometry before taking Honors Chemistry. \*Three class blocks per four-day cycle will be scheduled for these students.

## CHEMISTRY REGENTS

**Course Number:** 2221 - Chemistry Regents  
2221L - Chemistry Regents Lab

**Final Assessment:** NYS Regents Exam in June

**Length:** 1 year

**Credit:** 1 credit

This is an introductory course that presents modern chemistry to beginning students. The presentation is intended to give students a preliminary understanding of what chemistry is about rather than to give them simply a voluminous collection of chemical reactions and laboratory techniques. There is emphasis on model building and problem solving. The laboratory is heavily used. College-bound students, whether Science majors or not, will find the course stimulating.

There is a high correlation between math ability and Regents Chemistry. Therefore, it is strongly recommended that the student successfully complete Algebra before taking Regents Chemistry. *Three class blocks per four-day cycle will be scheduled for these students.*

# *Physics*

## **SUPA PHYSICS**

**Length:** 1 year

**Course Number:**

**Credit:** 1 credit

**Final Assessment:**

### Course Overview

SUPA Physics 101-102 is a one-year introductory physics course offered through Syracuse University. This algebra-based course emphasizes problem solving and conceptual understanding while providing the necessary physics background for science majors, engineers, health professionals and others who are interested in physics. The course covers mechanics, forces, energy and momentum, rotational motion, vibrations, electricity and magnetism, optics, and introductory modern physics.

Note: By paying significantly discounted tuition to Syracuse University, students may earn up to eight college credits to be applied to their college degree requirements or as transfer credit with an official Syracuse University transcript. Syracuse University offers financial assistance to students that qualify for free or reduced lunches. Students that can demonstrate financial hardship may also qualify.

## **PHYSICS**

**Length:** 1 year

**Course Number:** 2320 - Physics  
2320L - Physics Lab

**Credit:** 1 credit

Physics is the science that deals with the interaction of matter and energy. The course is designed for the academically oriented student and emphasizes the thought processes involved in physics instead of just the mechanical relationships. The course is oriented toward laboratory work. The four major topics covered are: Mechanics, Waves and Light, Electricity and Magnetism, and Atomic and Nuclear. Physics should be considered a must for any student planning to major in Science in college.

Three class blocks per four-day cycle will be scheduled for these students.

## SCIENCE ELECTIVES

The variety of offerings in the elective program allows the interested science student an opportunity to “test the waters” in many science areas and/or to concentrate in more specific science disciplines. A student must be enrolled in one of the four major science courses (Earth Science, Biology, Chemistry, Physics) or have permission from the Department Chair to be eligible to take any of the science electives. All electives meet 2 out of 4 days.

### ANATOMY & PHYSIOLOGY I

**Course Number:** 2340

**Length:** 1 semester

**Credit:** 1/2 credit

**Prerequisite:** Completed or concurrent with Regents Biology

This course **is not** a prerequisite for the Anatomy & Physiology II course. This course is for students that want to broaden their knowledge of the human body with a specific emphasis on the skeletal, muscular, nervous and endocrine systems. It is extremely beneficial to those students who may be interested in planning a career in the health sciences. Among other laboratory activities, students can expect to carry out at least one animal dissection in the class. Most work is self-directed, so students taking this course need to be motivated and responsible in order to be successful.

### ANATOMY & PHYSIOLOGY II

**Course Number:** 2360

**Length:** 1 semester

**Credit:** 1/2 credit

**Prerequisite:** Completed or concurrent with Regents Biology

Students do not need to have taken the Anatomy & Physiology I course in order to take this class. This course is for students that want to broaden their knowledge of the human body with a specific emphasis on the circulatory, respiratory, digestive and excretory systems. It is extremely beneficial to those students who may be interested in a career in the health sciences. Among other laboratory activities, students can expect to carry out at least one animal dissection in the class. Most of the work is self-directed so students taking this course need to be motivated and responsible in order to be successful.

### INTRODUCTION TO FORENSIC SCIENCE

**Course Number:** 2341

**Length:** 1 semester

**Credit:** 1/2 credit

**Requirements:** Must be concurrently enrolled in core science course (except 12th graders)

Forensic science is focused on the application of scientific methods and techniques to crimes and law. Recent advances in scientific methods have had an enormous impact upon law enforcement and the entire criminal justice system. In this elective, scientific methods specifically relevant to crime detection and analysis will be presented. Emphasis will be placed on understanding the science behind the techniques used in evaluating physical evidence. Several laboratory exercises will be included to demonstrate techniques commonly employed in forensic investigations.

Forensic topics will include:

- DNA analysis
- Tool marks and impressions
- Hair and fiber analysis
- Fingerprints
- Pathology
- Physical properties
- Arson and explosives
- Firearms
- Chromatography
- Toxicology

## **FORENSICS SCIENCE *SUPA***

**Course Number:** 2361

**Length:** 1 year

**Credit:** 1 credit

**Requirements:** Junior or Senior standing

**Prerequisite:** Completed or concurrent with Regents Chemistry

This course is focused upon the application of scientific methods and techniques to crime and law. Scientific methods specifically relevant to crime detection and analysis will be presented with emphasis placed upon the techniques used in evaluating physical evidence. Topics include blood analysis, organic and inorganic evidence analysis, microscopic investigations, hair analysis, DNA, drug chemistry and toxicology, fiber comparisons, paints, glass compositions and fragmentation, fingerprints, soil comparisons, and arson investigations. Laboratory exercises will include techniques commonly employed in forensic investigations.

