Auburn Enlarged City School District

Secondary Advanced

Course Offerings

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Auburn Junior High Advanced Course Offerings

English

English 8 Enriched

Prerequisite: To be considered for enrollment in English 8E, students must have a mid-year average of 92 in 7th-grade English. Seventh-grade English teachers can also be consulted in regards to attendance and work ethic. Students who do not meet the requirement mid-year may petition to enter the class based on their final average and recommendation of his/her English teacher only.

World Languages

French, Italian & Spanish I

Eligible seventh and eighth-grade students complete this course in their language of choice over the course of the two school years in order to obtain high school credit in the area of World Languages, which is a requirement for high school graduation.

Mathematics

Math 7 Accelerated

Students who earn a cumulative grade point average of 85 or higher in the 1st 3 marking periods of grade 6 and score a 90 or higher on a prognosis test administered to 6th grade students in the spring.

Algebra Regents

Students who earn an 80 or higher on the Math 7A Final Exam and maintain a cumulative grade point average of 90 or above for the overall grade.

Science

Earth Science Regents

Recommendation: Students are eligible if they earned an overall grade point average of 93 in Science 7. Regents Earth and Space Sciences provides an investigative approach to the study of the following topics: the processes of change, the Earth model, the Earth's energy budget, weather processes, the rock cycle, and the history of the Earth. These comprise the broad areas of geology, astronomy, and meteorology. Concepts will be developed in the laboratory, and students will develop skills using computation, modeling, and graphic representation to interpret data. Upon meeting the requirements of this course, students will take the New York State Regents Examination in Earth and Space Sciences.

Students will experience that scientific information is based upon evidence obtained in the laboratory. The concepts developed encourage a deep understanding of processes that occur on the planet Earth and their application in a variety of circumstances. Students must successfully complete 1200 minutes of lab time, including three New York State Science Investigations (labs). Regents Earth and Space Sciences meet for double periods on alternate days

Auburn High School Advanced Course Offerings

English

English 9 Enriched

Prerequisite: To be considered for enrollment in English 9E, students must have a mid-year average of 92 in 8th-grade English. Eighth-grade English teachers can also be consulted in regards to attendance and work ethic. Students who do not meet the requirement mid-year may petition to enter the class based on their final average and recommendation of his/her English teacher only. This introduction to high school English begins to prepare students for the English 11 Common Core Regents Exam. Students will read different genres of fiction, including short stories, poetry, novels, modern drama, and Shakespeare. These works will be supported throughout the year with informational texts in accordance with the Common Core Learning Standards. Students will also read a variety of current young adult fiction and nonfiction with mature themes. Students will develop a writing portfolio whose core writing tasks model pieces found on the Regents exam, including the argument and text analysis response, in addition to literary analysis-based essays. Writing skills include thesis development and formal essay structure. Students will be introduced to the research process, including note cards and works cited development, resulting in a research paper. The year-end course evaluation includes the writing portfolio and a written final exam. The reading and writing requirements for this course are rigorous. Students will be expected to complete daily homework and maintain a 100% homework average. Due to the extra requirements of this course, grade point averages are weighted for class rank purposes. Enrollment in this course is contingent upon the completion of an assigned summer reading project; see your counselor for details. Summer work is due by July 31st.

English 10 Enriched

Prerequisite: Admittance to the English 10E program is dependent upon maintaining a mid-year grade average of at least 92 in the English 9R course or a grade average of 88 in the English 9E course. Students will study challenging books of fiction and nonfiction, including at least one play by

Shakespeare. The learning of writing is of paramount importance. Students will write traditional essays, journals, research papers, as well as a variety of creative pieces, which will become the portfolio that serves as half of the final exam grade. Due to the extra requirements of this course, grade point averages are weighted for class rank purposes.

English 11 Enriched

Prerequisite: To be considered for enrollment in English 11E, students must have a mid-year average of 90 or better in English. Students are selected for this enriched course because of their superior abilities and achievements in English. This course is a fast-paced, challenging, and interactive program that requires self-discipline, good organizational skills, creativity, and strong reading, writing, and communication skills. This course includes materials traditionally taught at the Regents level, but students in this course will also read more challenging works and compose more complex writing pieces. Due to the extra requirements of this, grade point averages are weighted for the purpose of class rank.

CCC English 101

Prerequisite: By the midpoint of junior year, students who have both 1) a minimum cumulative GPA of 80 and 2) a minimum English average of 80 in 9th and 10th grades can enroll in this course. Placement in this course is also contingent upon the successful completion of a summer reading assignment. This course is offered for dual credit – 3 college credits and ½ AHS credit. Paired with the other semester course, freshman English II, this program is designed to further prepare students who plan on attending a two or four-year college upon graduation. Building upon the writing skills developed in previous years, students should plan on writing 5-8 papers in various modes such as description, narration, definition, comparison/contrast, causal analysis, and persuasion. Writing skills such as developing a thesis, organizing around a pattern, and varying sentence structure will be taught and practiced in the context of developed drafts. Students will read short prose as models to learn about writing. Students will also do extensive research throughout the term and will produce a final research paper in one of the modes previously mentioned. Students who are self-motivated and eager to learn how to do college-level research and writing will benefit from this course. Enrollment in this course is contingent upon the completion of the assigned summer reading project, as well as meeting CCC placement criteria. Summer work is due by July 31st.

