Auburn
Enlarged City School District

AUBURN HIGH SCHOOL

COURSE GUIDE 2026-2027

AUBURN HIGH SCHOOL
♦COURSE GUIDE♦
2026-2027 Academic Year

Table of Contents

AUBURN HIGH SCHOOL

Dear Students and Parents,

This publication of the Auburn High School Course Guide begins the scheduling process for the upcoming school year. The courses which we anticipate offering are listed by department, along with brief descriptions of their curricular content. A wide variety of choices provide opportunities for all students to plan a high school program tailored to their individual needs and interests. School counselors and the teachers of the specific courses can provide you with more detailed course information upon request.

Selecting courses is an important process. We encourage students, parents, teachers and counselors to become involved in this process. Please feel free to contact your child's school counselor and make an appointment to discuss course selection. Phone numbers are listed below. The selection process will start in January and will end in April. Students will receive a copy of their confirmed requests after they have met with their school counselors.

During the selection process, students are asked to select their course offerings carefully. Keep in mind that many electives, as well as some sections of required courses, have limited enrollments. This information is also used to make decisions regarding staffing and the number of sections to be offered for each course. Courses will only be offered if there is sufficient enrollment.

The Auburn Enlarged City School District values a solid high school education. We look forward to working with students and parents next year.

Principal Mr. Brian Morgan 315-255-8305

A-F
Asst. Principal –Mr. Joseph Judge 315-255-8306
Secretary – Mrs. Kim Corcoran 315-255-8307

G-N
Asst. Principal – Mrs. Brandi Wicks 315-255-8303
Secretary – Mrs. Krista Plish 315-255-8304

O-Z
Asst. Principal – Mr. John Testa 315-255-8308
Secretary – Ms. Beth Hulik 315-255-8309

The faculty and staff of Auburn High School's Counseling Office:

Mr. Crosby	A-Cort 9-12	315-255-8314
Mrs. Vormwald	Cose-Hoga 9-12	315-255-8317
Mr. Walker	Holli-Mull 9-12	315-255-8318
Mrs. Stryker	Munt-Skut 9-12	315-255-8311
Mrs. Shurant	Slate-Z 9-12	315-255-8321
Mrs. Kennedy	Secretary	315-255-8338
Ms. Malenick	Secretary	315-255-8316
Mrs. Marinelli	Career Aide	315-255-8339

District Registrar Ms. Terri Donnelly 315-255-8825

PLANNING

STUDENTS are encouraged to work closely with their school counselors in selecting courses and making decisions about their education. Students are encouraged to ask their parents and teachers for advice.

PARENTS are encouraged to discuss course selections with their children and assist them in their educational planning. It is suggested that parents call their child's counselor to set up an appointment to discuss courses and requirements for graduation. Parents are encouraged to participate in their child's course selection process.

COURSE OFFERINGS – CHANGES

If there are insufficient enrollment numbers, budget constraints, or unavailability of staffing after students have made their initial selection, a course may be canceled and not offered again until a subsequent year. Once a schedule is established, student changes can only be made on the basis of program considerations, not in an effort to select a specific instructor. Please consult the current Student Handbook for regulations applying to course changes and course level changes.

ADMINISTRATIVE GUIDELINES FOR RETENTION
BOARD OF EDUCATION REGULATION 7310R

In high school, the student must attain the necessary credits to become a member of a certain class.

9th - Freshman

To be a 9th grader, a student must pass three of the following 8th grade subjects: English, Social Studies, Science, and Mathematics. A student who has been promoted to 9th grade but has failed a subject in grade 8 must satisfactorily complete a summer school course in that subject if offered.

10th - Sophomore

To be a 10th grader, a student must have earned at least 4 units; 3 of these credits must be from the core academic subjects of English, Social Studies, Science and Math.

11th - Junior

To be an 11th grader, a student must have earned 9 units; 6 of these credits must be from the core academic subjects of English, Social Studies, Science and Math.

12th – Senior

To be a 12th grader/candidate for graduation, a student must have earned at least 14 units of credit and must be able to meet all graduation requirements by June. Participation in commencement is not permitted if a diploma is not earned.

The class membership of a student will be changed within a given year if sufficient credit is earned. If a student fails during the regular school year, he/she is encouraged to attend summer school in order to keep up with his/her class.

Graduation Requirements for High School Students Regents Diploma

Area of Study	# of Credits	Specific Requirements
English	4 Units	English 9, 10, 11 and a total of 1 unit selected from required senior courses. 65 on English Regents/Common Core Exam
Social Studies	4 Units	2 units of Global History and a score of 65 on the Global History Regents exam 1 unit of U.S. History & Govt. and a score of 65 on the U.S. History Regents exam ½ unit of Government ½ unit of Economics
Math	3 Units	65 on the Algebra 1 Regents
Science	3 Units	1 unit of Life Science 1 unit of Physical Science 65 on a Science Regents exam
Health	½ Unit	
World Language	1 Unit	
Fine Arts	1 Unit	
Physical Education	2 Units	Must take each semester

Additional units of credit to total 22 credits

Additional Requirements for Regents Diploma with Advanced Designation

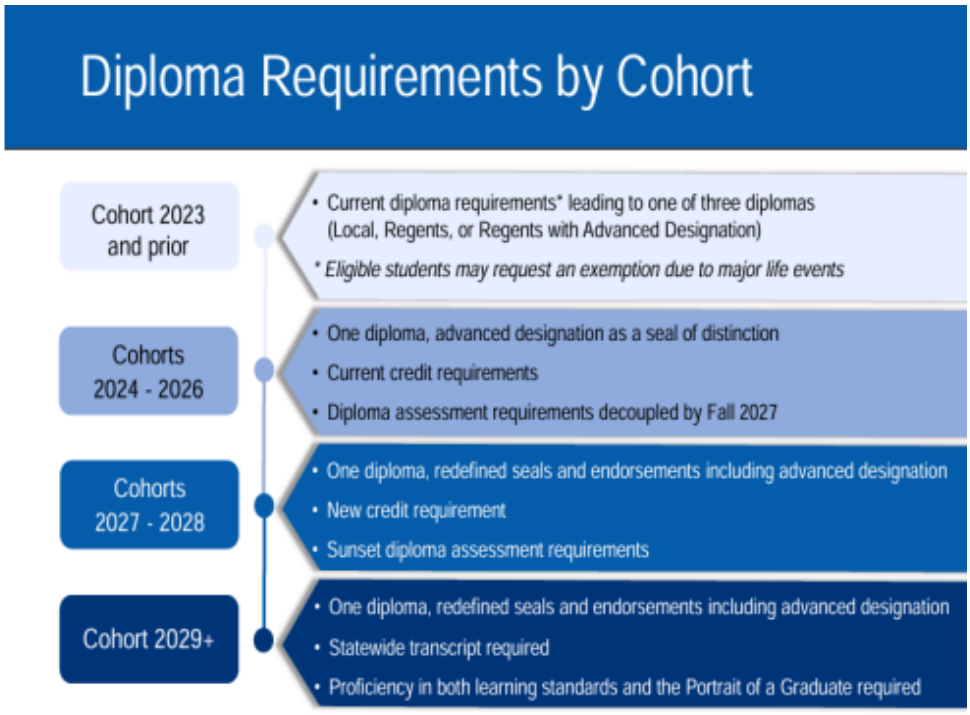
Students must pass the three Regents exams entitled Algebra 1, Geometry, and Algebra 2.

One additional Regents exam in science, for a total of two Regents exams, with at least one in life science and at least one in physical science.

Two additional units in a World Language for a total of three units in a single language, and the culminating exam in that language. Note: Students can bypass this language requirement by earning a 5-unit sequence in Technology, Business, Fine Arts or BOCES Career/Technical Education programs.

GPA/RANK IN CLASS

Grade point average and rank are computed through summer school of junior year using all courses for which a numerical average is recorded. Please note that class rank and GPA include Physical Education. Both GPA and rank in class are weighted. When calculating rank, the weighting formula adds 5% to the final average in enriched, AP, and college credit courses taught on site at Auburn High School. **(Note: College courses taken "off site" or on the internet will not be weighted for GPA or class rank).** Senior year classes will show on transcript but **do not impact rank and GPA.**



4+1 Assessment Pathway Requirements

(as of December 2024)

CREDITS (22)	ASSESSMENTS (4+1)
4 ELA	1 SOCIAL STUDIES - either US HISTORY OR GLOBAL
3 MATH	1 MATH
3 SCIENCE	1 ELA
4 SOCIAL STUDIES	1 SCIENCE
.5 HEALTH	
1 ARTS	CHOICE for FIFTH:
1 WORLD LANGUAGE	1 SOCIAL STUDIES
2 PHYSICAL EDUCATION	1 SCIENCE
3.5 ELECTIVES	1 MATH
	1 CTE approved assessment
	STEM Pathway
	Humanities Pathway
	Individual Arts Assessment Pathway

For more information about the 5th approved assessment, contact your school counselor.

NCAA Freshman Eligibility Standards

Students who wish to participate in intercollegiate athletics at the NCAA Division I or Division II levels must be certified by the NCAA Clearinghouse. Please note that Division III colleges, as well as junior colleges, do not require NCAA eligibility certification. It is critical that student athletes and their families share their athletic goals with their school counselor beginning in 8th grade to ensure that the students are registered for the necessary NCAA-approved courses in high school.

Please read the attached pages of eligibility information provided by the NCAA. Please also keep the student's school counselor updated regularly regarding the student's athletic goals. School counselors are available to assist with this important process, and parents are encouraged to contact the school counselor to ensure that all parties are fully aware of the student's athletic goals.

Initial Eligibility

Initial eligibility standards help ensure you're prepared to succeed in college. The eligibility process also protects the fairness and integrity of college sports.

Division I and II schools require you to meet academic and **amateurism** standards and be certified by the Eligibility Center. While Division III schools set their own academic standards on campus, the Eligibility Center certifies the amateur status of Division III **international student-athletes** (first-year enrollees and transfers). All other Division III student-athletes are certified on campus. Throughout the process, Eligibility Center staff partners with you, your family, high school administrators and coaches, to guide you on your journey.


GRADE
9
REGISTER
» If you haven't yet, register for a free Profile Page account at eligibilitycenter.org for information on NCAA initial-eligibility requirements.
» Use NCAA Research's interactive map to help locate NCAA schools you're interested in attending.
» Find your high school's list of NCAA-approved core courses at eligibilitycenter.org/courselist to ensure you're taking the right courses, and earn the best grades possible!
GRADE
10
PLAN
» If you're being actively recruited by an NCAA school and have a Profile Page account, transition it to the required certification account.
» Monitor the task list in your NCAA Eligibility Center account for next steps.
» At the end of the school year, ask your high school counselor from each school you attend to upload an official transcript to your Eligibility Center account.
» If you fall behind academically, ask your high school counselor for help finding approved courses you can take.
GRADE
11
STUDY
» Ensure your sports participation information is correct in your Eligibility Center account.
» Check with your high school counselor to make sure you're on track to complete the required number of NCAA-approved core courses and graduate on time with your class.
» Share your NCAA ID with NCAA schools recruiting you so each school can place you on its institutional request list.
» At the end of the school year, ask your high school counselor from each school you attend to upload an official transcript to your Eligibility Center account.
GRADE
12
GRADUATE
» Request your final amateurism certification beginning April 1 (fall enrollees) or Oct. 1 (winter/spring enrollees) in your Eligibility Center account at eligibilitycenter.org.
» Apply and be accepted to the NCAA school you plan to attend.
» Complete your final NCAA-approved core courses as you prepare for graduation.
» After you graduate, ask your high school counselor to upload your final official transcript with proof of graduation to your Eligibility Center account.
How to plan your high school courses to meet the 16 core-course requirement:
4 x 4 = 16
9th GRADE
10th GRADE
11th GRADE
12th GRADE
(1) English
(1) Math
(1) Science
(1) Social Science and/or other
4 CORE COURSES
CONTACT THE NCAA ELIGIBILITY CENTER
U.S. and Canada (except Quebec):
877-262-1492 (toll free), Monday-Friday
9 a.m. to 5 p.m. Eastern time
@ncaaec @ncaaec @ncaaec @playcollegesports

COURSE OFFERINGS 2026-2027

COLLEGE CREDIT
AT AUBURN HIGH SCHOOL

Auburn High School provides students the opportunity to earn college credit while in high school. Auburn High School offers credit through institutions of higher learning including Cayuga Community College, Rochester Institute of Technology and many colleges that recognize Project Lead the Way Biomedical Science courses. College courses require a tuition payment except Cayuga Community College courses, which currently have no fee.

CAYUGA COMMUNITY COLLEGE

Auburn High School participates in the Cayuga Advantage Program, offering selected college level courses taught by AHS faculty for college and high school credit. Auburn High School staff teaching these courses are approved by CCC and work closely with CCC faculty who teach the same course. The current cost is approximately $200 per credit hour if the course is taken at CCC. There is currently no fee for Auburn High School students if the courses are taken at Auburn High School.