*Students can earn 4 Syracuse University credits after successfully completing this course and paying a significantly discounted Syracuse University tuition.*

## **ASTRONOMY**

**Course Number:** 2335

**Length:** 1 semester

**Credit:** 1/2 credit

This course is intended for students who have taken Earth Science. Students in this class will investigate the motion of the objects in our solar system more thoroughly. They will receive an introduction to Electromagnetic Radiation and the ways that light can be collected and interpreted to help us better understand the universe. Students will get an introduction to physics as they learn about the formation of stars, galaxies, and black holes.

## **INTRODUCTION TO ENVIRONMENTAL SCIENCE**

**Course Number:** 2308

**Length:** 1 semester

**Credit:** 1/2 credit

**Prerequisite:** Successful completion of Biology course.

This course is a hands-on introduction to the study of the environment, how humanity has impacted it, and what we can do to repair and protect it. Students need to have successfully passed the Regents Biology exam to be eligible for this course.

## **ADVANCED ENVIRONMENTAL SCIENCE (SUNY ESF)**

**Course Number:** 2311

**Length:** 1 year

**Credit:** 1 credit  
(3 Credits from SUNY ESF at a reduced tuition)

**Prerequisite:** Successful completion of Regents Chemistry Exam

This course starts with an in-depth examination of various types of renewable sources of energy. Emphasis is placed on synthesizing connections among different energy sources, challenges, and benefits among them. The course continues with a survey of aspects including population and demographics; agriculture and toxic substances; water resources and pollution; and climate change. Independent research projects on environmental science topics are required.

## **SCIENCE INTERVENTION (AIS) LAB**

**Course Number:** 2398

**Length:** 1 semester

**Credit:** 0 credit

Instruction in science topics will be provided as required by New York State for one or more of the following reasons:

- Student has failed a Science Regents exam and needs to pass a Science Regents exam.
- Student has been identified by scores received on the New York State Science Assessment at the end of 8<sup>th</sup> grade.

The instruction will be individualized as much as possible. The amount of time scheduled for students will depend upon the level of intervention required and the student's schedule.

Remediation classes are required for students who fail or who are absent from the Science Regents exam to help improve study skills and science knowledge. This course will be a review of the topics covered on Biology Regents or Earth Science Regents.



## **EXPLORATIONS IN CHEMISTRY AND PHYSICS**

**Course Number:**

**Length:** 1 year

**Credit:** 1 credit

**Prerequisite:** Junior or Senior

This course offers an alternative approach to studying Chemistry and Physics, designed to be more practical for some students compared to the Regents Chemistry or Physics courses. Students will explore essential and emerging topics in the fields of chemistry and physics. The course is designed to provide an engaging learning experience through laboratory experiments and other hands-on activities. Students will have two class blocks per four-day cycle dedicated to this course.

*Note: The Explorations in Chemistry and Physics course does not require a Regents Exam at the conclusion of the course*

# SOCIAL STUDIES

The Social Studies curriculum includes core courses and a variety of elective courses designed to enrich the students' understanding of themselves and the world in which they live. The content of the Social Studies courses is drawn from the fields of history, economics, political science, psychology, geography, sociology, and anthropology.

All students must earn four credits of Social Studies in the core curriculum. All students must pass two New York State Regents exams to earn a diploma.

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## **GLOBAL HISTORY & GEOGRAPHY 9 REGENTS**

**Length:** 1 year

**Course Number:** Global History 9R 1021  
Global History 9R 1021 (CTD)

**Credit:** 1 credit

**Final Assessment:** Final Exam in June

Global History and Geography begins with the Paleolithic Era and the development of the first civilizations, and continues with an examination of classical societies and regional empires. The course traces the expansion of trade networks and their global impact, and takes the story of world history to the eve of the American and French Revolutions. The course emphasizes the key theme of geography, shifts in political power, the creation of new economic systems, and the nature and impact of belief systems. The Common Core Literacy and Writing Standards for Social Studies will be built into the class lessons assignments as well as the enduring issues and constructed response question skills.

## **GLOBAL HISTORY & GEOGRAPHY 10 REGENTS**

**Length:** 1 year

**Course Number:** 1121 - Global History 10 R  
1121 - Global History 10 R (CTD)

**Credit:** 1 credit

**Final Assessment:** NYS Regents Exam in June

Global History 10 begins on the eve of the American and French Revolutions with a snapshot of the world circa 1750. The course continues chronologically up to the present. The course emphasizes the key themes of geography, interactions over time, shifts in political power, the creation of new economic systems, 20<sup>th</sup> century ideologies and conflicts, technology, and the interconnectedness of the world. The Common Core Literacy, Writing and Research Standards for Social Studies will be built into the class lessons and assignments.

## **ADVANCED PLACEMENT (AP) WORLD HISTORY**

**Length:** 1 year

**Course Number:** 1112

**Credit:** 1 credit

**Final Assessment:** AP Exam in May\* and NYS Regents Exam in June

This course is the equivalent of a college level survey course in world history. Extensive study is done by the students of all major epochs of world history with particular attention to those that correspond to the 10<sup>th</sup> grade Global curriculum. There is an assignment for students to complete over the summer in preparation for the course. Students use a textbook designed for the AP course and rely on their reading of the text for significant portions of the content. In-class lectures, presentations, activities and discussions are used to help students make connections and deepen their understanding of what they have read. The AP Exam, which students take in early May, includes a multiple-choice section and two essay sections each of which is timed. Following the AP exam, students continue working on course material.

*Note: \*Recommendations for placement in AP World History will be made by the Global 9 teacher after discussion with the student. The recommendation will be based on demonstrated work ethic and a high level of analytical reading and writing skills.*

## **SOCIAL STUDIES AIS**

**Length:** 1 semester

**Course Number:** 1950

**Credit:** 0 credit

A one semester AIS lab in Social Studies is available for 10<sup>th</sup> graders who need additional support and practice with the skills needed on the Global History Regents. Students will be scheduled for this lab based on recommendations of their 9<sup>th</sup> and 10<sup>th</sup> grade teachers.