CCC English 102

Prerequisite: Successful completion of Eng 101. This course is offered for dual credit – 3 college credits and ½ AHS credit. Not a broad survey course, this program is organized around themes such as social justice and individualism, and exposes students to a variety of genres (poetry, drama, and fiction) as well as literary critical theory. Competent and clear student writing about the literature studied will be the prime means of evaluation. Some of the important authors to be studied could include Sophocles, William Shakespeare, the Brontës, Jane Austen, George Orwell, William Golding, Sylvia Plath, John Irving, Margaret Atwood, and Kurt Vonnegut, among others. Students will continue to develop those skills taught in prerequisite courses while exploring style, structure, and theories of literary criticism. Students who are self-motivated and want to study literature at a college level will benefit from this course.

AP English Literature

Prerequisite: To enroll in AP English, students should have a mid-year average of 90 or better in their 11th-grade English course. AP English is designed for students who wish to excel in their college-level English courses. Consequently, AP English is devoted primarily to the study of great literature and the art of writing college-level essays. Readings vary from year to year, but units typically include dystopian novels, Shakespearian drama, a variety of Modernist works, existentialist writing, satire, poetry, and a research paper. The course also includes exposure to literary theory, some relevant philosophical ideas, and a basic study of rhetoric. AP English requires a sincere love of reading, a strong background in writing, and a good vocabulary. At the end of the course, students are expected to take the Advanced Placement Exam in English Literature and Composition. Colleges and universities may, at their discretion, extend credit for Freshman English (or part of Freshman English) depending upon the score achieved on the AP exam. Students may pay a fee (currently $99) for the examination, which is given in May.

World Languages

CCC French, CCC Italian & CCC Spanish 201

It is recommended that students have a mid-year average of 80% or higher in Level 3, and successful completion of the Level 3 course. CCC 103 and 201 are intermediate-level language courses designed for students who have successfully completed three years of a high school Target Language. CCC 103 and 201 are proficiency-based courses that develop abilities in speaking, listening, reading, and writing in culturally authentic contexts. Authentic oral and literary texts are introduced, including film, TV/radio,

and modern and classical literary texts. Classes are conducted in the Target Language. By the end of this course, the students can be expected to communicate proficiently in the language: giving and getting information, narrating and describing in present, past, and future times, and expressing themselves comfortably in the Target Language. Activities are conducted in the Target Language.

CCC French, CCC Italian & CCC Spanish 202

*** Students who are enrolled in CCC 104 or CCC 202 must have successfully completed CCC 103 or 201 prior to enrolling in this course. It is recommended that students have a mid-year average of 80% or higher in CCC 103 or 201 and complete the course. CCC 104 and 202 are intermediate-level language courses designed for students who have successfully completed four years of a high school Target Language. CCC 104 and 202 are proficiency-based courses that review understanding of the formal structures of the language, refine previously acquired linguistic skills, and build awareness of the target culture. Authentic oral and literary texts are introduced. These courses use film, TV/radio, and literary texts in developing oral, listening, and reading skills. Classes are conducted in the Target Language. By the end of this course, the students can be expected to communicate effectively in the language: giving and getting information, surviving predictable and complicated situations, narrating and describing in present, past, and future times, supporting the opinions and hypothesizing comfortably in the Target Language.

Business & Mathematics

Geometry Enriched

Prerequisite: To be considered for enrollment in Geometry E, students must have a mid-year average of 90 or better in Algebra. This honors course, which is weighted, is designed for students who have a strong interest in math and who wish a more challenging level course. The curriculum will cover everything in Geometry, but enrichment topics and more in-depth exercises will be included, such as solid geometry. The students will take the Common Core Geometry exam in June

Algebra 2 Enriched

Prerequisite: To be considered for enrollment in Algebra 2E, students must have a mid-year average of 90 or better in Geometry and a recommended score of 75% on the Algebra Regents exam This honors course, which is weighted, is designed for students who have a strong interest in math and who wish a more challenging level course. The curriculum will cover everything in Algebra 2 and Trig, but enrichment topics and more in-depth exercises will be included. Building on their work with linear,

quadratic, and exponential functions, students extend their repertoire of functions to include polynomial, rational, and radical functions. Students work closely with the expressions that define the functions and continue to expand and hone their abilities to model situations and to solve equations, including solving quadratic equations over the set of complex numbers and solving exponential equations using the properties of logarithms. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. Students will take the Algebra 2 Regents exam in June.