***Please note there will be no early release to take college courses off campus.**

ADVANCED PLACEMENT PROGRAM

The Advanced Placement program is a cooperative education endeavor between secondary schools and colleges/universities. It exposes high school students to college-level material through involvement in an AP course and the opportunity to demonstrate mastery of this course by taking an AP exam. The examination for this course will occur in May and will cost approximately $99.

Registration Procedures for College-level Courses

Cayuga Community College - Select course(s) with AHS counselor. Each course currently has no fee but students/parents must complete the CCC registration form.

Advanced Placement

- Select course(s) with AHS school counselor
- School district will bill parents in the fall.

PROJECT LEAD THE WAY

Project Lead the Way (PLTW) is a not-for-profit organization that partners with schools and states to offer various programs to middle and high school students. Auburn High School offers the Pre-Engineering program, and the Biomedical Sciences program. While participating in Project Lead the Way courses and meeting the specified criteria for successful completion, students have the opportunity to earn college credit.

Pre-Engineering Program

Students who participate in the Pre-Engineering program will have the opportunity to enroll in five different technology courses. The five courses available in the Pre-Engineering program are as follows:

Introduction to Engineering/DDP
Digital Electronics
PLTW AP Computer Science Principles
Civil Engineering & Architecture
Principles of Engineering

Students who participate in the Pre-Engineering program will have the opportunity to earn college credit from **Rochester Institute of Technology (RIT).** To be eligible to earn the college credit, students must earn an 85% average in the course and a score of 6 or higher (out of 9) on the college exam written by the professors at RIT. Upon verification of this achievement by the instructor, a letter and registration form will be sent home to the student explaining the procedures needed to register for college credit through Rochester Institute of Technology. Each course is worth 3 college credits and costs approximately **$225**.

Biomedical Science Program

Students participating in the Biomedical Sciences program will have the opportunity to enroll in four different science courses over the course of the next four years. The four courses available in the Biomedical Science program are as follows:

Principles of Biomedical Science
Human Body Systems
Medical Interventions
Biomedical Innovation

Every year more colleges recognize PLTW courses as college level. The following is a partial list of colleges that are currently rewarding PLTW students for taking BMS courses:

Augustana University
Missouri University of Science and Technology
St. Cloud State University
Milwaukee School of Engineering
Stevenson University

Each college has different requirements regarding grades, end-of-course test scores, application procedures and cost. When making a decision, it is in your best interest to work with your PLTW instructor and school counselor to determine the best options for you. We highly recommend checking with the college you plan to attend prior to applying for credit for our PLTW courses.

Please see the PLTW Biomedical Science Program, Course Information Packet on the Counseling Office website for more information.

Students who take a PLTW course in their senior year should request a transcript from the PLTW credit-granting institution by mid-July to ensure that their PLTW credits are accurate and received by their college of choice in a timely manner.

ADVANCED PLACEMENT PROGRAM

The charge for each Advanced Placement exam is approximately $99. Each exam is given an overall grade on a 5-point AP scale: 5 - Extremely well qualified, 4 - Well qualified, 3 - Qualified, 2 - Possibly qualified and 1 – No recommendation. Comparability studies conducted by the AP Program indicate that an AP grade of 3 is approximately equal to a college course grade of B at many institutions. A Board of Examiners at the College Board scores exams. Results are mailed to students and colleges of their choice in July.

The College Board's Advanced Placement (AP) Program is an opportunity for students to pursue college-level studies while still in secondary school and to receive advanced placement credit in college. By challenging and stimulating students, the AP Program provides access to high quality education, accelerates learning, rewards achievement, and enhances both high school and college programs.

The AP Program benefits students, schools, and teachers in many different ways. Students demonstrate scholarship on national and international academic levels. Taking an AP examination enables students to compare their knowledge and understanding of a college-level subject with the high academic standards established by college faculty. Students who take AP courses learn a subject in-depth, develop analytical reasoning skills, and form disciplined study habits that can attribute to continued success at the college level. Each college determines whether credit will be given for AP courses taken in high school.

AP English (Literature) (0689)
See English section

AP Calculus (2785)
See Math section

AP Chemistry (3740)
See Science section

AP Biology (3640)
See Science section

AP Human Geography (1715)
See Social Studies section

AP United States History (1550)
See Social Studies section

AP Government (1693)
See Social Studies section

AP World History (1712)
See Social Studies section

AP Computer Science (7695)
See Technology section

Cayuga Community College Advantage Courses

Students enrolled in CCC courses taught at AHS by AHS faculty receive dual credit (high school and college). CCC courses are taught at the college level. Students will find that many colleges will accept course credit given by CCC as transfer credit to their institution. Each college has their own rules regarding the transferability of credit.

CCC ART 103 (Essentials of Art)
See Art section
CCC ART 104 (Painting Studio 1)
See Art section
CCC BIO 103/104 (Biology)
See Science section
CCC BUS 101 (Principles of Accounting)
See Business section
CCC BUS 103 (Principles of Business)
See Business section
CCC BUS 105 (Business Math)
See Business section
CCC BUS 106 (Consumer Mathematics)
See Business section
CCC CAY 101 (Foundations for College Success)
See Family and Consumer Science Education section
CCC ENGL 101 (Freshman English 1)
See English section
CCC ENGL 102 (Freshman English 2)
See English section
CCC FREN 201
See World Language section
CCC FREN 202
See World Languages section
CCC SPAN 201
See World Languages section
CCC SPAN 202
See World Languages section
CCC HIST 104/105 (American History)
See Social Studies section
CCC HLTH 104 (Personal Health)
See Health section
CCC ITAL 201
See World Languages section
CCC ITAL 202
See World Languages section
CCC MATH 104 (Alg & Trig)
See Math section
CCC MATH 106 (Pre-Calculus)
See Math section
CCC MATH 108 (Calculus)
See Math section
CCC Music 105 (Music Theory)
See Music section
CCC PE 161 (Wellness Center I)
See Physical Education section
CCC PE 162 (Wellness Center II)
See Physical Education section
CCC Physics 101
See Science section
CCC Physics 102
See Science section

Please note that Auburn High School adheres to the academic dismissal and attendance policies set forth by Cayuga Community College for the Cayuga Advantage courses taught on the AHS campus. Please review the specific policy information below.

Academic Dismissal Policy (Cayuga Community College)

Auburn High School adheres to CCC's academic dismissal policy. If a student fails two or more college courses at Auburn High School, he/she becomes ineligible to enroll in any additional CCC courses at AHS. A cumulative average of 2.0 (C) is one of the requirements for the associate degree or certificate. Your progress towards this goal is reviewed when you have attempted 6 or more credits: subsequent reviews take place at the end of each succeeding grading period. If you are within the following grade-point criteria, you will be dismissed from the college course.

Total Actual or Equivalent Credits Attempted	Grade Point Average
6-11	Less than .75
12-15	Less than 1.00
16-30	Less than 1.50

Cayuga Community College Student Attendance Policy

A student who misses 20% of the course will be withdrawn from the course. For example, if a class meets 5 times a week, an instructor will withdraw a student who misses 15 class sessions within one semester.

Class Meetings per Week	Total Absences Allowed
1	3
2	6
3	9
4	12
5	15

"What is the student attendance policy? Students are expected to attend each meeting of their registered courses. Experience demonstrates that regular attendance enhances academic success. However, the College recognizes that there are times when students may miss an occasional class and have instituted a policy that takes this into consideration. Student absences cannot exceed 20% of the course. There are NO EXCUSED ABSENCES under this policy. All absences are counted, regardless of the reason for the absence, including but not limited to field trips, illness, athletic trips, court appearances, and other personal reasons. Students are responsible for keeping track of the number of their absences. Instructors are not required to notify a student orally or in writing if the student has excessive absences. Before the withdrawal date of the course, students who do not meet the required attendance policy for a course will receive a grade of W for the course. After withdrawal date of the course, students who do not meet the required attendance policy for a course will receive a grade of F for the course unless, in the judgment of the course instructor, a student has stopped attending class for valid reasons and the Documented Course Withdrawal Policy applies. Participation in classroom activities including lectures, films, guest speakers, class discussions, and group activities all contribute to student success in college level coursework. Instructors may include class participation as one component of evaluation and grading. Therefore, lack of attendance may influence a student's ability to do well in a course where participation is highly valued by the instructor. The College's detailed attendance policy is included in the Student Handbook. It is the student's responsibility to be aware of the attendance policy and the individual instructors' policies on late or missing work. Failure to comply with the College attendance policy may result in dismissal from a course for poor attendance. If you are unable to attend classes on certain days because of religious beliefs, Section 224-of the Education Law applies" (Cayuga Community College Cayuga Advantage Program Administrator/Instructor Guide, 2022-23).

***Please note that it is important for students who register for enriched and AP courses to be aware that they must continue to maintain their high standard of academic achievement during the spring semester. It is also important to note that the school counselor can withdraw a student from an enriched, AP, or college course if one's grades drop significantly in the 2nd semester.**

ART EDUCATION

Individual Arts Assessment Pathway
The Individual Arts Assessment Pathway (IAAP) is a 4+1 graduation pathway option in which students complete a locally determined three-unit sequence in the arts and demonstrate, through a collection of creative works, growth over time that meets the High School II Accomplished Performance Indicators in the New York State Learning Standards for the Arts.
Auburn Enlarged City School District is offering this pathway for visual arts and music beginning with students who are in the **classes of 2028 and 2029**.
Below are the course selection offerings for both pathways:

AUBURN HIGH SCHOOL
NYS IAAP Pathway - VISUAL ARTS

Focus Strands:

1. 3Dimensional 2. Digital 3. 2Dimensional 4. Mixed Media

Unit 1 **FOUNDATIONS** *taken in 9th or 10th grade	Studio in Art
Unit 2 **EXPLORATION** *taken in 10th or 11th grade	<u>3D Focus:</u> Studio in Ceramics 1 credit Studio in Sculpture 1 credit <u>Digital Focus:</u> **Digital Illustration .5 credit (½ year) **Digital Photo Manipulation .5 credit (½ year) Yearbook 1 credit <u>2D Focus:</u> Studio in Drawing & Painting 1 credit *Drawing I .5 credit (½ year) *Drawing II .5 credit (½ year) **Mixed Media .5 credit (½ year) 2D Design 1 credit <u>Mixed Media Focus:</u> Personalized path by choosing courses from all focus areas
Unit 3 **DEVELOPING & ADVANCED** *taken in 11th or 12th grade	<u>2D Focus:</u> **CCC Art 103: Essentials of Drawing .5 credit **CCC Art 104: Painting Studio I .5 credit <u>3D Focus:</u> Studio in Ceramics II & III 1 credit Studio in Sculpture II & III 1 credit 'Focus Based' Independent Study 1 credit Art Portfolio Development .5 credit Art Careers and Marketing .5 credit

*.5 credit, ½ year course, MUST be taken sequentially

**.5 credit, ½ year course, NOT SEQUENTIAL, can be taken separately.

ART CLASSES TEACH KIDS TO:

Art education can prepare students for success in school, work, and life. Creating art work strengthens one's creativity, problem solving, and critical thinking skills, adding to overall academic achievement and school success. Students develop a sense of craftsmanship, positive work ethic, quality task performance, goal setting, flexibility, communication, time management, perservearence, and pride in a job well done, which are all skills needed to succeed in the classroom and beyond. For more info on the impact of art education, visit Arts Eduction Partnership at www.artsedsearch.org and sign up for an art class today!!!

ART EDUCATION

Studio in Art Foundation (5610) *1 credit*
Full year course. Meets graduation requirement

Studio Art is the foundational course to all other areas of art and art sequences offered. This course allows the interested student to choose, with clarity and experience, the next advanced course in their art studies.

In this course, students will be exposed to a variety of materials, techniques, and topics, such as drawing, painting, sculpture, ceramics, printmaking, design and crafts, as well as art history and art-related careers. Art techniques and materials are introduced through several activities, allowing students to practice building their skills before project application. Students will develop problem-solving and critical thinking skills by following the creative process to bring their idea to life. Students will gain knowledge in visual language, enabling them to communicate, share and reflect upon their artwork and the rich, visual world surrounding them.

We all live in a technological age, where we are exposed to the immediacy of "button-pushing" to attain results. The hands-on skills and problem-solving aspect of art making requires not only creativity, but patience and effort – qualities that cannot be developed with technology alone and are needed for a successful future in a creative art or technical career path. Not only does this course provide students with several art experiences, but through these, students gain many life experiences as well, which students can connect to other disciplines and areas of their life. **Sketchbook required.**

Studio in Ceramics (5615) *Full year course* *1 credit*
Prerequisite: Studio in Art

Clay offers endless creative possibilities. Throughout time, artists have been reinventing and renewing the art of ceramics. Studio in Ceramics is an experimental course using clay as an expressive medium, beginning with the basic problems in hand building and glazing techniques. The course will then advance to more creative problem-solving and eventually experiment combining pottery and sculpture.

All students will learn how to use a potter's wheel, as well as how to produce systemic works of art and clay formations that could be sold in a store. Every student will advance differently on the potter's wheel, but if willing to put in the effort, there are no limitations on what could be created. Students will be exposed to a variety of tools, machines, decorating techniques, firing processes, historical and contemporary artists and inspirational artwork. This course allows students to develop their own path as a creative individual in a great environment.