## **U.S. HISTORY & GOVERNMENT REGENTS**

**Course Number:** 1221

**Final Assessment:** NYS Regents Exam in June

**Length:** 1 year

**Credit:** 1 credit

This course is a study of U.S. History from colonial times with an emphasis on post-Civil War eras. It includes an in-depth study of the Constitution and the Bill of Rights and the Supreme Court cases that have tested their meaning. Students are asked to analyze primary source documents and to write short essay questions and Civic Literacy Essays.

Common Core Literacy, Writing and Research Standards for Social Studies will be built into the class lessons and assignments.

## **ADVANCED PLACEMENT (AP) U.S. HISTORY / OCC 106 & 107**

**Course Number:** 1410

**Final Assessment:** AP Exam in May\* and NYS Regents Exam in June\*

**Length:** 1 year

**Credit:** 1 credit (6 OCC credits)

This course is the equivalent of a college level survey course in American history. There is an assignment for students to complete over the summer in preparation for the course. Students use a textbook designed for the AP course and rely on their reading of the text for significant portions of the content. In-class lectures, presentations, activities and discussions are used to help students make connections and deepen their understanding of what they have read.

Recommendations for placement in AP United States History will be made by the Global 10 teacher after discussion with the student. The recommendation will be based on demonstrated work ethic and a high level of analytical reading and writing skills

*Note: \*At the end of the course, all OCC 106 & 107 students are required to pass the final exam and the course to receive college credit. The AP Exam, which students take in early May, includes a multiple-choice section, short answers and two timed essay sections. Following the AP Exam, students do more work on the Constitution and Supreme Court cases that are emphasized on the New York State Regents examination.*

*\*All 11<sup>th</sup> graders take the U.S. History and Government Regents Exam in June.*

## **ECONOMICS**

**Course Number:** 1320

**Graduation Requirement**

**Length:** 1 semester

**Credit:** 1/2 credit

This one semester course includes an introduction to economic terms and concepts and modern economic systems. In addition to macroeconomics, the course covers topics relevant to the college student/young adult such as the use of credit and debit cards. Successful completion of the Economics course is a requirement for graduation.

## **PARTICIPATION IN GOVERNMENT**

**Course Number:** 1322

**Graduation Requirement**

**Length:** 1 semester

**Credit:** 1/2 credit

This course helps students to develop a deeper understanding of the structure and function of government and the interaction between citizens and government at all levels - local, state and federal. An integral part of the course is the development of student participation in the processes of government. Areas covered include the analysis of public policy issues, case studies in relation to governmental issues, influences on public policy decisions.

Key civic values and analytical concepts are developed and reinforced. The ultimate goal of the Participation in Government course is to prepare students for effective and active participation in the United States democratic process. All students must successfully complete a project on an aspect of government and/or community to meet the community service requirement of this course.

## SOCIAL STUDIES ELECTIVES

*\*These courses do not replace the regular 9 through 12 social studies courses required for graduation.*

### **ADVANCED PLACEMENT (AP) EUROPEAN HISTORY**

**Length:** 1 year

**Course Number:** 1412

**Credit:** 1 credit

**Final Assessment:** AP Exam in May\*

**Requirement:** Junior or Senior standing

This course is open to Juniors and Seniors and focuses on the in-depth study of European History, with an emphasis not only on the significant individuals and events of that history but also on the environmental and technological factors that helped shape it. A major goal of the course is to enable students to better understand how our own societal values including our commitment to personal liberty, constitutional government, capitalism, free inquiry, rationalism and the rule of law have their origins in European History.

*Note: \*All students will take the Advanced Placement exam, with the possibility of earning up to six (6) hours of college credit, depending on their performance on the exam and the policies of the college in which they enroll. There is a fee for this exam.*

### **CURRENT EVENTS STUDIES**

**Length:** 1 semester

**Course Number:** 1434

**Credit:** 1/2 credit

What will be in the news? The economy? The new President? Terror attacks? The Phillies? Our course outline will depend on what is happening at the time. Some topics include, Contemporary issues/conflict, technology /AI news, social media, mental health, and more. Students will get daily digital newspapers and have access to news magazines, TV coverage and the internet. Students will share stories of interest to them, opinions and observations regarding the various sources of news. Students will focus on media literacy, understanding goals and strategies of the media and news outlets, critical analysis of media bias and points of view. Students will complete various projects.

### **FILM HERITAGE**

**Length:** 1 semester

**Course Number:** 1427

**Credit:** 1/2 credit

**Requirement:** The subject matter includes unrated and rated films, including films with an R-rating. As a result, permission from a parent and/or guardian is required upon student enrollment in the course.

The Film Heritage course is designed to guide students through the process of analyzing films as works of art. The course explores how serious themes such as the ravages of war, the dehumanization of violence, and human relationships are dealt with through a visual medium. How the visual medium of film depicts such themes reflects a great deal about a culture in a particular moment of history. The course also uses film to explore the social and cultural context of the period in which it was made. The course includes discussion, historical and critical analysis, and written assignments.

### **AMERICAN WOMEN IN HISTORY**

**Length:** 1 semester

**Course Number:** 1440

**Credit:** 1/2 credit

American Women in History is a women's studies course that will look at the contributions of U.S. women and their fight for full inclusion. The course will include the significant people, accomplishments and challenges of women in the many areas of American society. Through articles, films, important documents, and speakers, students will develop an understanding and appreciation of the multiple perspectives/races/economic status/sexual orientation and many other contributions of women to the history and culture of our country.