AP Calculus

Prerequisite: To be considered for enrollment in AP Calculus, students must have a cumulative mid-year average of 90 or better, or a 90 average in the math strand. It is recommended that students have a score of 85 or better on the Algebra 2 Regents. Calculus is a beginning college course. Among the topics considered are: Functions, Limits, Differentiation, Applications of Differential Calculus, Integration, Definite Integrals, and Application of Integration (area and volume). The curriculum will include the syllabus as set forth by the Advanced Placement Examination Board for a first-level calculus course. In May, a final examination in Advanced Placement Calculus AB, written by the College Entrance Examination Board, will be required. Students will also be asked to purchase a graphing calculator for this course. (The graphing calculator is an instrument that can later be used in college chemistry and physics classes). Students will then continue with additional topics in calculus through June and will complete the program with a local examination or project. Course grades are weighted in calculations for honor roll or class ranking purposes. The cost for the AP class is $99, and students could earn three hours of college credit.

CCC Business Math 105

This course is highly recommended for students planning to study business in college. This course focuses on basic math combinations and shortcuts. • Problems in Buying and Selling Items • Markups/Markdowns • Percents and Discounts • Preparation of Banking and Payroll Records • Computation of Simple Interest • Simulated Project Using Finance Software

CCC Consumer Math 106

This course may be used towards a 3rd Math credit for graduation. Prerequisite: BUS 101 or BUS 105. This course is highly recommended for students planning to study business in college. This course reviews basic operations used in business. • Installment Buying • Real Estate • Taxes and Insurance •

Investments • Financial Statements • Basic Statistics • Simulated Project using Finance Software

CCC College Algebra/Trigonometry 104

Prerequisite: Students who are enrolled in CCC Math 104 must have successfully passed the Algebra 2 course with a final average of 70 or higher. A continuation of the study of Algebra, this course introduces the fundamentals of trigonometry. The basic properties of the complex number system are first reviewed. The concept of function is then introduced and applied to algebraic, rational, exponential, and logarithmic functions. Applications of the right triangle are emphasized.

CCC Precalculus 106

Prerequisite: Students who are enrolled in CCC Math 106 must have successfully passed CCC Math 104. This course completes the study of algebraic and trigonometric skills necessary for the successful study of calculus. Trigonometric functions and identities are applied to analytic geometry. Applications of oblique triangle trigonometry and vectors are emphasized. Systems of equations and inequalities are solved using algebraic, graphical, and matrix methods. Theory of equations, including remainder, factor, and De Moivre's theorem, is used to study and help in graphing equations. Using standard equations to graph and evaluate ellipses, hyperboloids, and parabolas is also emphasized. Series and sequences (arithmetic and geometric), as well as the binomial theorem and mathematical induction, are introduced.

CCC Calculus

Prerequisite: To be considered for enrollment in CCC Advantage Calculus, students must have successfully completed CCC Math 106 PreCalculus. Calculus is a beginning college course. Among the topics considered are: Functions, Limits, Differentiation, Applications of Differential Calculus, Integration, Definite Integrals, and Application of Integration (area and volume). Students will be asked to purchase a graphing calculator for this course. (The graphing calculator is an instrument that can later be used in college chemistry and physics classes.) Course grades are weighted in calculations for honor roll or class ranking purposes. There is no cost for the CCC Advantage course, and students will earn four hours of college credit.

CCC Principles of Accounting 101

3rd Math credit for graduation • Recommendation: Successful completion of Accounting 1 and Accounting 2. This course is highly recommended for students planning to study business in college. This is for the first of a two-course sequence in accounting required by all business majors, including marketing, management, and finance. • Completing the Accounting Cycle • Accounting for

Merchandising Operations • Inventories • Fraud, Internal Control, and Cash • Payroll Accounting • Simulated Project using Accounting Software

CCC Principles of Business 103

This course is highly recommended for students planning to study business in college. This course is designed to present the student with an overview of American business. • Forms of Business Ownership • Fundamentals of Management, Marketing, Accounting, Finance, and Entrepreneurship • Development of Business Plan • Simulated Project using Management Software

Science

Biology Enriched

Enriched Regents Biology is designed for students with strong verbal skills, a desire to pursue advanced study in science, and an interest in examining methods of inquiry used in science-related careers. Enriched Regents Biology will cover all of the same topics described in Regents Life Science: Biology, but in further depth and detail. The focus of the expanded curriculum is to prepare students for the AP Biology course. (The AP Biology course is recommended for students achieving above 90 in Enriched Biology AND who plan on attending a selective university). Enriched students take the same NYS Regents exam in Life Science: Biology and must meet the same lab requirement as Regents Life Science: Biology. Enriched Regents Biology meets for double and single periods on alternate days.

Chemistry Enriched

Prerequisite: To be considered for enrollment in Enriched Chemistry, students must have a mid-year average of 90 in their math/science courses. This course is designed for students with a high interest in science and a wish to pursue science at a collegiate level. This course will cover the required syllabus for Regents Chemistry and provide a deeper analysis of the topics. Upon meeting the requirements for this course, students will take the New York State Regents Examination in Chemistry.