The class will teach skills that could be applied and used for a lifetime, and will benefit the ambitious student who is willing to sell their work and make a profit. Ceramics is a great foundation course for students who are pursuing a career in three-dimensional construction of different mediums.
Sketchbook required.

Studio in Sculpture (5630) *Full year course* *1 credit*
Prerequisite: Studio in Art

Sculpture blends the world of art with technology. We combine both worlds in a highly technical artistic discipline, but still maintain a fun, creative environment. Students will be using a variety of materials such as plaster, wood, wire, clay, paper mache, metal, and much more according to the student's project design. Experiencing many kinds of materials and media will help the student improve their techniques and learn about historical artwork. The students will learn and explore basic design principles of three-dimensional construction of art. Students will be exposed to a theoretical approach to sculpture, and be encouraged to develop, plan, and create original works of art.

The instructor will nurture and guide students in creating each piece, while students develop an understanding of how to construct contemporary sculptures, and experience true self-expression. The class's exploratory approach to sculpture provides for a stimulating learning environment. Students learn to express themselves through their assignments, while working alongside fellow students to produce a body of work that will be the foundation of skills to take into many creative enterprises.
Sculpture is a great foundation course for students who are pursuing architecture, robotics, toy design, furniture design, and many other fields of three-dimensional construction in college. **Sketchbook required**.

Digital Illustration (5640)
½ year course *½ credit*
Prerequisite: Studio in Art or Digital Imaging

This course is done solely on the computer using Adobe Illustrator and Wacom Drawing Tablets. Students will create vector images that integrate illustrative publication, logo designs, graphic design layout and digital painting. Adobe Illustrator is an advanced program that runs similar to ProCreate. Students will leave this course with an intermediate foundation in digital illustration skills.

Digital Photo Manipulation (5641)
½ year course *½ credit*
Prerequisite: Studio in Art or Digital Imaging

This course is done solely on the computer using Adobe Photoshop. Photo manipulation is the application of using image editing techniques on photographs in order to create an illusion or deception, much like we see in magazine publications. Students will work with various brushes, blending modes, masks and filters to achieve their desired effect. Students leave with an advanced understanding of the Adobe Photoshop program.

ART EDUCATION

Studio in Drawing & Painting (5620) *1 credit*
Prerequisite: Studio in Art

This is an advanced course designed for students who love color and paint textures and creating their own imagery. Emulating the Great Giants of the Renaissance and many who followed them, this course presents classical artistic study through observation drawing and painting. Under the instructor's guidance, students will be able to practice and improve their ability to express themselves both realistically and through abstraction in their drawings and paintings. Art mediums such as pencil, charcoal, pastel, ink, mixed media and painting mediums of watercolor, acrylic and oil stick will be explored for students to find their creative voice. This will also prepare students for further artistic studies at the college level and college portfolio preparation. Furthermore this course will equip students with the necessary study of light, color, and realism for the college-bound Architecture and Interior Design students.
Sketchbook required.

Drawing I (5625) *½ year course* *½ credit*
Prerequisite: Studio in Art

Drawing is a visual language. Artists who have a good command of drawing Realism using drawing skills and the use of light on surfaces are able to communicate most effectively using creative imagery. This course serves to introduce students to drawing basics, re-exploring what was taught as a child as we build on those drawing skills to release creativity. Students will learn to draw through observation using accurate proportions, perspective and value techniques. Learn to be able to look at real items and draw well what you are looking at! The course will explore various drawing media: pencil, charcoal, pastels, color pencil etc.

Drawing II (5626) *½ year course* *½ credit*
Prerequisite: Studio in Art, Drawing I

This course is designed to follow Drawing I and explore drawing in greater depth: the human figure, portraiture and landscape studies. Students will continue to explore drawing realistically and build their repertoire with various drawing media. Students will also begin to explore personal expression.

Two-Dimensional Design (5623) *1 credit*
Prerequisite: Studio in Art

Two-Dimensional Design is an advanced level course for students to learn ways to incorporate good design structure and visual organization into their artwork.

Design is always at our fingertips through the materials we use and purchase daily from furniture, computers, digital devices, ergonomics, jewelry, cars, home, interior, architectural and clothing to business and fashion logos, an artist's idea and design was behind it. Design is closely linked with marketing and students will have the opportunity to market some of their finished products.

In this course students will learn the basics of the design language through the study of elements and principles of art such as space, shape, line, texture, value, color, balance, rhythm, unity and varity. Students will also learn and be challenged with the opportunity to develop and speak about their artistic designs via critiques and the creative process. The projects of this class will give students the opportunity to interact with various art media and materials: paint, collage, ink marker, color pencil, printmaking, mixed media, drawing media, drawing mediums, stained glass designing, jewelry making, foam board structural design and leatherworking. Under the instructor's guidance, students will learn to express their design ideas through these various art mediums. This course will also prepare students for further artistic studies at the college level, college portfolio preparation, and provide an artistic base needed to pursue specific careers such as Interior Design and Architecture.
Sketchbook is required.

Mixed Media (5636) *1 credit*
Prerequisite: Studio in Art

Mixed Media refers to creating artwork that combines a range of 2 & 3D mediums together. Assignments are given to challenge the student to think outside the box, be unique and creatively explore new ways to combine materials. Students will develop their critical thinking, problem solving, and communication skills through the creative process and have fun along the way.
Supplies required: Hardcover Sketchbook (7x10 or 9x12)

ART EDUCATION

CCC Art 103: Essentials of Art (4800) *½ year course*
½ AHS credit/3 CCC credits
Prerequisite: Studio in Art

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. 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 a 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 work field.
Supplies required: **Sketchbook**
Traveling Portfolio (bigger than 22 inches)

CCC ART 104 Painting Studio I (4800B) *½ year course*
½ AHS credit/3 CCC credits
Prerequisite: Studio in Art

For the **serious** art student who would like to learn the fundamentals of creating with watercolor, tempra, 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)

Yearbook (5658) *1 credit*
Prerequisite: Permission of instructor

Students involved in this course become part of a working team designed to create the Auburn High School Yearbook.

The staff is comprised of approximately 20 students who are engaged in various activities including: writing, journalism, photography, layout and design, sales and advertising, and organization. Daily classroom attendance is required, as well as a large commitment of time outside the classroom. Independent and group work is common, as well as out of school activities. This course is designed for students who can commit to a full-year course. Positions of leadership on the yearbook staff are based on commitment, ability, creativity, and organization. This is an elective course and cannot be used for a sequence.

Independent Study (5647) *1 credit*
Prerequisite: Studio in Art; at least one other advanced course; review of portfolio and permission of instructor

This course is designed for the highly motivated art student who desires to pursue creative art making that is developed in his or her personal style. The teacher will evaluate the potential Independent Study student based on the following criteria: portfolio of artwork, ability, skill, work ethic, and attendance. The teacher will provide a truthful recommendation. Rejection is given to students who need more advanced courses to develop their skills and/or strengthen their work ethic.

If the teacher approves the student to enroll in the Independent Study, student will immerse himself or herself in a self-guided and intense artistic study under the guidance of the teacher. It is a privilege to work as an Independent Study art student. It requires a student who possesses serious commitment and self-direction. The student is fully responsible for their artwork, invested work time, and the use of the art room and materials. **Sketchbook required.**

Art Portfolio Development (5602) *½ credit*
Prerequisite: Juniors and Seniors only
Offered: Fall

Description: This course is designed for students who want to develop a strong, college-ready art portfolio that highlights their personal artistic voice. Throughout the course, students will create a cohesive collection of digital artwork from previous work, that explores meaningful themes, demonstrates technical skill, and shows evidence of creative thinking.
Sketchbook work that documents the artistic process, showing how concepts evolve from initial ideas to finished pieces, will also be included. Individual assessment will determine which additional art projects need to be created to add to the portfolio before submission and will be worked on during the class.
By the end of the course, students will curate a portfolio of 10–15 high-quality, diverse artworks. Emphasis is placed on originality and personal expression rather than copying or relying on fan art. Students will also learn to write clear, thoughtful descriptions that communicate intent, technique, and artistic growth—an essential skill for college applications and art programs.
This course is ideal for students preparing for college admissions in art and design fields, as well as anyone looking to deepen their artistic skills and build a meaningful body of work.

Art Careers and Marketing (5601) *½ credit*
Offered: Spring

This course introduces students to the professional world of art and design and teaches the skills needed to market creative work. Students explore a variety of art-related careers—such as graphic design, illustration, animation, photography, advertising, gallery work, and creative entrepreneurship—while learning how artists promote themselves in today's industry. Through research and hands-on projects, students develop branding, logo and packaging designs, and presentation tools that prepare them for real-world creative pathways.
This course is for the serious art student who is looking to pursue a career in the Arts.

BUSINESS PROGRAM

Future Business Leaders of America – Phi Beta Lambda:
FBLA is a national organization to help develop competent, aggressive business leadership and to help strengthen the confidence of students in themselves and their work. **Fbla-pbl.org**

- Competitive Events
- Job Shadowing Opportunities
- Charitable Fundraising Events

Accounting 1 (6630) *½ AHS credit*

- **This course may be used towards a 3rd Math credit for graduation**

Give yourself the edge in future accounting courses by completing a full year of high school accounting. It is a well-known fact that the first few weeks of college accounting equals one year of high school accounting.

- Basic Accounting Cycle
- Analyzing, Recording, and Communicating Financial Information
- Simulated Projects using Accounting Software

Accounting 2 (6631) *½ AHS credit*

- **This course may be used towards a 3rd Math credit for graduation**
- **Recommendation: Successful completion of Accounting 1**

This course is a continuation of Accounting 1 and will strengthen your accounting skills by studying a merchandising business.

- Cash Controls and Banking Activities
- Payroll Accounting
- Plant Assets and Depreciation
- Notes Payable and Receivable
- Simulated Projects using Accounting Software

BUS 101 – CCC Principles of Accounting 1 (6640)
1 AHS credit/4 college credits

- **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

BUS 103 – CCC Principles of Business (6610)
½ AHS credit/3 college credits

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

BUS 105 – CCC Business Mathematics (6693)
½ AHS credit/3 college credits

- **This course may be used towards a 3rd Math credit for graduation**

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

BUS 106 – CCC Consumer Mathematics (6695)
½ AHS credit/3 college credits

- **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

BUSINESS PROGRAM

Business Law (6620) *½ AHS credit*

- **This course satisfies the NYSED requirement for ½ unit in Participatory Government**
- **Recommended for Juniors and Seniors**

This course is highly recommended for students planning to study business in college. Emphasis is on the nature and function of law including:

- Criminal vs. Civil Law
- Cyber Crimes
- Our Court System
- Your Rights When Renting an Apartment
- Credit and Consumer Protection
- Buying and Insuring a Car
- Contracts
- Agency and Employment
- Bailments and Personal Property

Marketing in Sports & Entertainment (6684) *½ AHS credit*

- **This course is open to all grade levels**

Covering Marketing concepts needed for all types of products including Sports and Entertainment.

- Basic Marketing Concepts of All Products
- Product and Pricing
- Promotions
- Endorsements and Sponsorships
- Branding and Licensing

Management in Sports & Entertainment (6685) *½ AHS credit*

- **This course is open to all grade levels**

Covering Management concepts needed for all types of business including Sports and Entertainment.