## **PRACTICAL LAW**

**Course Number:** 1423

**Length:** 1 semester

**Credit:** 1/2 credit

**Requirement:** 10th, 11th, and 12th graders

This course is both a course in practical law and an issue-oriented course with materials designed to provoke intensive classroom discussion and debate. In addition, a major purpose of this course is to give those who study it some knowledge of law that can be of practical use to them in their everyday lives. Among the topics surveyed in this course are criminal law, family law, housing law, individual rights law, and tort law. Guest speakers and field trips are included in this course.

## **PSYCHOLOGY**

**Course Number:** 1421

**Length:** 1 semester

**Credit:** 1/2 credit

**Requirement:** 10th, 11th, and 12th graders

This course will focus on building a better understanding of human behavior. Students will learn about themes such as motivation, personality styles, and how we develop over the course of our lives. Students will also learn about abnormal behavior, mental wellness, and even how psychology applies to various careers. This course is appropriate for anyone interested in an introduction to the field of psychology.

## **SYRACUSE UNIVERSITY PROJECT ADVANCE (SUPA): PSYCHOLOGY**

**Course Number:** 1422

**Length:** 1 semester

**Credit:** 3 SU credits in Psy 205

**Requirement:** 11<sup>th</sup> and 12<sup>th</sup> graders

This course is designed to expose students to college-level material in the study of psychology. Major topics include psychology as a behavioral science, physiological psychology, personality, abnormal psychology, child development and social psychology.

*Note: There is a reduced tuition rate charged by Syracuse University.*

## **SPORT PSYCHOLOGY**

**Course Number:** 1442

**Length:** 1 semester

**Credit:** 1/2 credit

**Requirement:** 10<sup>th</sup>, 11<sup>th</sup>, and 12<sup>th</sup> graders

Sport Psychology will focus on understanding how psychology influences participation in sports- or ANYTHING that requires performance. Students will learn about the history of sport psychology, personality styles, coping with anxiety/stress, self-confidence, motivation, leadership, goal-setting, group dynamics, psychology of injury, and mental wellness. Students can apply this learning to their own performances on the field, in the pool, on the court, on the ice, or ANY Setting that requires performance under pressure. This course is appropriate for: current student-athletes, students interested in a career as a coach, and students interested in psychology.

## **U.S. MILITARY HISTORY**

**Course Number:** 1432 – US Military History I  
1433- US Military History II

**Length:** 1 semester each

**Credit:** 1/2 credit each

This course involves a look at national and world history with a special emphasis on U.S. participation in the wars of the 20<sup>th</sup> century. Topics covered include the political and economic factors that influenced the decision to go to war; military weaponry and doctrine; social and cultural implications; significant air, sea and land campaigns; the aftermath and consequences of the war; and perspectives on the meaning and place these conflicts have in our history. U.S. Military History I will look at World War I and World War II and an overview of the U.S. Military structure. U.S. Military History II will look at the issues of the Cold War and our involvement in Korea and Vietnam.

# TECHNOLOGY

The Pre-Engineering Program follows the *Project Lead the Way* Curriculum. Its purpose is to expose students to the field of Technology and Engineering. Below is a list of *Project Lead the Way* courses.

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## **PROJECT LEAD THE WAY (PLTW): DESIGN & DRAWING FOR PRODUCTION (DDP) / INTRODUCTION TO ENGINEERING DESIGN (IED)**

**Course Number:** 6940

**Length:** 1 year

**Credit:** 1 credit

**Corequisite:** Concurrent enrollment in Math

DDP/IED provides an opportunity to be creative and to apply decision-making and problem-solving skills to design problems. Students will use powerful computer hardware and software Fusion 360 to develop 3-D models. Students will learn the product design process through creating, analyzing, rendering and producing a model. This course follows the New York State syllabus for Design and Drawing for Production. *Note: This course meets the art/music requirement for graduation. Students may apply for college credits through Rochester Institute of Technology. If interested, speak with the instructor or your counselor.*

## **PROJECT LEAD THE WAY (PLTW): COMPUTER INTEGRATED MANUFACTURING (CIM)**

**Course Number:** 6956

**Length:** 1 year

**Credit:** 1 credit

**Prerequisite:** DDP/IED

**Corequisite:** Concurrent enrollment in Math

CIM is a course that applies principles of prototyping, robotics, and automation. It builds on the solid modeling skills developed in Introduction to Engineering Design. Students will use computer-controlled equipment to solve problems by constructing models of their three-dimensional designs. Students will also be introduced to the fundamentals of robotics and to how this equipment is used in an automated environment. Design will be evaluated using various techniques and modifications before the prototype is produced. *Note: Students may apply for college credits through Rochester Institute of Technology. If interested, speak with the instructor or your counselor.*

## **PROJECT LEAD THE WAY (PLTW): ENGINEERING DESIGN & DEVELOPMENT**

**Course Number:** 6955

**Length:** 1 year

**Credit:** 1 credit

**Requirement:** 12th Grader

**Prerequisite:** DDP/IED, POE, CIM

**Corequisite:** Concurrent enrollment in Senior level Math

In this course, students work on a team with one or two others to design and construct the solution to an engineering problem. The problems will involve a wide range of engineering applications (e.g., a school robo-mascot, automated solar water heater and remote control hovercraft). Students apply the principles developed in previous courses. A journal will become part of a portfolio. Each team will be responsible for delivering reports and making final presentations to an outside review panel.