AP Biology

Prerequisite: To be considered for enrollment in AP Biology / CCC BIO 103 & BIO 104, students must have successfully completed both Regents Biology and Regents Chemistry by passing the New York State Regents exam in each and finishing each course with an average of 85% or better. Recommendation: It is strongly recommended that students enrolling in this college-level course have maintained a midyear average of 90% or better in both Enriched Biology and Enriched Chemistry and scored an 85% or better on both the New York State Regents Biology and Regents Chemistry exams.

AP Biology is designed to be equivalent to a college introductory Biology course taken by Biology majors during their first year. The topics covered in this course include: cells and molecules (25% of the course), genetics and evolution (25% of the course), and organisms and ecology (50% of the course). Laboratory work will be an important part of the curriculum, and the AP College Board has written 12 labs specifically for this course. All 12 labs (or a version of them) will be performed throughout this course and will be covered on their AP Biology exam. After showing themselves to be qualified on the AP Exam in Biology, some students, as college freshmen, are permitted to undertake upper-level courses in Biology or register for courses for which Biology is a prerequisite. Other students may have fulfilled a basic requirement for a laboratory science course and will be able to undertake other courses to pursue their major. The cost for the AP Biology is $99, and students could earn 3 hours of college credit and/or meet a college graduation requirement.

CCC Biology 103

This is the first course in a two-semester sequence and is intended for math/science or health science majors or students interested in more rigorous scientific study. This course deals with the fundamental concepts and principles of biology, and explores the topics of scientific methodology and the nature of science, cell structure and function, basic biochemistry, molecular biology, biological energy transformation, evolution, and a survey of the classification of the three domains of organisms.

CCC Biology 104

This course serves as a second course in the two-semester biology sequence, and is intended for math/science or health science majors, or students interested in the more rigorous scientific study. This course provides a survey of the Kingdom Animalia, focusing on animal diversity, structure, and physiological functions from an evolutionary perspective, and includes the topics of organization, homeostasis, and organ systems, growth and development, and introductory concepts of genetics and heredity.

There is NO cost for CCC BIO 103 & 104

AP Biology and CCC BIO 103/104 will be taken concurrently and meet for double and single periods on alternate days.

AP Chemistry

Prerequisite: To be considered for enrollment in AP Chemistry, students must have a cumulative mid-year average of 90 or better, or a 90 average in their math/science strand. AP Chemistry students

must have taken and passed Regents Chemistry. The Advanced Chemistry course is designed to be the equivalent of a college introductory chemistry course usually taken by chemistry majors during their first year. It is strongly recommended that students enrolling in this college-level course have academic success of 90% or better in Biology R/E and Chemistry R/E. Laboratory work will be an important part of the curriculum. After showing themselves to be qualified on the Advanced Placement Examination in Chemistry, some students, as college freshmen, are permitted to undertake upper-level courses in chemistry or register for courses for which chemistry is a prerequisite. Other students may have fulfilled a basic requirement for a laboratory science course and will be able to undertake other courses to pursue their major. Students take the AP Chemistry exam in May. Period per day: AP Chemistry meets for double and single periods on alternate days.

CCC Physics 101

How is lightning generated, and why is it so powerful? Is it true you can receive a far greater shock from electricity when your skin is wet rather than dry? What is a mirage, and how is it created? Why is the first hill of a roller coaster always the highest? Why does an ice skater spin faster the closer the arms are to the body? How does a car airbag cushion you during a crash and reduce the chances of injury? Why can you hear things that are around a corner, but not see them? What is magnetism, and how is it useful in our lives? What do all these questions have in common? All have answers based on principles of physics. Every day, our lives are profoundly impacted by principles of physics we usually take for granted. By studying physics, you'll discover the excitement of our physical world and gain a better understanding of how it works. You'll be better prepared for the rigors of college. Additionally, because physics is an important STEM course (Science, Technology, Engineering, Mathematics), you'll be preparing yourself for future work in our increasingly technological global economy. Topics you will study in Physics 101 include motion, forces, gravity, momentum, and energy. The course combines the use of mathematics, analytical reasoning, and scientific concepts to solve everyday problems. New computer simulators are now available to help you investigate many areas of physics through hands-on activities and animations. These simulators enable you to work at your own pace and review major concepts as needed. Laboratory work features hands-on activities that encourage problem-solving and critical thinking about the physical world. Upon completion of the requirements in this course, students receive 4 college credits through Cayuga Community College. Any student who plans on being a science major in college is strongly encouraged to enroll in Physics. It is recommended that students successfully complete Algebra II before taking Physics.