- Management Principles and Functions
- Management Strategies
- Decision Making
- Leadership
- Career Development

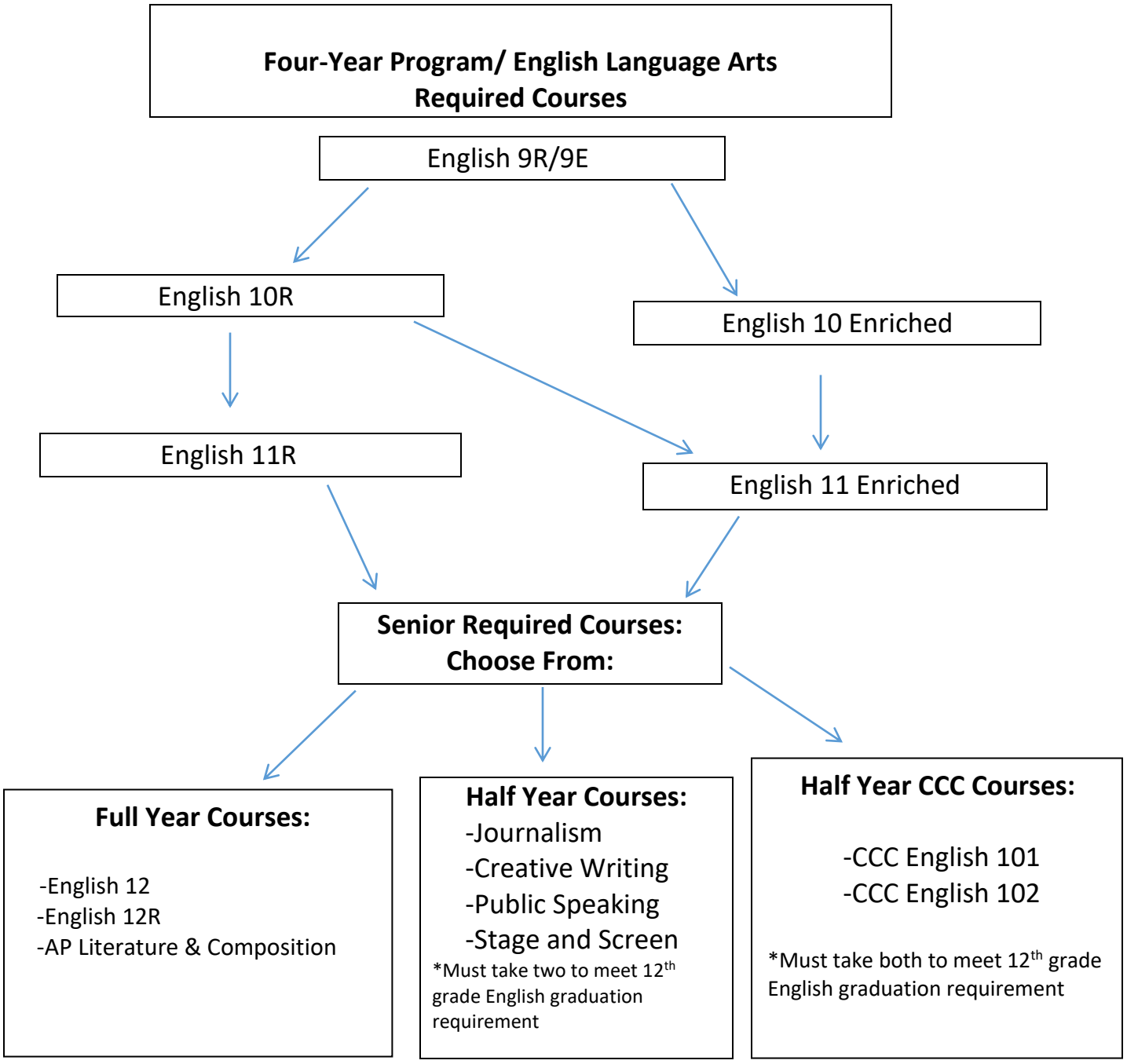
Computer Applications (6695) *½ AHS credit*

- **This course is open to all grades**

This course will help students learn essential computer applications and Internet technology skills for personal, academic, and professional success.

- Business and Personal Letters
- Memorandums
- Newsletters
- Report Formatting
- Table Formatting
- Presentations
- Spreadsheets
- Cards, Calendars, and Brochures

English Language Arts



English Language Arts/Electives:
Half-year, non-CCC courses may be taken by interested juniors. However, 1 credit of English must be taken in senior year and cannot be completed in a previous year.

ENGLISH LANGUAGE ARTS

English Language Learners (0512)
For students whose first language is not English.

English 9R (0528) *1 credit*
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 (Romeo and Juliet). These works will be supported throughout the year with informational texts in accordance with the Common Core Learning Standards (CCLS). Students will develop a writing portfolio whose core writing tasks model pieces found on the Regents exam, including the argument and text analysis response. Writing skills include thesis development and formal essay structure. Students will be introduced to the research process, including note card and works cited development. The year-end course evaluation includes the writing portfolio and a written final exam.

English 9E (0529) *1 credit*
Prerequisite: To be considered for enrollment in English 9E, students must have taken English 8E and maintained a 90 mid-year average or taken English 8 and maintained a mid-year average of 92. In addition, the English 8E and 8 regular students need to maintain the required overall final average of 90 (8E) and 92 (8 regular). These final averages will be reviewed at the end of June for students to maintain placement. Eighth grade English teachers can also be consulted in regards to attendance and work ethic. Students who do not meet the requirement may petition to enter the class based on their final average and recommendation of his/her English teacher to the Auburn High School principal. The English 9E teacher will also review a final writing assignment in June with the English 8E teachers to determine whether the student is eligible to move on to English 9E or will be required to complete the summer reading project. All students who are eligible in regular English 8 will complete the summer reading project. Not completing this requirement will result in a change of placement to English 9R. Please see your counselor for details. Summer work is due by July 31st.

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.

English 10R (0548) *1 credit*

Tenth grade Regents level English continues the development of language arts skills begun in English 9R. Students will read essays, novels, biographies, and plays. Composition will receive a major consideration with the emphasis on expository writing. Language, speech, and research skills will also be covered.

Enriched English 10E (0549) *1 credit*

Prerequisite: Admittance to the English 10E program 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 11R (0568) *1 credit*

English study for 11th grade Regents students offers instruction in writing and in American literature as its principal objectives. A student portfolio, or a combination of a portfolio and test, will be used as the final assessment. Students also must take and pass the English Regents Common Core exam in January or June as a requirement for graduation.

Enriched English 11E (0569) *1 credit*

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 fast-paced, challenging and interactive program, which 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. Students must also take and pass the English Regents Common Core exam in January or June as a requirement for graduation.

ENGLISH LANGUAGE ARTS

English 12 (0670) *1credit*
This senior year course focuses on developing an important skill set that will help students succeed in their chosen path after high school, be it the workforce, trade school, the military or college. The skills of organization, task completion, persistence and dedication will be addressed through the following: interviewing skills (including mock interviews), resume writing, effective communication, contemporary and nonfiction reading selections, vocabulary building, research skills, technical reading, and commencement-level writing skills.

English 12R - Western World Literature & Composition (0688) *1credit*

English 12R stresses two major areas: Western world literature and expository composition. The course includes readings from nonfiction, fiction, drama (including a classical or Elizabethan tragedy), and poetry. Two compositions, or their equivalent, should be written each marking period. A research paper is required, the topic of which will be arrived at mutually by the student and instructor. Finally, units on vocabulary and language usage are also covered. English 12R is designed for students who plan to continue their education on a higher level, whether at a four-year college, community college, or vocational institution.

CCC ENGL 101 (Freshman English I) (0705)
(half year course-core program) *AHS ½ credit/3 CCC credits*

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, casual 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 assigned summer reading project, as well as meeting CCC placement criteria. Summer work due by July 31st.**

CCC ENGL 102 (Freshman English II) (0710)
(half year course-core program) *AHS ½ credit/3 CCC credits*

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 Brontes, 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 on a college level will benefit from this course.

AP English Literature and Composition (0689) *1 credit*

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.

ENGLISH LANGUAGE ARTS ELECTIVES

Journalism (0602) *½ credit*
Junior and senior elective. This course can be taken as credit for 12th grade English.

This course is an introduction to both print and broadcast media, offering on-air and behind-camera experience in the school television studio, and the regular publication of articles in local newspapers. Students can also create, produce, and anchor a weekly show, podcast, or other means of mass communication. The components of good journalism – how to reach, keep, and effectively communicate with audiences of readers, listeners, and viewers – are integral parts of this course, which seeks consistent student involvement and participation in all aspects of the curriculum. The final will be a portfolio that encompasses the writing that they have completed for the semester.

Creative Writing (0603) *½ credit*

Junior and senior elective. Seniors may combine with Public Speaking, Journalism or Stage and Screen to meet 12th grade requirement.

The main purpose of this half year course is to teach students how to write in a variety of modes, including short stories, poetry, and drama. There is also a research component during the course. Emphasis is placed on the production of an actual book that reflects the various writings accomplished throughout the course that serves as a final examination grade. Emphasis is also placed on sharing each story aloud and editing with your peers.

Public Speaking (0670) *½ credit*

Junior and senior elective. This is a half year course that must be combined with Creative Writing, Journalism or Stage and Screen to meet 12th grade requirement.

This course is designed to develop an ability to meet the demands for speaking in front of a class or audience with confidence. Students will be exposed to delivery concepts, physical behavior, vocal quality, preparation, organization and development of basic types of public speeches. Students will also be required to research their topics using Noodle Tools in accordance with the CCLS for 11th/12th grade. Students will deliver 6-10 total speeches over the course duration. There is a local final at the end of the course.

Stage and Screen (0601) *½ credit*
Junior and senior elective. This course can be taken as credit for 12th grade English.

This course offers students the chance to read plays and compare those plays to film adaptations. Students will also be provided with the skills and vocabulary necessary to make meaning of film through formal analysis, and they will view films of different genres and from various time periods. Students will have the opportunity to attend a student matinee at Syracuse Stage and attend evening performances at venues around Auburn. Their understanding of and connection to literature and films they experience will be evaluated through the frequent use of reading and viewing logs. Other kinds of writing including analytical essays and critical reviews will be taught. The final project will be the creation of a short film or play that they create in collaboration with other students in the course or an in-depth analytical review of a book to film adaptation.

AIS ELA (0505) *no credit*

Academic Intervention Services (AIS) are designed to help students achieve the learning standards in English Language Arts and Mathematics in grades 9-12. These services include two components:

- additional instruction that supplements the general curriculum (regular classroom instruction); and/or
- student support services needed to address barriers to improved academic performance

The intensity of such services may vary but are designed to respond to student needs as indicated through state assessment results and/or our district approved procedure which is consistent throughout the district at each building. Students eligible for academic intervention services, including those with disabilities and or limited English or Math proficiency, are

- those who scored below the designated performance levels on the elementary, intermediate, and commencement-level state assessments;
- those at risk of not meeting state standards as indicated through district-approved procedures

FAMILY AND CONSUMER SCIENCE EDUCATION

Child Psychology & Development I (7641) *½ credit*
Child Psychology & Development II (7642) *½ credit*
GRADES 10-12

May be taken for ½ credit, either semester in either order or both for full credit. The physical, emotional, intellectual and social development of the infant, toddler, and preschooler will be the focus of these courses. The full-unit course expands the content to include theory, parenting, family units, prenatal development and infancy, the school-age child and children with special needs. Daily care, guidance, discipline, and other parenting and teaching skills, caregiver and special concerns will be studied and practiced in laboratory situations.

Students get hands-on experience supervising and teaching children three days a week for thirteen weeks each semester in our on-site preschool. They observe and report on, supervise and teach, 2-5 year old children, individually and in small and larger groups. Students complete several projects applying information acquired through the textbook, their research, and their hands-on experiences.

- **Students who enroll in this course will be working directly with preschool-age children. They must sign a code of conduct form to work with the children. Violation of this contract may result in removal from the course.**

- **Students who do not successfully pass Child Psych I cannot go on to Child Psych II**

Intermediate Child Psychology & Development (7646) *1 credit*
Prerequisite: Child Psychology & Development I & II, permission of instructor

Students who have permission from the instructor may enroll as a second year student in this intermediate study. Students will take a more active role in the preschool laboratory. They will serve as Teacher's Assistants by setting up, inventorying, maintaining, changing, and cleaning up the physical classroom storage spaces, and arranging curriculum schedule and student teaching schedule on a daily, weekly, and semester basis. Students choose theme ideas, plan and carry out and/or oversee special projects and menus to go along with the themes, publish informational brochures and newsletters to parents, and plan to carry out projects promoting awareness of community resources. This program focuses on academics, leadership, self-discipline and responsibility.

Students get to see a longer segment of some children's preschool life and to see and develop insight into the developmental changes over a two-year span of time. They get a larger picture of the overall role of a preschool teacher, the problem areas encountered in communication between co-workers, supervisor and subordinates, parents, caregivers, and preschool students and teachers. They develop an awareness of all the minutiae involved in being in charge, the reality of the need to be dependable, and of the need to be flexible at a moment's notice.

Second year students develop an e-portfolio to showcase their work. Good work ethic and employable skills are taught through classroom theory and activities. These skills teach students to become better citizens and leaders and prepare them to directly enter the workforce. **Attendance is extremely vital.**

Advanced Child Development (7647) *1 credit*
Prerequisite: Intermediate Child Development & Psychology, permission of instructor

This course is designed for students who want more experience working with children and who are serious about a career involving children. Students will be more involved in running the preschool classroom and teaching preschool children. They will serve as role models and mentors to 1st year and 2nd year Child Psychology & Development students. Students in this course will come to class and practice workplace skills on a regular basis.
Attendance is vital.

CCC CAY 101 Foundations for College Success (7643)
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 graduation.**

FAMILY AND CONSUMER SCIENCE EDUCATION

Cooperative Education Program
Prerequisite: CAY 101 (or scheduled to enroll in CAY 101)

- **Paid internship**
- **Valuable work experience**

Would you like to earn money while in high school and gain valuable work experience? Are you looking to get a head start on a career in a field that interests you? Would you like to network and make valuable community connections? Would you like to get out of school early? If you answered yes to any of the above questions, the Cooperative Education Program may be for you. This program is designed to give you the opportunity to get a real job in the community and gain valuable work experience.

Students will apply for a job to local businesses that are affiliated with Partners for Education and Business (PEB) and the Cooperative Education program. They will fill out a job application and go through the interview process.
Follow-up meetings with the Cooperative Education Advisor are required.