## **PROJECT LEAD THE WAY (PLTW): PRINCIPLES OF ENGINEERING (POE)**

**Course Number:** 6939

**Length:** 1 year

**Credit:** 1 credit

**Requirement:** 11<sup>th</sup> and 12<sup>th</sup> graders

**Corequisite:** Concurrent enrollment in Math

POE is designed to help students understand the field and career possibilities of engineering and engineering technology. Students work on the problem-solving skills that are used at the college level and in the workplace, and engineering systems and manufacturing processes are explored. Students will also learn how engineers address concerns about social and political consequences of technological change. *Note: Students may apply for college credits through Rochester Institute of Technology. If interested, speak with the instructor or your counselor.*

# TECHNOLOGY ELECTIVES

## ARCHITECTURAL DESIGN

**Course Number:** 6963

**Length:** 1 semester

**Credit:** 1/2 credit

A project-based course that introduces students to the basic fundamentals and principles involved with drawing and designing different forms of buildings. Students will learn how to create and render their own designs on both paper and the computer. This course will also include interior design elements such as room layout and furniture.

## ARCHITECTURAL MODELING

**Course Number:** 6964

**Length:** 1 semester

**Credit:** 1/2 credit

**Prerequisite:** Architectural Design

A hands-on project-based course that will introduce students to the basics of construction and scale modeling. Students will work to create 3D structures based on plans they receive. Residential planning, building codes and specifications will also be discussed. The overall goal of this course is to help students develop an understanding of building based on design blueprints.

## CREATIVE WOODWORKING

**Course Number(s):** 6948 - Creative Woodworking 1  
6949 - Creative Woodworking 2  
(Prerequisite Creative Woodworking)

**Length:** 1 semester each

**Credit:** 1/2 credit each

This course develops a personal satisfaction that comes from the design and development of attractive and useful individual wood projects. Students will work with power and hand tools that are similar to those used in industry. This is a course that emphasizes the concept of individual woodworking.

*Note: Creative woodworking will meet NYS requirements as a Materials Processing course. The Creative Woodworking course can be used as a foundation or an elective within the 3-unit Technology Education Sequence.*

## ADVANCED WOODWORKING

**Course Number:** 6952

**Length:** 1 semester

**Credit:** 1/2 credit

**Prerequisite:** Creative Woodworking 1 and Creative Woodworking 2

Advanced Woodworking is a hands-on laboratory course that encourages the student to achieve a high level of competency in the area of woodworking and design. Students are expected to demonstrate mastery level skills developed in the prerequisite courses Creative Wood 1 & 2. Each student is expected to design and construct a project to specifications. Students will also develop advanced blueprint reading skills and follow professionally drafted plans to construct a complex wood project of choice. An in depth study into the characteristics and properties of wood will be explored. Furthermore, students will explore career opportunities, and secondary schools offering programs of interest.

## GRAPHIC DESIGN & EDITING

**Course Number:** 6961

**Length:** 1 semester

**Credit:** 1/2 credit

A fun and creative course that uses a variety of website- and software-based tools such as PIXLR, Adobe Photoshop, and Adobe Illustrator. Throughout the course, students will work to develop their computer-based skills to create graphics that solve specific problems. Some of the course projects will include: a digital portfolio, desktop/phone background, Photoshop competitions, typography, and a website. The overall goal of this course is to give students the tools they need to create professional-looking graphic designs through engaging and meaningful practice.



**GRAPHIC DESIGN FOR PRODUCTION****Course Number:** 6962**Length:** 1 semester**Credit:** 1/2 credit

Introduce students to software and hardware that is used to publish and produce physical forms of graphics. Throughout the course, students will be designing graphics for tangible objects. Some of the course projects will include: packaging designs, cards, stickers, coloring books, and a t-shirt. The overall goal of this course is to develop an understanding of how graphics are designed and used in the physical world.

**MEDIA PRODUCTION 1****Course Number:** 6954**Length:** 1 semester**Credit:** 1/2 credit

In Media Production I students will participate as members of a production team that will be responsible for the creation of digital video and audio productions. A student will express ideas in a technical format capable of utilizing graphic and electronic media equipment. This will be accomplished with the aid of a state of the art production facility consisting of studio lighting, computers, DSLR cameras, and Adobe Creative Suite of Software.

Topics to be covered include but are not limited to: a biographical sketch, video storyboarding, filming of your favorite neighborhood, a television and radio commercial, a video collage and a final project of choice. This is a course for students interested in learning how to create audio and video presentations from start to finish.

**MEDIA PRODUCTION 2****Course Number:** 6957**Length:** 1 semester**Credit:** 1/2 credit**Prerequisite:** Media Production 1

In Media Production II students build upon what they have learned from the Media Production 1 course. Each project will encompass the concepts learned from the Media Production I course, with students gaining a deeper knowledge of studio production, field shooting, audio/visual editing techniques, and compositional aspects.

Topics to be covered include but are not limited to: working with Adobe Premiere Pro, the industry standard in video editing software, controlling multiple audio & video tracks, chroma key techniques, recording with two or more cameras, layering techniques and background imaging.

Assignments to be covered include: a television report, a short story, a television commercial, a multiple angle shoot, and two projects of choice. The content of each project will be designed by the student and approved by the instructor.

Students will explore college and career opportunities coupled with field trips to local industries such as WSYR Channel 9.

**ADVANCED MEDIA PRODUCTION****Course Number:** 6958**Length:** 1 semester**Credit:** 1/2 credit**Prerequisite:** Media Production 1 & 2

Advanced Media Production is a course for a student who feels comfortable with the accomplishment of their two prior courses in this area and wants to continue his/her study in the field of digital video and audio production.

Students are encouraged to work independently and experiment with specific topics of interest. An emphasis will be placed on the quality of the project including: originality of idea, storyboarding, compositional aspects, location of footage and the depth of editing. *Students enrolled in this course will work primarily with video digital equipment consisting of DSLR cameras, the computer and the editing software Adobe Premiere Pro.*

## **YEARBOOK PRODUCTION**

**Course Number:** 6944

**Length:** 1 year

**Credit:** 1 credit

**Requirement:** Students must apply to be considered for the class. Advisors will determine class members based on applications.