CCC Physics 102

How is lightning generated, and why is it so powerful? Is it true you can receive a far greater shock from electricity when your skin is wet rather than dry? What is a mirage, and how is it created? What is magnetism, and how is it useful in our lives? What do all these questions have in common? All have answers based on principles of physics. Every day, our lives are profoundly impacted by principles of physics we usually take for granted. By studying physics, you'll discover the excitement of our physical world and gain a better understanding of how it works. You'll be better prepared for the rigors of college. Additionally, because physics is an important STEM course (Science, Technology, Engineering, Mathematics), you'll be preparing yourself for future work in our increasingly technological global economy. Topics you will study in Physics 102 include static electricity, circuits, optics, magnetism, waves, light, and modern physics. The course combines the use of mathematics, analytical reasoning, and scientific concepts to solve everyday problems. New computer simulators are now available to help you investigate many areas of physics through hands-on activities and animations. These simulators enable you to work at your own pace and review major concepts as needed. Laboratory work features hands-on activities that encourage problem-solving and critical thinking about the physical world. Upon completion of the requirements in this course, students receive 4 college credits through Cayuga Community College. Any student who plans on being a science major in college is strongly encouraged to enroll in Physics. It is required that students successfully complete CCC Technical Physics 101 to enroll in CCC Technical Physics 102.

Principles of Biomedical Science (PLTW)

Recommendations: Students interested in taking this course should be: highly motivated, capable of engaging in independent college-level work, and proficient with computers. In this introductory course of the Project Lead the Way (PLTW) Biomedical Sciences Program, students explore concepts of biology and medicine to determine factors that led to the death of a fictional person. While investigating the case, students examine autopsy reports, investigate medical history, and explore medical treatments that might have prolonged the person's life. The activities and projects introduce students to human physiology, basic biology, medicine, and research processes while allowing them to design their own experiments to solve problems. (Adapted from PLTW.org)

Human Body Systems (PLTW)

Enrollment will be determined solely by the student's performance levels in the prerequisite course, Principles of Biomedical Sciences. In addition, students should be: highly motivated, capable of

engaging in independent college-level work, and proficient with computers. This is the second course in the PLTW Biomedical Sciences Program. You will examine the interactions of human body systems as you explore: identity, power, movement, protection, and homeostasis. You will build organs and tissues on a skeletal "Manikin", use data acquisition software to monitor body functions such as muscle movement, reflex, and voluntary action, and respiration, and take on roles of biomedical professionals to solve real-world medical cases. (Adapted from PLTW.org)

Medical Interventions (PLTW)

Prerequisites: Successful completion of Principles of Biomedical Science and Human Body Systems courses. Enrollment in this course is limited. Enrollment will be determined solely by student performance levels in the prerequisite courses, Principles of Biomedical Science and Human Body Systems. In addition, students should be: highly motivated, capable of engaging in independent college-level work, and proficient with computers. This is the third course in the PLTW Biomedical Sciences Program. Students will follow the life of a fictitious family as they investigate how to prevent, diagnose, and treat disease. Students will explore how to detect and fight infection; screen and evaluate the code in human DNA; conquer cancer; and prevail when the organs of the body begin to fail. Through real-world cases, students are exposed to a range of interventions related to immunology, surgery, genetics, pharmacology, medical devices, and diagnostics. (Adapted from PLTW.org)

Biomedical Innovations (PLTW)

Prerequisites: Successful completion of Principles of Biomedical Science, Human Body Systems, and Medical Interventions (or concurrent enrollment). Enrollment in this course is limited. Enrollment will be determined solely by student performance levels in the prerequisite courses, Principles of Biomedical Science, Human Body Systems, and Medical Interventions (or concurrent enrollment). This is the fourth course (Capstone) in the PLTW Biomedical Sciences Program. Students will be asked to apply what they have learned in the previous three courses to solve unique problems in science, medicine, and healthcare. Students will design innovative solutions for the health challenges of the 21st century as they work through progressively challenging open-ended problems, addressing topics such as clinical medicine, physiology, biomedical engineering, and public health. The course is designed to provide students with skills-based instruction in research and experimentation that they will utilize to design innovative solutions to real-world problems. (Adapted from PLTW.org)

Health & Fitness

CCC Health 104

The purpose of the course is to provide the student with an overview of relevant health topics and the maintenance of lifelong health. Audiovisual media, classroom lecture, and text coverage will be used to examine aspects of personal health such as emotional health, drug education, family health, personal fitness, disease, consumer and environmental health. The course fulfills the health requirement with one hour counting toward the health requirement and two hours counted in electives. This course will meet the NYS graduation requirement.

CCC Wellness Center I- 161

This class will teach students techniques for assessing physical fitness and body composition, and allow them to develop an individualized program to attain and maintain a healthy weight and improve fitness by applying principles of physical fitness and weight management.

CCC Wellness Center II- 162

A follow-up course to PE 161 in which students will learn how to maintain a healthy body composition by designing and implementing their own personal wellness plan. This course will offer basic information on nutrition, weight management, and stress management to ensure lifelong fitness.