AREAS INCLUDE:
Administrative and/or Project Management
Agricultural/Plants
Childcare
Clerical
Education/Special Education
Finance
Hospitality
Human Services
IT/Computer Technology
IT/Engineering and Architectural
Manufacturing
Medical
Social Work

Students MUST be currently enrolled in CAY 101 Foundations for College Success, scheduled to take CAY 101, or have successfully completed CAY 101.

NOTE: Make an appointment with school counselors to make sure you are on pace for graduation and that the Cooperative Education Program and CAY 101 will fit into your schedule. See the Cooperative Education Advisor for current listing of businesses hiring AHS student interns, as well as job descriptions.

HEALTH

NYS Learning Standards for Health, PE and FACS (1996)

Standard 1: Personal Health and Fitness
Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health.

Standard 2: A Safe and Healthy Environment
Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.

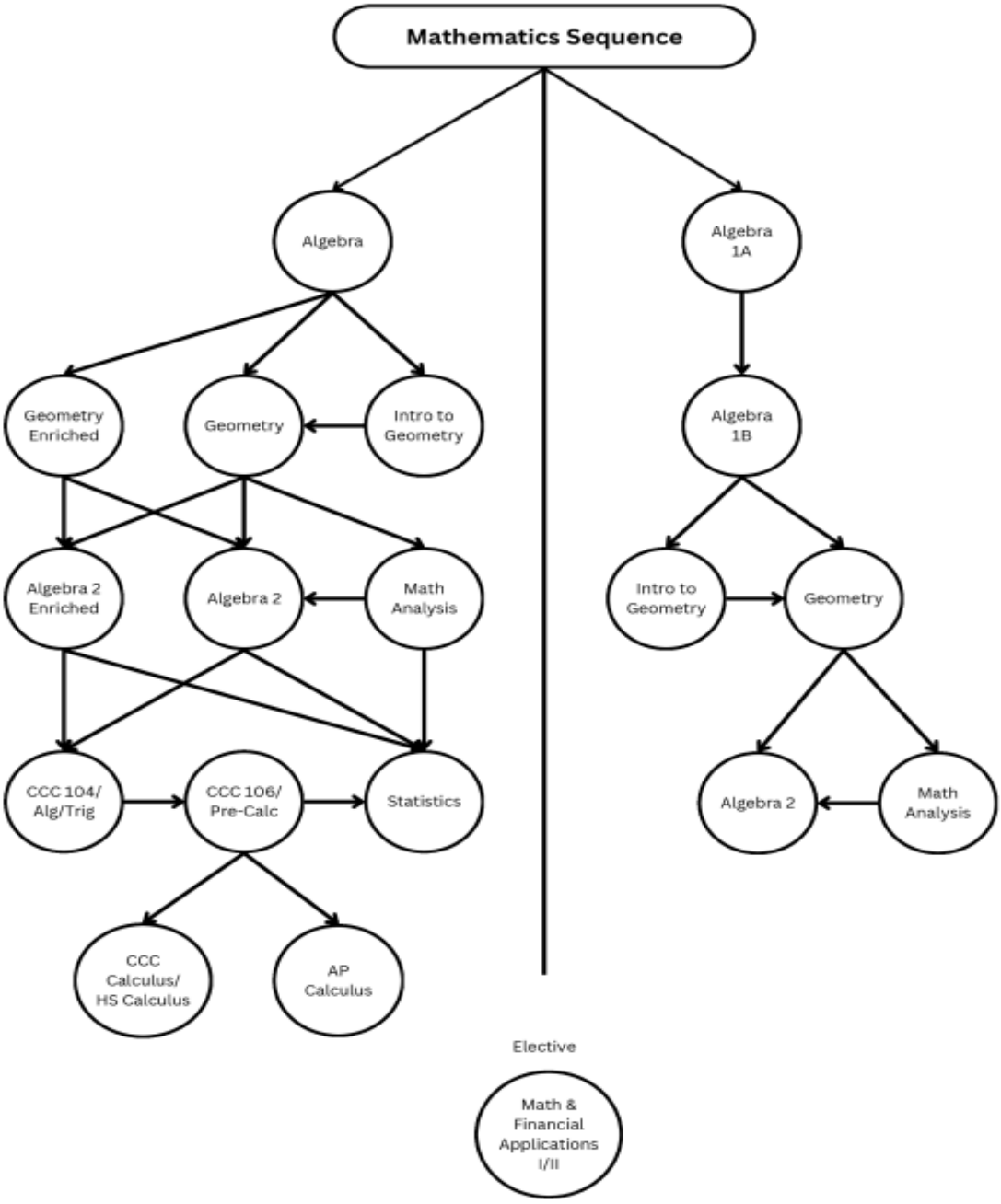
Standard 3: Resource Management
Students will understand and be able to manage their personal and community resources.

Health (9650) *½ credit*

Health Education is a required course for graduation. This course examines aspects of physical health, sociological health, mental health, environmental health, and community health. The health curriculum introduces students to the knowledge and skills necessary to examine alternatives and to make responsible health-related decisions. The capacities of individuals to obtain, interpret, and understand basic health information and services, and the confidence to use such information and services in a healthy manner is the focus of the course. Communication skills, self-concept and responsible decision-making is emphasized. The use of consultants, audio-visual materials, technology, as well as large and small group work enhance student understanding of health concepts.

CCC Health 104 (Personal Health) (9649) *½ credit/3 CCC credits*
The purpose of the course is to provide the student with an overview of relevant health topics and 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.**

MATH PROGRAM



MATH PROGRAM

Algebra (2710) *1 credit*
Prerequisite: Teacher and counselor consultation
Recommendation: It is strongly recommended that students have a midyear average of 85% or better in 8th grade mathematics. Students' skills development of mathematical concepts, work habits, and performance on an end of the year assessment will assist in proper placement and teacher recommendation.

This course will assist students in developing skills and processes to be applied using a variety of techniques to successfully solve problems in a variety of settings. Problem solving situations may result in all types of linear functions or equations, quadratic functions or integral and roots as well as exponential functions. Other topics include graphing and recognizing piecewise and step functions, factoring polynomials, univariate and bivariate data analysis, and recognizing sequences. Students will take the Algebra 1 Regents exam in June.

Algebra 1A (2711) *1 credit*
Prerequisite: Teacher and counselor consultation

This course follows half of the state curriculum for the Algebra 1 assessment. The assessment will be given at the completion of the second year (Algebra 1B). Topics relevant to: equations, inequalities, polynomials, quadratics, functions and relations. Students take a local exam in June.

Algebra 1B (2712) *1 credit*
Prerequisite: Pass Algebra 1A

This course follows the second half of the state curriculum for the Algebra 1 assessment. Topics relevant to: equations, inequalities, linear and non-linear functions, systems of linear equations and systems of inequalities, polynomials, factoring, solving quadratics, and statistics. Students will take the Algebra 1 Regents exam in June.

Geometry (2723) *1 credit*
Prerequisite: Pass Algebra or Algebra 1B

Within this course, students will have the opportunity to make conjectures about geometric situations and prove in a variety of ways, both formal and informal, that their conclusion follows logically from their hypothesis. Congruence and similarity of triangles will be established using appropriate theorems. Transformations including rotations, reflections, translations, and glide reflections and coordinate geometry will be used to establish and verify geometric relationships. A major emphasis of this course is to allow students to investigate geometric situations. Properties of triangles, quadrilaterals, and circles should receive particular attention. The students will take the Geometry Regents exam in June.

Geometry E (2732) *1 credit*
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 Geometry Regents exam in June.

Introduction to Geometry (2713) *1 credit*
Prerequisite: Pass Algebra 1B or Algebra

Congruence and similarity of triangles will be established using appropriate theorems. A major emphasis of this course is to allow students to investigate geometric situations. Properties of triangles, quadrilaterals, and transformations should receive particular attention. Students will take a local exam in June.

Algebra 2 (2720) *1 credit*
Prerequisite: To be considered for enrollment in Algebra 2, it is recommended that students have scored a 75% on the Algebra Regents exam and a mid-year average of 75% in Geometry.

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.

MATH PROGRAM

Algebra 2E (2726) *1 credit*
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, 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.

Math Analysis (2912) *1 credit*
Prerequisite: Pass the Algebra and Geometry courses

This full-year course is designed for the student planning to attend a 2 or 4-year college. This course bridges topics from the Algebra 1 and Geometry courses with higher-level concepts in the study of Trigonometry. Building on previous work in linear, quadratic, and exponential functions and equations, students will expand their knowledge of these algebra concepts and then apply them to work with trigonometry. Topics covered include radicals, complex numbers, logarithms, right triangle trigonometry, trigonometric algebra, and applied trigonometry.

Pre-Calculus 1 (2787) *½ credit*
Pre-Calculus 2 (2788) *½ credit*
Prerequisite: Successful completion of Algebra 2

This is a full year course. It is strongly recommended for anyone going on to a 2 or 4-year college. It is designed for students who have done very well in the Regents Math sequence and will probably be taking calculus or statistics the next year. The topics that are included are: algebraic operations, relations and functions, trigonometry, polar and complex numbers, permutation and combinations, sequences and series, linear equations, techniques to graph a rational equation, second degree determinants, and transcendental functions. Students take a local exam upon completion of each course.

CCC Math 104 (College Algebra & Introduction to Trigonometry) (2795)
½ AHS credit/3 CCC credits
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.
A NON-GRAPHING SCIENTIFIC CALCULATOR IS REQUIRED (TI30XIIa recommended).

CCC Math 106 (Pre-Calculus) (2796) *½ AHS credit/3 CCC credits*
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 are used to study and help in graphing equations. Using standard equations to graph and evaluate ellipses, hyperbola and parabolas is also emphasized. Series and sequences (arithmetic and geometric), as well as the binomial theorem and mathematical induction are introduced.
A SCIENTIFIC, TI83, OR TI84 CALCULATOR IS REQUIRED.

CCC Calculus/Calculus (2786) *1 AHS credit/4 CCC credits*
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 asking 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.

MATH PROGRAM

AP Calculus (2785) *1 credit*
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 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 of a first level calculus course. In May, a final examination in Advanced Placement Calculus AB written by the College 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 and/or meet a college graduation requirement.

Math and Financial Application 1 (2730) *½ credit*
Prerequisite: It is recommended that students have a passing score on Algebra Regents exam.

This course is designed to teach the basics of making sound financial decisions by giving students hands-on preparation in caring for their financial well-being before they leave the security of the classroom. This course will help provide students with the financial knowledge necessary to create household budgets, understand banking services, initiate savings plans and manage debt. Topics relevant to data analysis, problem solving, geometry, probability, logic, graphing, statistics and computer skills will be covered.

Math and Financial Applications 2 (2731) *½ credit*
Prerequisite: It is recommended that students have a passing score on Algebra Regents exam.

This course is designed to teach the basics of making sound financial decisions by giving students hands-on preparation in caring for their financial well-being before they leave the security of the classroom. This course will help provide students with the financial knowledge necessary to make strategic decisions about the influence of advertising, leasing vs. owning, preparing a personal income tax return, and home improvement. Topics relevant to data analysis, problem solving, geometry, probability, logic, graphing, statistics, and computer skills will be covered.

Statistics (2791) *1 credit*
Prerequisite: To be considered for enrollment in Statistics, students must have completed Algebra 2 or Math Analysis.

The purpose of this course is to introduce students to the major concepts of collecting, analyzing, and drawing conclusions from data. Students are exposed to four broad conceptual themes:

- Exploring data: observing patterns and departures from patterns
- Planning a study: deciding what and how to measure
- Anticipating patterns: producing models using probability and simulation
- Statistical influences: confirming models

This is an excellent introduction to statistics for students planning on taking a statistics course in college.

AIS Math (2502) *no credit*

Academic intervention services (AIS) are designed to help students achieve the learning standards in mathematics in grades 9-12. These services include two components:

- additional instruction that supplements the general curriculum (regular classroom instruction); and/or
- student support services needed to address barriers to improved academic performance

The intensity of such services may vary but are designed to respond to students' needs as indicated through state assessment results and/or our district approved procedure which is consistent throughout the district at each building. Students eligible for academic intervention services, including those with disabilities and/or limited math proficiency are:

- those who scored below the designated performance levels on the elementary, intermediate, and commencement-level state assessments;
- those at risk of not meeting state standards as indicated through district-approved procedures;
- those who the Child Study Team recommends for services; and
- Limited English Proficiency (LEP) students who do not achieve the annual designated CR Park 154 performance standards as stipulated in the evaluation design of the CR Park 154 application packets

Academic intervention services are not required in standards areas where there are no state assessments, even though students must earn one or more units of credit for graduation. They are only required in English language arts and mathematics.