The members of this class produce the annual *Hilltop Echoes* yearbook publication. The class incorporates all aspects of book publication including planning and implementation of page layout and design, photography, writing captions and articles, and proofing and editing. In addition, students will plan and implement the advertising, selling and distribution of books and recognition space. Students in this class will learn the basics of establishing an organizational plan, how to manage a business, journalism, and graphic design. Students must be responsible; self motivated, and have the ability to work both independently and cooperatively with fellow *Hilltop Echo* staff members.

## **UNCREWED AERIAL SYSTEMS**

**Course Number:**

**Length:** 1 semester

**Credit:** 1/2 credit

**Requirement:** This course will prepare students for the FAA Part 107 Exam. Students should be 16 years of age at the time of the course.

This course will prepare student pilots for entry into the UAS aviation industry. Students will learn the basics of drone safety and operation, fundamentals of aviation weather, exciting career opportunities and more! This course will help to create an understanding of drones, how they can serve the community and how to apply them to different applications. Students will leave the basics of flying within the regulation of FAA Part 107 as well as how to get the most out of a drone for videography and photography purposes. (This course pairs well with any of our media offerings) Students who successfully complete this course will be prepared to take the FAA UAG General exam to earn their commercial drone pilots license.

## **HIGH SCHOOL ROBOTICS: EXPLORING MECHANICS, ELECTRONICS AND MECHANIZATION**

**Course Number:**

**Length:**

**Credit:** 1/2 credit

In this 20-week robotics course, students will delve into the exciting world of robotics gaining hands-on experience in mechanics, electronics, and mechanization. Through a combination of theory and practical application students will develop a deep understanding of the foundational principles that drive robotic systems, preparing them for future studies and careers in STEM fields.

## **DIGITAL ELECTRONICS**

**Course Number:**

**Length:**

**Credit:**

Digital electronics is the study of electronic circuits that are used to process and control digital signals. In contrast to analog electronics, where information is represented by a continuously varying voltage, digital signals are represented by two discrete voltages or logic levels. This distinction allows for greater signal speed and storage capabilities and has revolutionized the world of electronics.

The major focus of the DE course is to expose students to the design process of combinational and sequential logic design, teamwork, communication methods, engineering standards, and technical documentation.

## ADVISORY

### **FRESHMAN SEMINAR**

**Length:** 1 year

**Course Number:** N/A

**Credit:** 0 credit

Freshman Seminar is a program that assists freshmen with the transition from middle school to high school. Counselors meet with small groups of freshmen to discuss a variety of issues encountered by students in their first year at the high school. In addition, other staff members occasionally meet with freshmen on a variety of topics.

An additional component of the Freshman Seminar program includes information literacy instruction with the High School Librarian. This ensures that all 9th grade students have an initial orientation to the layout, resources, services, and procedures of the library.

Successfully transitioning to the high school will further assist students in meeting commencement goals and accessing post-high school opportunities. Freshman Seminar is a required course for all first-time freshmen.

## CAREER PATHWAYS

A high school career pathway is an educational plan that helps students prepare for their future careers by providing a roadmap to success in their chosen field. Career pathways can help students:

- Explore their interests and aptitudes
- Identify potential career options
- Build skills and knowledge
- Gain practical experience
- Understand the relevance of their education
- Become more motivated and engaged in their education

Career Pathways are organized into categories that share similar skills, knowledge, and interests. Listed below are the career pathway offerings here at Jamesville-DeWitt High School. In the following pages, you will discover a brief summary of each pathway.

Use the list below to check off any pathway(s) that may interest you. Be sure to check in with your school counselor as they will be able to help guide you through the process of determining which pathway works best for you!

- Art, Graphic Design & Production
- Broadcasting
- Business
- Computer Science
- Film
- Global Readiness
- Journalism
- Pre-Health
- Project Lead The Way
- Psychology
- Social Sciences
- Theatre

# ART, GRAPHIC DESIGN & PRODUCTION PATHWAY

Learn technical and design skills to create finished projects.



## Career Overview

A production graphic designer is a creative professional who uses technical and design skills to create and prepare graphics for print and digital media. Professionals study both technical and creative content and use these skills to create a finished product that meets organizational and/or client branding goals.

## Courses

Design & Drawing for Production (6940)  
Studio Art 1 (5942), Studio Art 2 (5943)  
Photography 1 (5945), Photography 2 (5946)  
Graphic Design and Editing (6961)  
Graphic Design for Production (6962)  
Yearbook Production (6944)

## Extracurriculars

Drama Club  
School Musical  
Magpie Merch  
Media Production Club

# BROADCASTING PATHWAY

Explore technical and creative aspects of broadcast journalism.



## Career Overview

The J-DHS Broadcasting Pathway focuses on creating programs for both traditional media (radio and television media) and non-traditional broadcasts like podcasts. Students will learn the creative and technical aspects of producing media while exploring the dynamics of effective communication.

Students interested in careers in television and radio stations, sports and entertainment organizations, video productions and advertising agencies would benefit from considering our Broadcasting Pathway.

## Courses

- Media Production 1 (6954)
- Media Production 2 (6957)
- Advanced Media Production (6958)
- Broadcast Journalism (0843)

## Extracurriculars

- Ramfeed
- Rampage
- Yampage
- Media Production Club



# BUSINESS PATHWAY

Develop skills necessary to succeed in the workforce.



## Career Overview

The J-DHS Business Pathway is designed to offer students an introduction to law, management, finance and public speaking. These courses help students develop the knowledge, skills and behaviors necessary to succeed in the workforce. The course selection coupled with extracurricular activities apply principles discussed in class in a meaningful way.

Students interested in management, entrepreneurship, business management, financial management and business leadership should consider this pathway.