Social Studies

AP Human Geography

Pre-requisite: To be considered for enrollment in AP Human Geography, 8th-grade students must have a mid-year average of 92% or better in their combined English and Social Studies coursework. Students who take this course in 9th grade will not take Global 9. Juniors and seniors may also take this course as an elective. AP Human Geography is a year-long college-level course designed for students entering the 9th grade. Students who are interested in history, geography, and cultural anthropology are encouraged to apply. This is a fascinating class that will introduce you to the spatial world around you and its influences on human interaction and the environment. The AP Human Geography course is equivalent to an introductory college-level course in human geography. The course introduces students to the systematic study of patterns and processes that have shaped human understanding and the alteration of Earth's surface. Students employ spatial concepts and landscape analysis to examine human social organization and its environmental consequences. They also learn about the methods and tools geographers use in their research and applications. AP Human Geography is a rigorous course that involves heavy reading in both primary and secondary sources, frequently on philosophical or other

complex historical problems to which most students have had no previous exposure. Students will use a college-level textbook as well as secondary readings. In addition, students will be expected to write essays, which require a mature writing style. Active class participation will be an indication of a student's commitment to the course. Students will take the AP exam in May.

AP World History

Students must meet with Mrs. Oliver-Carr before the end of the current school year. The meeting will be held in June. Enrollment in this course is contingent upon the completion of assigned summer work. Prerequisite: To be considered for enrollment in AP World History, students must have a mid-year average of 90 or better in their combined English and Social Studies coursework. AP World History is a challenging course that enables students to develop a greater understanding of the evolution of global processes and contacts in different human societies. This course focuses on relevant factual knowledge and skills in analyzing types of historical evidence. Essentially, there is a lot of reading and writing in this course. Students will take the AP Exam in May and then the Global History and Geography Regents exam in June.

AP US History

Prerequisite: To be considered for enrollment in Advanced Placement United States History, students must have a cumulative mid-year average of 90 or better in their English/Social Studies strand. Students signing up for this course meet with Mrs. Becker before the end of the current school year to discuss the outline of the course and the requirements for the summer work. If a student misses this meeting, it will be up to the student to set a time to meet with Mrs. Becker to discuss the requirements. APUSH is a challenging course taught at a freshman college level. This course is a two-semester survey of U.S. History from the colonial period to the present. The course emphasizes critical and evaluative thinking skills, essay writing, and interpretation of original documents. Students will improve their research, writing, and historical thinking skills as they participate in lectures, Socratic seminars, presentations, and research projects. Texts: The course uses a college textbook, and readings will be assigned on a regular basis. The required texts for the course are listed below. Students will be given a copy of the textbook and print or digital copies of the ancillary reading materials. We will also utilize a variety of videos, film clips, full-length films, class discussions, lectures, and various other readings to facilitate the students' learning. Readings may be pulled from a variety of sources, including but not limited to the Library of Congress, various magazines, the Gilder Leherman website, the More Perfect Podcasts, and others. A list of novels that may be read during this class will be provided for families to

review in the APUSH Course Syllabus. If you do not wish for your child to read the books that may be associated with this course, that is entirely acceptable. However, I will need to give an alternate assignment for the duration of that book. • ASAP U.S. History. New York City, Princeton Review, 2017. • Foner, Eric. Give Me Liberty!: An American History. 6th ed., New York City, W.W. Norton and Company, 2020.

Films: The films we may use will range in their MPAA rating from G to R. Throughout the year, the class will be viewing a variety of films, discussing an array of topics. A list of the films that may be viewed during the class will be provided for families to review in the APUSH Course Syllabus. Parent/Guardian permission is required for showing an R-rated movie as determined by the Motion Picture Rating System. A permission slip will be handed out in the first week of class. If you do not wish for your child to view the films that may be associated with this course, that is entirely acceptable. However, I will need to give an alternate assignment for the duration of that film. Exams: Students will take the AP exam in May and the U.S. History/Government Regents exam in June.

AP US Government & Politics

This course satisfies the NYSED requirement unit in participatory government. The course is an intensive study of the formal and informal structures of government and the processes of the American political system. It requires familiarity with the various institutions, groups, beliefs, and ideas that constitute the U.S. government and politics. The topics covered will include: I. Constitutional Underpinnings of United States Government The study of modern politics in the United States requires students to examine the kind of government established by the Constitution, paying particular attention to federalism, the separation of powers, and checks and balances. II. Political Beliefs and Behaviors Individual citizens hold a variety of beliefs about their government, its leaders, and the U.S. political system in general; taken together, these beliefs form the foundation of U.S. political culture. It is important for students to understand how these beliefs are formed, how they evolve, and the processes by which they are transmitted. Political Parties, Interest Groups, and Mass Media: Students should understand the mechanisms that allow citizens to organize and communicate their interests and concerns. Among these are political parties, elections, political action committees (PACs), interest groups, and the mass media. IV. Institutions of National Government Students must be familiar with the organization and powers, both formal and informal, of the major political institutions in the United States: the Congress, the presidency, the bureaucracy, and the federal courts. Students should understand that these are separate institutions sharing powers and the implications of government. V.