MUSIC PROGRAM

IAAP Course Pathway – Music

Focus strands:

1. Traditional/Emerging Ensembles
2. Composition/Theory
3. Technology

Year 1 Options: (Select one foundation course for portfolio work)	Band (Symphonic Band or Percussion Ensemble) Orchestra (String Orchestra) Chorus (Concert, or as recommended by teacher) Modern Band Performance and Recording Technology 1
Year 2 Options: (Select one course for portfolio work)	Band (Symphonic Band. Percussion Ensemble or Wind Ensemble) Orchestra (String Orchestra or Chamber Orchestra) Chorus (Concert, Women's, or Select as recommended by teacher) Music Theory I Modern Band Performance and Recording Technology 2
Year 3 Options: (Select one course for portfolio work)	Band (Symphonic Band, Percussion Ensemble or Wind Ensemble) Orchestra (String Orchestra or Chamber Orchestra) Chorus (Concert, Women's, or Select as recommended by teacher) Music History/CCC Music Theory Modern Band Performance and Recording Technology 2

MUSIC PROGRAM

Symphonic Band (5659) *1 credit*
Grades: 9-12
Prerequisite: Open Enrollment, Percussion 10-12 Audition Only

Symphonic Band is designed for the proficient high school instrumentalist to create a strong foundation in the band ensemble. It is open to any student, regardless of previous experience; however students with no previous experience are required to take Symphonic Band Independent Study for one semester before joining the ensemble. Through daily rehearsals and small group lesson instruction, students will develop a competence in instrumental techniques, music reading, and stylistic interpretation. Symphonic Band has a minimum of 3 concerts and 2 parades per year and attendance is required at all rehearsals (during and after school), concerts, and performances. Regular attendance in lesson rotation and playing tests is also required.
Symphonic Band Independent Study is designed for any student interested in learning or currently playing a wind band instrument(s) and are unable to fit this course into their schedule. Independent Study requires students to meet with the director twice a week during a time agreed upon by both the student and the director to rehearse materials from the Symphonic Band class. Students enrolling in Symphonic Band Independent Study are required to participate in all Symphonic Band requirements (minimum of 3 concerts and 2 parades per year and attendance is required at all rehearsals (during and after school), concerts, and performances. Regular attendance in lesson rotation and playing tests are also required.

Wind Ensemble (5660) *1 credit*
Grades: 10-12
Prerequisite: Audition Only

Wind Ensemble is designed for advanced high school instrumentalists. It is selected through an audition process set up by the director at the end of the first semester the prior year and is designed to serve as an elite chamber group. Through daily rehearsals and small group lesson instruction, students will expand upon a proficiency in instrumental techniques, music reading, and stylistic interpretation. Wind Ensemble has a minimum of 3 concerts and 2 parades per year and attendance is required at all rehearsals (during and after school), concerts, and performances. Regular attendance in lesson rotation and playing tests is also required. Wind Ensemble may also be required to participate in additional honor ensemble performances and/or community events.
There is no Independent Study option for Wind Ensemble. Students who are not accepted into Wind Ensemble will be automatically placed into Symphonic Band or Percussion Ensemble pending their primary instrument. Students in grade 9 may become members of this organization only when an extraordinary level of performance proficiency is exhibited as per audition, and only upon invitation by the director.

Percussion Ensemble (5721) *1 credit*
Grades: 9-12
Prerequisite: Open Enrollment for Percussion Only

Percussion Ensemble is designed for any student interested in learning or currently playing a percussion instrument(s). These percussion instruments consist primarily of snare drum and mallet percussion with separate units about auxiliary percussion, timpani, bass drum, drum set and marching percussion techniques. All of these instruments will be covered in the curriculum and a requirement for students to play. Percussion Ensemble has a minimum of 3 concerts and 2 parades per year and attendance is required at all rehearsals (during and after school), concerts, and performances. Regular attendance in lesson rotation and playing tests is also required. Students interested in learning percussion or currently playing a percussion instrument(s) must be enrolled in Percussion Ensemble before adding Symphonic Band as a second band course.
Percussion Ensemble Independent Study is designed for any student interested in learning or currently playing a percussion instrument(s) who is unable to fit this course into their schedule. Independent Study requires students to meet with the director twice a week during a time agreed upon by both the student and the director to rehearse materials from the Percussion Ensemble class. Students enrolling in Percussion Ensemble Independent Study are required to participate in all Percussion Ensemble requirements (minimum of 3 concerts and 2 parades per year and attendance is required at all rehearsals (during and after school), concerts, and performances. Regular attendance in lesson rotation and playing tests is also required.)

Women's Chorale (5685) *1 credit*
Grades 9-12
Open enrollment

This ensemble is a chorus of treble (women's) voices. It is open to any student regardless of previous choral experience. Through daily practice and small lesson group instruction students will develop a competence in music reading, vocal production, and stylistic interpretation. This ensemble has a minimum of 3 concerts per year. Attendance is required at all rehearsals and concerts, both during and after the school day. Regular attendance in small group lessons is also required.

Concert Choir (5682) *1 credit*
Grades 9-12
Prerequisite: Open Enrollment

This ensemble is a 9 - 12 choir of mixed bass and treble (formerly male and female) voices. It is open to any student regardless of previous choral experience. Through daily practice and small lesson group instruction students will develop a competence in music reading, vocal production, and stylistic interpretation. This ensemble has a minimum of 3 concerts per year. Attendance is required at all rehearsals and concerts, both during and after the school day. Regular attendance in small group lessons is also required.

Select Ensemble (5689) *1 credit*
Grades 10-12
Prerequisite: Previous choral experience and audition

Select Ensemble is limited to 20 students comprised of the most advanced, motivated, and dedicated students in the choral program. The music performed spans the entire spectrum of choral music. This ensemble has a minimum of 3 concerts per year. Attendance is required at all rehearsals and concerts, both during and after the school day. Regular attendance in small group lessons is also required. Select Ensemble will also have occasional performances in the community.

MUSIC PROGRAM

String Orchestra (5663) *1 credit*
Grades 9-12
Prerequisite: Previous experience and/or instruction in string instrument performance. Placement will be based on performance ability.

The Auburn High School String Orchestra offers the unique opportunity for interested students to perform a wide variety of orchestra literature. Through participation in the large group setting (daily rehearsals) and small group instructional setting (weekly rotating lessons), students will develop the knowledge and musicianship necessary to meet the literature demands of the ensemble and also for personal growth and success in solo and/or small ensemble performance. As part of the evaluation, each member must participate in all public performances given. (A minimum of three performances a year will be scheduled). In addition, this group will represent Auburn High School at selected orchestra/string festivals whenever deemed appropriate by the Director. Students will also be expected to participate in appropriate state and county solo and ensemble festivals. Other performances will be added according to the availability of guest conductors and clinicians or as the schedule permits. Students will be informed well in advance of any additions to the concert schedule. Attendance at all after-school rehearsals, concerts, and performances is required as part of the course. Regular attendance at rotating music lessons is mandatory. String Orchestra Independent Study is designed for any student interested in learning or currently playing a string instrument(s) and are unable to fit this course into their schedule. Independent Study requires students to meet with the director twice a week during a time agreed upon by both the student and the director to rehearse materials from the String Orchestra class. Students enrolling in String Orchestra Independent Study are required to participate in all String Orchestra class requirements (minimum of 3 concerts) and attendance is required at all rehearsals (during and after school), concerts, and performances. Regular attendance in lesson rotation and playing tests is also required.

Chamber Orchestra 2 (5664) *1 credit*
Grades 10-12
Prerequisite: Audition only

Chamber Orchestra is designed for advanced high school instrumentalists. It is selected through an audition process set up by the director at the end of the first semester the prior year and is designed to serve as an elite chamber group. Through daily rehearsals and small group lesson instruction, students will expand upon a proficiency in instrumental techniques, music reading, and stylistic interpretation. Chamber Orchestra has a minimum of 3 concerts per year and attendance is required at all rehearsals (during and after school), concerts, and performances. Regular attendance in lesson rotation and playing tests are also required. Chamber Orchestra may also be required to participate in additional honor ensemble performances and/or community events. Students who are not accepted into the Chamber Orchestra will be automatically placed into the String Orchestra.
Students in grade 9 may become members of this organization only when an extraordinary level of performance proficiency is exhibited as per audition, and only upon invitation by the director.
There is no Independent Study option for Chamber Orchestra.

Modern Band Performance and Recording Technology I (5722)
1 credit

Modern Band Performance and Recording Technology I provides students with an overview of how to perform, analyze, and record music in contemporary genres (rock, pop, hip-hop, etc), suitable for students interested in serious music study.

Students will develop a musical foundation on one of five instruments: guitar, bass, ukulele, piano or drum set. If there are students interested in being a vocalist, they will be required to also learn piano, guitar, or ukulele. Using this foundation, students will learn how to play music in large/small group ensembles, and learn the basics of recording and audio engineering. There will be a final concert in May/June at Auburn Public Theatre that students are required to perform in. Concert attendance is mandatory.

Students do not need previous skill in playing one of these instruments to be successful in this class. All ability levels will be accommodated through the course instruction, but prior instruction in instrumental music is suggested.

Modern Band Performance and Recording Technology 2 (5723)
1 credit

Prerequisite: Modern Band I or permission of the instructor based on students' prior experience.

Modern Band Performance and Recording Technology 2 provides students with a more in-depth study of how to perform, create, analyze and record music in contemporary genres (rock, pop, hip-hop, etc), suitable for students interested in serious music study. Students will have a greater role in using music recording software to create songs.

Students will continue to develop musical skills on one of five instruments: guitar, bass, ukulele, piano or drum set. Students will refine skills in performing as small bands, and will learn the fundamentals of songwriting, recording and audio engineering.

Coursework is participation and project-based, using authentic music-making experiences as the basis for student learning. Sample projects may include learning and performing cover songs, writing for a short film, and/or recording a song in the recording studio. A culminating project of a live set will be performed in front of an audience. **This course can be taken more than once for credit.**

MUSIC PROGRAM

Music Theory I (5710) *1 credit*
Grades 10-12
Prerequisite: Permission of instructor if not also enrolled in a performance course.

Music Theory is a full-year course designed to allow interested students to acquire the basic fundamental musical skills necessary for developing music reading and listening following the NYS Standards of Music. Concepts studied will include but not be limited to basic notation, treble/bass clef, intervals and chords, rhythmic reading and chord progressions. Music background is required to acquire techniques necessary for use with harmonization, transportation and composition. A final exam will be given.

Music History (5615) *½ credit*
Grades 11-12
Prerequisite: Permission of instructor/Music Theory

Music History is a ½ credit course that meets every other day for the full year. It is designed for students pursuing a major sequence in music and to introduce students to the history of music. The curriculum includes the study of different music styles in connection to a comprehensive overview of historical periods and is guided by the NYS Standards of Music. The course emphasis is on studying, understanding and appreciating music composers from all musical style periods. The course includes further analysis and in-depth study of the aspects constituting Music Theory and follows the NYS Standards of Music. Successful completion of the Music Theory course is required. A final exam will be given.

CCC Music Theory (MUS105) (5720)
½ AHS credit/3 CCC credits
Prerequisite: Permission of instructor/Music Theory and registered for Music History

This course is offered through the Cayuga Community College Advantage Program. It is designed as an extension of the skills learned in Music Theory and Music History 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 History simultaneously, but cannot skip Music History. 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.

PHYSICAL EDUCATION PROGRAM

Unified PE (9629) *¼ credit per semester*
Grades 10-12 only
Unified physical education is a unique class combining students of all abilities, physical and mental, to participate in developmentally appropriate activities together. Students will work with one another to increase competence and confidence in a variety of physical activities. Unified physical education is an excellent opportunity for students of varying ability levels to learn together on equal terms through ongoing fitness, sports, leadership, and wellness activities. **This class can be taken to fulfill the PE requirement or as an additional elective credit.** Ideal class would be a 1:1 ratio of students. (max: 16 general education students)

Physical Education *¼ credit per semester*
Physical education is a required course of study including both traditional and non-traditional activity offerings. An atmosphere that is positive, supportive, and challenging characterizes the Auburn Physical Education Program.

The Auburn program meets New York State standards and through a student selection process provides students a variety of dynamic offerings. Students may select activities and receive instruction in racquet sports, team and individual sports, fitness, dance and rhythms, recreational activities and our outdoor and adventure programs. Our adventure courses offer a challenge by choice environment of noncompetitive games, group problem solving, initiatives and a ropes course.

The Auburn PE program is geared toward goal setting, improving self-esteem, developing strategies to enhance decision-making and learning to respect differences within each group setting. Students are expected to gain a keen awareness of self and body, motion mechanics, basics of performance, strategy and sport conduct throughout the program.

Traditional Girls' PE (Fall) (9630) *¼ credit*
NOT limited to girls
This course is a selection of traditional activities offered in an atmosphere that is positive, supportive and challenging. Students will receive instruction in things such as racquet sports, team and individual sports, fitness, dance and rhythms, and recreational activities. Students will be expected to gain a keen awareness of self and body, motion mechanics, basics of performance, strategy and sport conduct throughout the class. As is in all Auburn PE classes, this course is geared toward goal setting, improving self-esteem, developing strategies to enhance decision-making and learning to respect differences within each group setting

Traditional Boys' PE (Fall) (9631) *¼ credit*
NOT limited to boys

This course is a selection of traditional activities offered in an atmosphere that is positive, supportive and challenging. Students will receive instruction in things such as racquet sports, team and individual sports, fitness, dance and rhythms, and recreational activities. Students will be expected to gain a keen awareness of self and body, motion mechanics, basics of performance, strategy and sport conduct throughout the class. As is all Auburn PE classes, this course is geared toward goal setting, improving self-esteem, developing strategies to enhance decision-making and learning to respect differences within each group setting.