## Courses

Corporate Communications (0866)  
Practical Law (1423)  
Public Speaking (0850)  
SUPA Public Speaking (0851)

## Extracurriculars

DECA  
Health Occupations Student Assoc.  
Mock Trial

# COMPUTER SCIENCE PATHWAY

Build technical skills and unlock your innovation potential.



## Career Overview

The J-DHS Computer Science Pathway includes a diverse range of topics designed to provide students with a comprehensive understanding of computational principles, program language and technical applications. By providing students with the tools and resources to create their own programs, games, or applications CS courses inspire creativity and unleash innovation.

Students interested in the following careers should consider this pathway: AI engineer, Data Scientist, computer/network engineer, network architect, app developer, software analyst, web developer.

## Courses

Intro to Computer Science (6980)  
Studio Computer Science (6981)  
AP Computer Science Principles (6991)  
AP Computer Science: JAVA (6990)

## Extracurriculars

Technology Student Assoc.  
eSports Team



# FILM PATHWAY

Explore film as a visual art form.



## Career Overview

J-DHS students exploring our Film Studies Pathway will become familiar with the evolution of film history as well as ways to analyze film as a visual art form.

Students interested in film production, directing, producing or editing are encouraged to take courses in this pathway.

## Courses

Reading Films 1 (0845)  
Reading Film 2 (0846)  
Advanced Reading Films (0847)  
Film Heritage (1427)

## Extracurriculars

Drama Club, Media  
Production Club

# GLOBAL READINESS PATHWAY

Learn skills necessary to thrive in a globalized society.



## Career Overview

The Global Readiness Pathway helps students prepare for study, work, and travel in our ever-changing, diverse society. Students will learn the linguistics and communicative skills that support all other pathways. Our students develop a solid understanding of the target language, improving fluency in speaking, reading, writing, and listening. Most importantly, learners foster an appreciation for diversity and culture.

## Courses

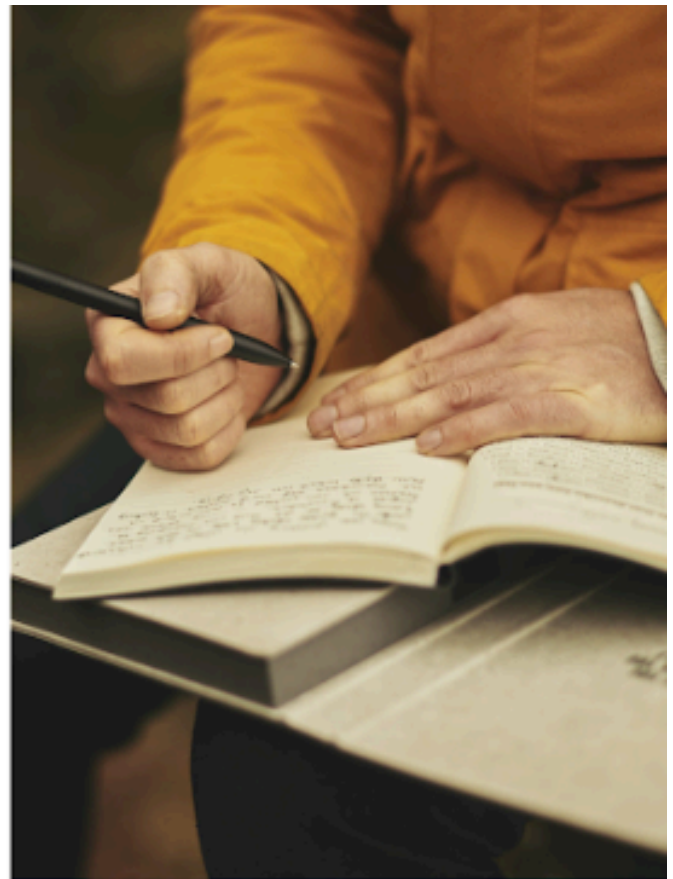
French 4H OCC 201 (4220)  
French 5H OCC 202 (4310)  
Spanish 4H OCC 201 (4224)  
Spanish 5H OCC 202 (4324)

## Extracurriculars

French Club  
Spanish Club  
French Honor Society  
Spanish Honor Society  
Cultural Connections  
PRHYLI  
NYS Seal of  
Biliteracy

# JOURNALISM PATHWAY

Develop compelling writing skills that are unbiased and accurate.



## Career Overview

The J-DHS Journalism Pathway will give students an opportunity to explore the ins and outs of giving information to an audience while becoming proficient in fact-checking. Students will explore how to interpret and report unbiased, accurate and compelling information.

Students interested in writing, storytelling, journalism, public relations and communications may want to consider this pathway.

## Courses

- Journalism 1 (0840)
- Journalism 2 (0841)
- Advanced Journalism (0842)
- Broadcast Journalism (0843)

## Extracurriculars

- Rambunctious
- Ramfeed
- Rampage
- Yampage



# PRE-HEALTH PATHWAY

Help others and make a positive impact.



## Career Overview

Working in healthcare or as a personal wellness professional can provide an individual with a highly rewarding career with the capacity to make a direct positive impact in people's lives.

The Pre-Health Pathway provides students an opportunity to explore electives to gain a better understanding of skills related to medical, dental, physical therapy, fitness training, psychology, or other help professions.