Public policy is the result of interactions and dynamics among actors, interests, institutions, and processes. The formation of policy agendas, the enactment of public policies by Congress and the president, and the implementation and interpretation of policies by the bureaucracy and the courts are all stages in the policy process with which students should be familiar. VI. Civil Rights and Liberties includes an understanding of United States politics, including the study of the development of individual rights and liberties and their impact on citizens.

CCC American History 104 & 105

History of the United States I – a survey of the growth and development of the United States from colonial times to 1865. Emphasis is placed on the formation of the federal government, Jeffersonian and Jacksonian democracy, westward expansion, and the Civil War.

History of the United States II – surveys the growth and development of the U.S. from 1865 to the present with emphasis on the economic growth of the country after 1880 and its emergence as a world power during World War I. Also studies the Great Depression, the U.S. role in World War II, the Cold War, and America's place in the world today. All students will take the U.S. History Regents exam.

Required: Students should pass the Global Studies Regents exam with a grade of 85 or better or have a midyear average of 85 or better in Social Studies and English.

Technology

Who Should Take PLTW? The high school program should be offered to students who: 1. Maintain at least an 85% grade in math and science 2. Express a desire to be an engineer or technologist 3. Display an aptitude for art and design concepts 4. Enjoy working with computers 5. Learn best by "hands-on" classes. For more information on the Project Lead the Way program, visit: https://www.pltw.org/

Introduction to Engineering (PLTW)

In this course, students use 3D solid modeling design software to help them design solutions to solve proposed problems. Students will learn how to document their work and communicate solutions to peers and members of the professional community. This course is designed for 9th or 10th-grade students. The major focus of the IED course is to expose students to the design process, research and analysis, teamwork, communication methods, global and human impacts, engineering standards, and technical documentation.

Principles of Engineering (PLTW)

This survey course of engineering exposes students to some of the major concepts they'll encounter in a postsecondary engineering course of study. Students have an opportunity to investigate engineering and high-tech careers and to develop skills and understanding of course concepts. Students employ engineering and scientific concepts in the solution of engineering design problems. They develop problem-solving skills and apply their knowledge of research and design to create solutions to various challenges. Students also learn how to document their work and communicate their solutions to peers and members of the professional community. This course is designed for 10th or 11th-grade students.

Digital Electronics (PLTW)

This course is the study of electronic circuits that are used to process and control digital signals. Digital electronics is the foundation of all modern electronic devices such as cellular phones, MP3 players, laptop computers, digital cameras, and high definition televisions. The major focus of the DE course is to expose students to the process of combinational and sequential logic design, teamwork, communication methods, engineering standards, and technical documentation. This course is designed for any student with an interest in electronics.

Civil Engineering & Architecture (PLTW)

As students learn about various aspects of civil engineering and architecture, they apply what they learn to the design and development of a property. Students work in teams, exploring hands-on activities and projects to learn the characteristics of civil engineering and architecture. In addition, students use 3D design software to help them design solutions to major course projects. Students learn about documenting their project, solving problems, and communicating their solutions to their peers and members of the professional community of civil engineering and architecture. This course is designed for 11th or 12th-grade students.

Not included in PLTW:

AP Computer Science

Using Python as a primary tool and incorporating multiple platforms and languages for computation, this course aims to develop computational thinking, generate excitement about career paths that utilize computing, and introduce professional tools that foster creativity and collaboration. Computer Science Principles helps students develop programming expertise and explore the workings of the Internet. Projects and problems include app development, visualization of data, cybersecurity, and simulation. PLTW is recognized by the College Board as an endorsed provider of curriculum for AP Computer Science. Students will have the opportunity to take the AP Exam as well as the PLTW exam.

Fine Arts

CCC Essentials of Art 103

The teacher attempts to recreate the college art room experience by providing students with larger formats to work with quality art materials and opportunities to use their artistic freedom in design choices. Students will further develop their skills in the areas of drawing and painting, basic design, and color theory. The subject matter of projects may vary, including portraiture, still-life, landscape, and abstract non-representational art. Students will explore a wide range of artistic styles through analyzing famous artworks and apply these studies in creating their original artwork. What better way to see what art is like in college than to try it out in high school first? This course is a great opportunity for students who are considering or who have decided to pursue art at the collegiate level. If you consider yourself someone who is experienced in the arts and serious about continuing with your art studies, this course is for you. Upon successfully completing the course, students will earn 3 transferrable college credits and be better prepared for the art world upon entering college or the workforce. Supplies required: Sketchbook Traveling Portfolio (bigger than 22 inches)

CCC Painting Studio I 104

For the serious art student who would like to learn the fundamentals of creating with watercolor, tempera, acrylic, and oil paint. This class explores and teaches aspects of color theory, color mixing, and various techniques used with painting mediums. Students will paint from references, live models, still lifes, and 'in nature'. The art of the past is discussed, assessed, and often utilized while encouraging new approaches to personal expression and style. Supplies Required: Hardcover sketchbook (9x12 app.) Traveling Portfolio (bigger than 22 inches)

CCC Music Theory 105

This course is offered through the Cayuga Community College Advantage Program. It is designed as an extension of the skills learned in Music Theory I and Music Theory II and is meant for students interested in the advanced study of music theory and concepts. Students will develop skills in music theory and analysis, music composition, arranging and aural cognition. Students are allowed to register for CCC and Music Theory II simultaneously, but cannot skip Music Theory II. CCC Music Theory is a ½ credit course that meets every other day for the full year. Students will earn 3 college credits upon successful completion.