CCC PE 161 (Fall) (9643A) *¼ credit/1 CCC credit*

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.

Foundations of Fitness: Co-ed (Fall) (9633) *¼ credit*

Foundations of Fitness offers students an introduction to the benefits of life long physical fitness. The course will motivate students to achieve lifetime personal fitness with an emphasis on the health-related components of physical fitness. Students will gain knowledge throughout the semester on how to improve and maintain their cardiovascular capabilities, muscular strength and flexibility. The course culminates with students developing individualized personal fitness programs.

PHYSICAL EDUCATION PROGRAM

Intro to Officiating: Co-ed (Fall) 9641 **(Spring)** 9642 *¼ credit*
The focus of this course will be to teach students basic officiating techniques. Students will be introduced to the Assignors and Officiating Boards of multiple sports. Students will take a variety of written officiating exams and receive practical experience as they officiate games in which their peers are participating. Students will conduct assessments of their peers' officiating skills. At the conclusion of this course, students will be prepared to attempt officiating in the community at large.

Traditional Games: Co-ed (Fall) (9647) *¼ credit*
This course is a selection of traditional activities offered in an atmosphere that is positive, supportive and challenging. Students will receive instruction in things such as soccer/speedball, ultimate frisbee, racket sports, basketball, recreational games such as table tennis, and volleyball. As in all Auburn PE classes, this course is geared toward goal setting, improving self-esteem, developing strategies to enhance decision making and learning to respect differences within each group setting.

Lifetime PE: Co-ed (Fall) (9644) *¼ credit*
This course is a selection of activities in which students will be able to engage throughout their lifetime. These activities are offered in an atmosphere that is positive, supportive and challenging. Students will receive instruction in things such as golf, tennis, biking, walking/running/skating, racket sports and archery. As in all Auburn PE classes, this course is geared toward goal setting, improving self-esteem, developing strategies to enhance decision-making and learning to respect differences within each group setting.

Traditional Girls' PE (Spring) (9634) *¼ credit*
NOT limited to girls
This course is a selection of traditional activities offered in an atmosphere that is positive, supportive and challenging. Students will receive instruction in things such as racquet sports, team and individual sports, fitness, dance and rhythms, and recreational activities. Students will be expected to gain a keen awareness of self and body, motion mechanics, basics of performance, strategy and sport conduct throughout the class. As in all Auburn PE classes, this course is geared toward goal setting, improving self-esteem, developing strategies to enhance decision-making and learning to respect differences with each group setting.

Traditional Boys' PE (Spring) (9635) *¼ credit*
NOT limited to boys
This course is a selection of traditional activities offered in an atmosphere that is positive, supportive and challenging. Students will receive instruction in things such as racquet sports, team and individual sports, fitness, dance and rhythms, and recreational activities. Students will be expected to gain a keen awareness of self and body, motion mechanics, basics of performance, strategy and sport conduct throughout the class. As in all Auburn PE classes, this course is geared toward goal setting, improving self-esteem, developing strategies to enhance decision-making and learning to respect differences within each group settings

CCC PE 162 (Spring) (9643B) *¼ credit/1 CCC credit*
***** Prerequisite: Students must have successfully completed CCC Wellness Class PE 161 prior to enrolling in CCC Wellness Class PE 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 wellness.

Foundations of Fitness: Co-ed (Spring) (9637) *¼ credit*

Foundations of Fitness offers students an introduction to the benefits of life-long physical fitness. The course will motivate students to achieve lifetime personal fitness with an emphasis on the health-related components of physical fitness. Students will gain knowledge throughout the semester on how to improve and maintain their cardiovascular capabilities, muscular strength and flexibility. The course culminates with students developing individualized personal fitness programs.

Traditional Games: Co-ed (Spring) (9648A) *¼ credit*

This course is a selection of traditional activities offered in an atmosphere that is positive, supportive and challenging. Students will receive instruction in things such as soccer/speedball, tennis, pickle ball, volleyball, badminton and recreational games such as table tennis. As in all Auburn PE classes, this course is geared toward goal setting, improving self-esteem, developing strategies to enhance decision making and learning to respect differences within each group setting.

Physical Fitness through Adventure Ed (Spring) (9636) *¼ credit*

This class will involve non-traditional adventure activities known as ice breakers, de-inhibitizers, problem solving and trust activities. These activities will require students to use everyday skills such as communication, leadership, teamwork, responsibility, and a variety of other skills, to complete given tasks. Through these activities students will learn how to become responsible for their own success, and the success of the class. Students will learn what skills are needed to be successful and will be given opportunities to develop those skills. This class will culminate in a climbing unit, which will utilize all elements the students have learned throughout the class.

Students are not guaranteed to receive their FIRST requested course selection. Facility issues, the student schedule and teacher schedules are restrictions that may limit a student's PE course selection. We will do our best to honor students' course requests.

- You need to choose **ONE** PE Class for fall semester and **ONE** PE Class for spring semester.
- During their four years of high school (8 semesters of PE), counselors will make every effort to have students take at least one semester of Fitness, Adventure Education, and either Girls PE or Boys PE so as to ensure a well-rounded physical education experience for the student.
- The activities listed in each category are examples.

FALL

Traditional Girls PE (9630)	Traditional Boys PE (9631)	CCC PE 161 (9643A)	Foundations of Fitness (9633)	Traditional Games (9647)	Lifetime PE (9644)
** NOT limited to Girls	** NOT limited to Boys	Coed	Coed	Coed	Coed
Tennis Soccer Field Hockey/Floor Hockey Games Volleyball Badminton	Football Rugby/Ultimate Frisbee Tennis/Racketball Volleyball Floor Hockey Basketball	See course offerings for complete description	See course offerings for complete description	Soccer/Speedball UltimateFrisbee Racket Sports Volleyball Basketball Recreational Games: Table Tennis, etc	Golf Tennis Biking Walking/Running Skating Racket Sports Archery

SPRING

Traditional Girls PE (9634)	Traditional Boys PE (9635)	CCC PE 162 (9643B)	Foundations of Fitness (9637)	Traditional Games (9648A)	Physical Fitness through Adventure Ed (9636)
** NOT limited to Girls	** NOT limited to Boys	Coed	Coed	Coed	Coed
Archery Games Volleyball Indoor Racket Sports Frisbee Golf/Yard Games Biking/Walking/Running	Games Racket Sports Basketball Volleyball Handball/Lax Frisbee Golf Softball	**<u>Prerequisite</u>: CCC PE 161** See course offerings for complete description	See course offerings for complete description	Snow Activities/Racket Sports Basketball Floor Hockey Volleyball Archery Softball/Frisbee Golf Yard Games Ultimate Frisbee	See course offerings for complete description

Other PE offerings include: * Intro to Officiating – see description on page 37
* Unified PE – see description on page 36

SCIENCE PROGRAM

General Earth Science (3525) *1 credit*

General Earth Science is a science course where students learn, through active inquiry, the basic processes of earth systems. Students gain experience in the way information is acquired in the science laboratory, as they simulate, on a small scale, the events occurring on the earth and in space. Topics of study include: meteorology, geology, and astronomy. Laboratory work is conducted as an integral part of the class.

Students will learn the use and care of laboratory equipment, develop responsibility, respect, and concern for the safety of themselves and others, and gain the ability to interpret a wide range of everyday experiences in light of their understanding of earth processes.

Regents Earth Science (3530) *1 credit*
Recommendation: It is strongly recommended that students obtain a grade of 75% or better in middle school Science and Mathematics.

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 science information is based upon evidence obtained in the laboratory. The concepts developed encourage a deep understanding of processes which 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 meets for double periods on alternate days.

General Biology (3625) *1 credit*

General Biology is designed as an introduction to living organisms and how they interact with the nonliving world. For students planning to take Regents Biology the next year, General Biology is designed to provide a foundation of biology concepts and a preview of vocabulary and laboratory techniques in order to increase successful completion of the Regents graduation requirement. Levels of biological organization from cells to complex organisms throughout the biosphere are investigated. This course includes the study if similarities and differences among living things, life processes of respiration and photosynthesis, human biology, reproduction, genetics, evolution, and ecology. Students should develop a concern for nature that will lead to an appreciation of the individual's role in coping with the problems facing human society today. Laboratory work is conducted during class periods.

Regents Biology (3630) *1 credit*
Recommendation: It is strongly recommended that students obtain a grade of 75% or better in middle school Science and English.

Regents Life Science: Biology is designed to provide a detailed introduction to understanding the fundamental principles of living organisms and their role in the environment. The course consists of the following topics: unity and diversity of life (including levels of biological organization, cell structure and function, biochemistry, and classification), animal and plant anatomy and physiology (with an emphasis on the life processes of respiration and photosynthesis), human anatomy and physiology, reproduction and development, genetics, evolution, and ecology. Students will use tools and lab skills of a biologist to investigate topics. Students should develop a concern for nature that will lead to an appreciation of the individual's role in understanding current biological problems and possible solutions. Upon meeting the requirements for this course, students will take the New York State Regents Examination in Life Science: Biology. Regents Biology meets for double periods on alternate days. In order to take the Regents exam, the student must submit evidence of completing 1200 minutes of laboratory content including three New York State Science Investigations (labs). This course meets the Regents science requirement for graduation.

Enriched Biology (3635) *1 credit*
Prerequisite: To be considered for enrollment in Enriched Biology, students must have a mid-year average of 90 in their math/science courses. Eighth grade Science teachers can also be consulted in regards to attendance and work ethic.

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. 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.

SCIENCE PROGRAM

AP Biology (3640) 1 credit / 8 CCC Credits (4 credits for each semester)
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 a 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 AP Biology is $99, and students could earn 3 hours of college credit and/or meet a college graduation requirement.

CCC BIO 103 (Fall Semester - September to January)
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 BIO 104 (Spring Semester - January to June)
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 more rigorous scientific study. This course provides a survey of Kingdom Animalia focusing on animal diversity, structure, and physiological functions from an evolutionary perspective, and includes the topics of organization, homeostasis, 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 meets for double and single periods on alternate days.

Applied Chemistry (3740) *1 credit*
This science course is designed for students with an interest in chemistry. Students will have the opportunity to make connections between the real world and the basic principles of chemistry. There is a reduced emphasis on the mathematics of chemistry. Laboratory work is conducted during class periods.

Regents Chemistry (3730) *1 credit*
Prerequisites: Successful completion of Algebra or equivalent. It is strongly recommended that students successfully complete both Regents Earth Science and Regents Biology.

Regents Chemistry is the study of the composition and structure of matter, the changes that matter undergoes, and the energy that accompanies those changes. Laboratory work is designed to demonstrate the basic concepts discussed. Upon completion of the requirements in this course, students will take the New York State Regents Examination in Chemistry. Regents Chemistry meets for double periods on alternate days.

Enriched Chemistry (3735) *1 credit*
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 Chemistry (3740) *1 credit*
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.

SCIENCE PROGRAM

Forensics (3935) *½ credit*
Prerequisite: Successful completion of both Regents Biology course and Regents exam. Grades 11 and 12 only, with seniors getting priority.

This course will provide an overview of the collection and analysis of evidence from various types of crime scenes and its significance in the criminal justice system. Students will review pertinent sections of Biology and Chemistry, and will be introduced to relevant topics in Physics to support the material covered in this course. Topics will include:

- Crime science and search techniques
- Latent fingerprint evidence
- Hair and fiber evidence
- Glass, paint, soil evidence; vehicle investigations
- Blood pattern and stain evidence
- Genetic analysis and DNA fingerprinting
- Firearms evidence and homicide investigation
- Potential contamination of crime scenes
- Report composition and analysis of result

Bioethics (3945) *½ credit*
Prerequisite: Open only to juniors or seniors who have taken and passed Regents Biology

This course begins with a brief overview of ethics, and then moves to develop and consider the moral values and principles relevant to medical practice and bioethics. The course aims to consider the defense of general views on the moral values involved in bioethics, as well as the complicated issues of applying this general knowledge to particular situations.

Topics included in our study are: the nature of the Doctor-Patient relationship, principles of Patient Decision-Making, Life Sustaining Treatments (including CPR and medical nutrition and hydration), Reproductive Issues (including conception, artificial reproductive technologies, abortion), arguments for Euthanasia and Physician-Assisted Suicide, and Research Ethics (including a consideration of the Stem Cell controversy).

Lab Assistant (3946) *½ credit*
Prerequisite: Only open to juniors and seniors who have taken and passed the Regents Science class and have permission from the instructor they are assigned to. Full year course meeting on alternate days.

This pass/fail course will allow students interested in either teaching or the sciences to have an opportunity to work with teachers and students in Regents lab classes. Lab assistants will aid students in the performance of their experiments, answer questions but try to guide students through the thought process so they may develop answers to their questions, check set-ups and coach students through proper techniques as necessary, circulate around their assigned room, making themselves available to all students, and promote safety in the laboratory.