## Courses

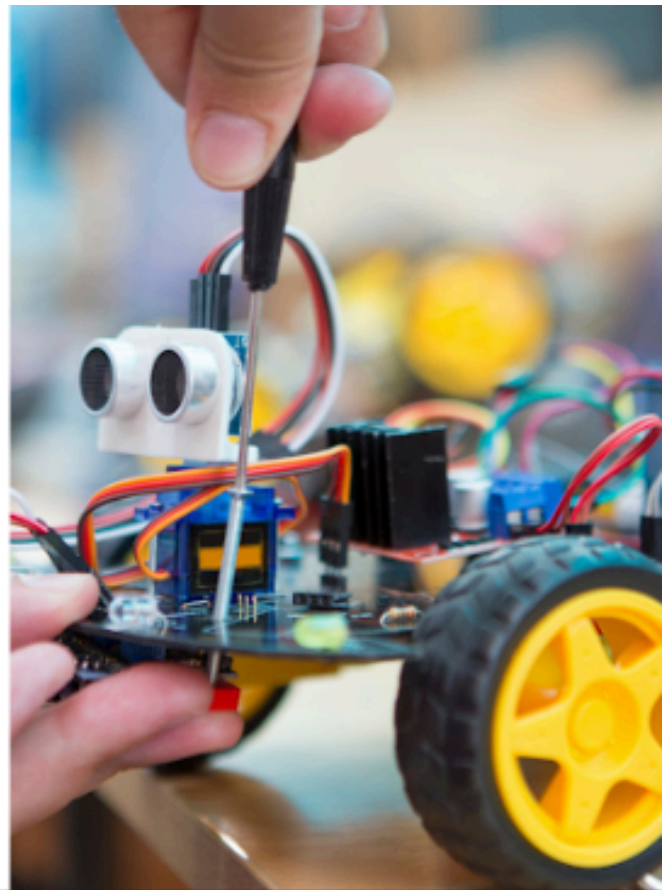
Anatomy and Physiology I (2340)  
Anatomy and Physiology II (2360)  
Personal Fitness Planning (5067)  
Personal Fitness Activities (5999)  
*Also see Psychology Pathway*

## Extracurriculars

Health Occupations Student Association (HOSA)  
Best Buddies

# PROJECT LEAD THE WAY PATHWAY

An innovative project-based learning program.



## Career Overview

Project Lead the Way (PLTW) is an innovative project-based learning program that incorporates science, technology, engineering, and math. PLTW empowers students to develop and apply in-demand, transportable skills by exploring real world challenges in an exciting and engaging way. Students in the PLTW pathway may apply for college credits through Rochester Institute of Technology.

Students interested in careers in engineering, manufacturing, robotics and maintenance should strongly consider PLTW courses.

## Courses

Design & Drawing for Production (6940)  
Computer Integrated Manufacturing (6956)  
Engineering Design & Development (6955)  
Principles of Engineering (6939)

## Extracurriculars

Technology Student Assoc.  
Science Olympiad  
Genius Olympiad

# PSYCHOLOGY PATHWAY

Explore the human mind and behavior.



## Career Overview

J-DHS students exploring the Psychology Pathway will have a better understanding of human behavior. They will explore several aspects of psychology such as its history, research methods, the relationship between brain, behavior and experience.

Students interested in becoming counselors, psychologists, and coaches would benefit from taking courses within this pathway.

## Courses

Psychology (1421)  
SUPA Psychology (1422)  
Pop Culture Text & Psychology (0857)  
Sports Psychology (1442)

## Extracurriculars

Health Occupations Student Association (HOSA)



# SOCIAL SCIENCES PATHWAY

Study behavior and interactions with society.



## Career Overview

The Social Sciences Pathway provides students with an opportunity to study behavior and interactions with society, institutions and the world. Students develop skills that are useful across disciplines including analytical abilities, critical thinking, data collection and research experiences.

## Courses

Pop Culture Texts & Psychology (0857)  
Current Events (1434)  
American Women in History (1432)  
Military History 1 (1432)  
Military History 2 (1433)  
Psychology (1421)  
Practical Law (1423)

## Extracurriculars

Best Buddies  
Environmental Club  
Model United Nations  
Mock Trial

# THEATRE PATHWAY

Explore your creative side on and off stage.



## Career Overview

J-DHS students will be provided the opportunity to explore performance arts formally, through both study and performance. Students will be able to explore scripts, film, production through creation and collaboration, through theater studies and performance opportunities.

Students interested in careers on stage, set production, directing, producing, and arts administration would benefit from the courses and opportunities in this pathway.

## Courses

Theater Arts 1 (0862)  
Theater Arts 2 (0863)  
Theater Arts 3 (0864)  
Film Heritage (1427)

Reading Film 1 (0845)  
Reading Film 2 (0846)

## Extracurriculars

Drama Club  
School Musical





**Principal** Gregory Lawson.....glawson@jd.cnyric.org

**Assist. Principal (s)** David Nysten.....dnylen@jd.cnyric.org

Maria De Jesus.....mdejesus@jd.cnyric.org

**Nurse** Heather Cavaluzzi.....hcavaluzzi@jd.cnyric.org.....315-445-8329

**Attendance** Rachel Reichel .....rreichel@jd.cnyric.org.....315-445-8327

**Athletic Office** Fred Wheeler.....fwheeler@jd.cnyric.org.....315-445-8345

**Counseling Center** .....315-445-5274

**Counselors:**

Denise Becher.....dbecher@jd.cnyric.org

Theresa Goad .....tgoad@jd.cnyric.org

Serena Wadsworth.....swadsworth@jd.cnyric.org

Joseph Colligan.....jcolligan@jd.cnyric.org

Kristin Butler.....kbutler@jd.cnyric.org

**Psychologist**

Elaine Howe .....ehowe@jd.cnyric.org

**Student Assistant Counselor**

Will Hartley.....whartley@jd.cnyric.org

**Teaching Staff**

Main Office.....315-445-8340

**School Website Address:** [www.jamesvilledewitt.org](http://www.jamesvilledewitt.org)

**Schooltool Website:** <https://jd.schooltool.cnyric.org/schooltoolweb/>

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