Additional Advanced Course Offering Not Specific to Content Area

CCC CAY 101 Foundations for College Success

GRADES 11-12 ½ AHS credit/3CCC credits. This course will fully prepare students for success in college and career. Field trips and college visits will introduce students to campus life and enlighten them on different career opportunities. The class is a dynamic and interactive experience for students who are looking to get an edge on the college experience. It is very engaging with class discussions, case studies, and group activities. Other topics include: • Career decision-making • Educational planning • Campus resources • Time and financial management strategies • Learning style and techniques • Goal-setting, instructor-student relationships • Cultural diversity and stress management • Note taking, test taking, and memory & concentration strategies • Integration of personal growth, problem solving, critical thinking, and creative thinking all throughout the semester ** A college level course that will promote your personal growth and provide you with life-long useful information and strategies you can utilize well after high school.

BOCES Career and Technical Programs

The Cayuga-Onondaga Regional Education Center is committed to providing quality instructional programs that enable students to continue their education at a two or four-year college or seek immediate employment. We offer a number of career paths from which students may choose, and we encourage all students to explore nontraditional career areas.

The REC will assist students in reaching their goals by helping them develop the necessary skills for success in college and the workplace. Students will learn technical skills as well as effective communication, analytical, and problem-solving skills. Students receive personal and academic support in their career and technical programs from the administration, the counseling department, instructors, and other staff members. In addition, BOCES encourages students to participate in job shadows and internship experiences.

Career and Technical Endorsement Career & Technical Endorsement is an endorsement on a student's diploma for those who are receiving a High School Diploma or who qualify with approved alternatives. Students who are eligible must successfully pass a nationally accredited exam in order to receive technical recognition on their diploma. The exam is a national test and is given at the end of the two-year program.

Cayuga Onondaga BOCES Career & Technical Programs	
Applied Electrical Technology	Graphic Design/New Media
Computer Systems & Networking	Machining and Welding
Criminal Justice	Plant, Animal & Life Sciences
Emerging Careers in Commerce	Automotive Technology
Heavy Equipment Repair and Operations	Cosmetology
New Visions Medical Professions	Early Childhood Education
Auto Body Technology	Health-Related Occupations
Construction Trades	Outdoor Power Sports
Culinary Arts	Exploration in Food Service & Hospitality

Please refer to this chart to view the BOCES Career & Technical programs and integrated courses available with each.

Cayuga-Onondaga BOCES Career and Technical Education Courses & Academic Course Credits 2025-2026

Advanced Manufacturing
Integrated Math (1st and 2nd year)
Integrated English 12 (2nd year)

Applied Electrical Technology
Integrated Math (1st and 2nd year)
Integrated English 12 (2nd year)

Auto Body Technology
Integrated Math (1st year)
Integrated English 12 (2nd year)

Automotive Technology
Integrated Math (1st year)
Integrated English 12 (2nd year)

Computer Systems & Network Administration
Integrated Math (1st year)
Integrated English 12 (2nd year)

Construction & Building Trades
Integrated Math (2nd year)
Integrated English 12 (2nd year)

Cosmetology
Integrated English 12 (2nd year)

Criminal Justice
Integrated Math (1st year)
Integrated English 12 (2nd year)
Integrated Gov't/Economics (2nd year)

Culinary Arts
Integrated Math (2nd year)
Integrated English 12 (2nd year)

Early Childhood Education
Integrated English 12 (2nd year)

Emerging Careers in Commerce
Integrated English 12 (2nd year)

***Exploration in Construction and Mechanical Trades**

***Exploration in Food Service and Hospitality**

Graphic Design & New Media
Integrated English 12 (2nd year)

Health Related Occupations
Integrated Science (1st year)
Integrated Health (1st year)
Integrated English 12 (2nd year)

Heavy Equipment Repair & Operation
Integrated Math (1st and 2nd year)
Integrated English 12 (2nd year)

Outdoor Power Equipment
Integrated Math (1st year)
Integrated English 12 (2nd year)

Plant, Animal & Life Science
Integrated Science (1st year)
Integrated Math (1st year)
Integrated English 12 (2nd year)

Students can take up to ONE pull out course:
(except when taking Cosmetology or Health Occupations)

Math: Technical Math

Social Studies: Global Studies 10, US History & PIG/Economics

Physical Education