Physiology of Sport (3940) *½ credit*
Prerequisites: Successful completion of both Regents Biology course and Regents exam. Grades 11 and 12 only, with seniors getting priority.

This course will provide an overview of the mechanics and inner workings of the human body as they relate to performance in sport. Students will review pertinent topics in Biology and Chemistry that relate closely to the content for this course. Basic principles of Physics will also be introduced, as relevant to the course. Topics will include:

- Cellular anatomy and cellular physiology
- Nutrition for athletes
- Anatomy and physiology of organ systems
- Injury prevention and treatment
- Conditioning principles and techniques for sport
- Biomechanics of sport movements
- Gender and age influences in sport
- Ergogenics
- Physiologic testing and measurement

Fall Natural Disasters (3950) *½ credit*
Prerequisite: Successful completion of course and exam in General or Regents Earth Science and/or General or Regents Biology

This course will provide an overview of natural disasters that occur on Earth, and their effects on society. This course will focus on the causes of geologic natural disasters (such as volcanoes, earthquakes, tsunamis etc.), with historical case studies, as well as ways to mitigate personal injury and property damage by focusing on emergency preparedness.

Spring Natural Disasters (3951) *½ credit*
Recommended: Fall Natural Disasters

This course will provide an overview of natural disasters that occur on Earth, and their effects on society. This course will focus on the causes of atmospheric natural disasters (such as hurricanes, tornadoes, global warming etc.), with historical case studies, as well as ways to mitigate personal injury and property damage by focusing on emergency preparedness.

Astronomy (3955) *½ credit*
Prerequisite: Students must have passed Regents Earth Science or Living Environment and Algebra

Students will get a basic understanding of the earth and its place in the universe. Topics that will be covered: formation of the universe and our solar system, terrestrial planets, jovian planets, life and death of stars, earth-moon system, space exploration, and the possibility of life beyond Earth.

SCIENCE PROGRAM

Environmental Science (3900) ½ year *½ credit*
Prerequisite: General or Regents Biology and General or Regents Earth Science

Apocalypse Soon: Has civilization passed the environmental point of no return? In this course, we will research and explore current issues concerning the interrelationships between humans and the environment. Topics include: environmental challenges, sustainability, risk analysis and environmental hazards, human population change, air and air pollution, global atmospheric changes (global climate change), freshwater resources and water population, the oceans and fisheries, mineral and soil resources, land resources, biodiversity and conservation, invasive species, and non-renewable energy. Projects and papers will be a requirement of the course.

Marine Biology (3915) *½ credit*
Prerequisite: Regents Biology

Dive into the captivating world of Marine Biology, where the evolutionary marvels of the ocean come to life. This course serves as a comprehensive exploration of the fundamental principles of evolution within marine ecosystems . Evolutionary mechanisms have shaped the vast diversity of life forms inhabiting marine environments. Throughout this course, students will embark on a fascinating journey, unraveling the evolutionary processes that have sculpted the unique adaptations and biodiversity found in the world's oceans.

Key Topics Covered:

1. Foundations of Evolution: Understanding the principles of natural selection, genetic variation, and adaptation as they apply specifically to marine organisms.

2. Evolutionary History of Marine Life: Tracing the origins and evolutionary pathways of major marine taxa, from unicellular organisms to complex vertebrates.

3. Adaptations to Marine Environments: Exploring the specialized adaptations developed by marine life to survive in diverse habitats, such as deep-sea trenches, coral reefs, polar regions, and estuaries.

4. Ecological Interactions and Evolution: Analyzing the co-evolutionary relationships between species, predator-prey dynamics, symbiotic associations, and the impact of environmental changes on evolutionary processes.

5. Human Impacts on Evolution: Investigating the role of human activities, including climate change, pollution, and overfishing, in driving evolutionary shifts and threatening marine biodiversity.

Through case studies and research projects, students will gain a deeper understanding of evolutionary principles and their implications for marine conservation and management. Join us on this educational voyage to uncover the wonders of evolution in the mesmerizing realm of marine biology, and discover how these evolutionary adaptations continue to shape life beneath the waves.

CCC Technical Physics 101 (3841)
1 credit/4 CCC credits

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 air bag cushion you during a crash and reduce 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.

SCIENCE PROGRAM

CCC Technical Physics 102 (3842)

1 credit/4CCC credits

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.

PROJECT LEAD THE WAY PLTW

PREPARING STUDENTS FOR THE GLOBAL ECONOMY

Project Lead The Way (PLTW) is the nation's leading STEM program. PLTW's world-class, activity-, project-, and problem-based curriculum and high-quality teacher professional development model, combined with an engaged network of educators and corporate partners, help students develop the skills needed to succeed in our global economy.

For information regarding earning college credit, refer to the PLTW description in the beginning of the Auburn High School Course Guide.

Biomedical Sciences Program (BMS)

PLTW's BMS program is a rigorous and relevant four-course sequence that allows students to play the roles of biomedical professionals as they investigate and study the concepts of human medicine, physiology, genetics, microbiology, and public health. Students engage in activities like investigating the death of a fictional person or dissecting a sheep's heart, learning content in the context of real-world cases. They examine the structures and interactions of human body systems and explore the prevention, diagnosis, and treatment of disease, all while working collaboratively to understand and design solutions to the most pressing health challenges of today and the future.

PLTW Science courses must be taken in the following sequence:

Foundation Courses

PBS

Principles of the Biomedical Sciences

In the introductory course of the BMS 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.

HBS

Human Body Systems

Students examine the interactions of human body systems as they explore identity, power, movement, protection, and homeostasis. Exploring science in action, students build organs and tissues on a skeletal Maniken®; use data acquisition software to monitor body functions such as muscle movement, reflex and voluntary action, and respiration; and take on the roles of biomedical professionals to solve real-world medical cases.

MI

Medical Interventions

Students follow the life of a fictitious family as they investigate how to prevent, diagnose, and treat disease. Students 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.

Capstone Course

BI

Biomedical Innovation

In the final course of the Biomedical Sciences sequence, students build on the knowledge and skills gained from previous courses to design innovative solutions for the most pressing health challenges of the 21st century. Students address topics ranging from public health and biomedical engineering to clinical medicine and physiology. They have the opportunity to work on an independent design project with a mentor or advisor from a university, medical facility, or research institution.

Adapted from PLTW.org

SCIENCE PROGRAM

Principles of Biomedical Science (PLTW) (3960) *1 credit*
For information regarding earning 3 college credits for this course, refer to the Project Lead the Way (PLTW) description in the beginning of the Auburn High School Course Guide.

Due to the rigors required in this course and equipment needs, enrollment is limited.

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) (3961) *1 credit*
For information regarding earning 3 college credits for this course, refer to the Project Lead the Way (PLTW) description in the beginning of the Auburn High School Course Guide.

Due to the rigors in this course and equipment needs, enrollment is limited.

Prerequisites: Successful completion of Principles of Biomedical Sciences course and Regents Biology.

Enrollment in this course is limited. Enrollment will be determined solely by the student 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 "Maniken", 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) (3962) *1 credit*
For more information regarding earning 3 college credits for this course, refer to the Project Lead the Way (PLTW) description in the beginning of the Auburn High School Course Guide.

Due to the rigors required in this course and equipment needs, enrollment is limited.

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 Innovation (PLTW Capstone) (3963) *1 credit*
For information regarding earning 3 college credit for this course, refer to the Project lead the Way (PLTW) description in the beginning of the Auburn High School Course Guide.

This course may be taken concurrently with the third course – Medical Interventions.

Due to the rigors required in this course and equipment needs, enrollment is limited.

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)

SOCIAL STUDIES PROGRAM

Global History 9/10
9th grade (1525) *1credit*
10th grade (1535) *1 credit*

The Global History course for grades 9-10 provides students with the opportunity to study other nations and their history, and is designed to develop a global perspective. This approach aims to cultivate in students the knowledge, skills, and attitudes needed to function effectively in a world characterized by ethnic diversity, cultural pluralism, international and domestic violence, and increasing interdependence. The course is divided into the following areas:

Ninth Grade:

- Introduction to Global History and Early Civilization
- Ancient World Civilizations and Religion
- Expanding Zones for Exchange and Encounter
- Middle Ages/Feudalism
- The First Global Age
- An Age of Revolutions

Tenth Grade:

- A Half Century of Crisis and Achievement
- 20th Century Since 1945
- Global Connections and Interactions

Geographic Areas of Study
Africa, Asia, Europe, Latin America, Russia

This course culminates in the Global History Regents in June.

AP Human Geography (1715) *1 credit*
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 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 (1712) *1 credit*
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.

U.S. History and Government (1545) *1 credit*
The history of the United States is the history of a great experiment in democracy. The basic principles set down by the Declaration of Independence became the guiding ideas underlying the nation's development. All history after the Declaration has encompassed a continual search for ways in which to apply these principles. One of the major threads is developing an understanding of government and how it works. There is a focus on public policy as a driving force in our nation's development – political, economic, and cultural. All students will be required to take the U.S. History Regents exam.

CCC American History 104 and 105 (1549A) (1549B)
1 AHS credit/6CCC credits

Required: Students should pass the Global Studies Regents with a grade of 80 or better or have a midyear average of 80 or better in Social Studies and English.
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, the Jeffersonian and Jacksonian democracy, westward expansion and 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 American's place in the world today.
All students will take the U.S. History Regents exam.

SOCIAL STUDIES PROGRAM

AP United States History (1550) *1 credit*
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 and 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 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.

Participation in Government (1686) *½ credit*
Open to seniors only. This course satisfies the NYSED required ½ unit in participatory government.

This course is designed to develop an understanding of law as an integral part of our American society and will clarify student attitudes and perspectives regarding law and our legal system. Course objectives reflect an emphasis upon the proper balance between an individual's rights and his/her responsibilities within our democratic and pluralistic society. The use of the case study and community resources will be important features of this course. Students will participate in numerous activities to enhance their understanding of our government and legal system, including mock trials, opportunities to visit Auburn Correctional Facility and law enforcement ride alongs.

Participation in Government: The United States Government in Wartime: Focus on World War II (1687) *½ credit*

Open to seniors only. This course satisfies the NYSED required ½ unit in participatory government.

The class is open to 12th graders who have successfully passed 10th and 11th grades.

Using the backdrop of World War II, this course examines the foundation of our American democracy, calling attention to the importance of civil liberties, voting and other methods of participation in government and civic life. All levels of government are encompassed within the course, affording the opportunity to utilize a variety of resources. Content provides an opportunity for comparison of our governmental system with that of other countries. In order to equip students to navigate in the digital age, the importance of information and the need to be able to access and evaluate information will be integrated throughout the course.

Economics (1688) *½ credit*
Open to Seniors only
The course meets the requirements for ½ unit in Economics prior to graduation. This is primarily a lecture course and will provide the student with a survey of core economic concepts including microeconomics, macroeconomics, and international economics. Students will also receive instruction in personal financial decision-making through group participation in a stock market simulation, which is conducted concurrently with the course.

SOCIAL STUDIES PROGRAM

Psychology (1684) *½ credit*
Open to Juniors and Seniors, and to Sophomores with the recommendation of their 9th grade Social Studies teacher.

This course provides students with a broad general view of major psychological principles and their applications, and a basic orientation to the psychology of human behavior. Students will study the arms and methods of psychological investigation and measurement, and biological and social influences on behavior. There will be a focus on learning, motivation, emotion, perception, and personality development. Major topics will include how people can learn, how people can learn more efficiently, how personality is developed, how we measure intellectual ability, how we adjust to our emotional and behavioral problems, how we are affected by our membership in groups and how psychology may be applied to the solution of some major social problems. Psychology as a vocation will also be discussed.

- *Students must be prepared to be active participants during class discussions and activities in this course*
- *Must participate and complete Dream Journal Project for successful completion of this course*

Students ARE REQUIRED to complete Psychology Projects such as Dream Journal Project. Students MUST have 2 journals – 1 for class and 1 for Journal Project. Students must positively participate in psychology activities and be motivated in class discussions – if you are not up for this, please rethink signing up for this course.

Sociology (1682) *½ credit*
This course is designed to introduce juniors and seniors to sociology as a scientific discipline and sociology as a science concerned with relationships, institutions, organization, and the physical environment. The course outlines the major theories as a basis for sociological perspectives on social issues. It covers the origins of sociology as a science, diverse patterns of social organization from a global perspective, the nature and substance of cultural systems and social institutions, and sociological perspectives in analyzing trends in human society. Major topics include the development of personality, social adjustment, deviation from society's rules, the ingredients of cultures, the nature of groups, adolescent behavior, the American family, the nature of social class, redefining the role and status of women, and racial and ethnic relations in America.

AP United States Government and Politics (1693) *½ credit*
This course satisfies the NYSED required ½ 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 systems. It requires familiarity with the various institutions, groups, beliefs, and ideas that constitute 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

III. 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
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
An understanding of United States politics includes the study of the development of individual rights and liberties and their impact on citizens.

SOCIAL STUDIES PROGRAM

Social Issues Through Film (1706) *½ credit*
Junior and Senior Elective: The fundamental medium of this century that has the power to inspire people to consider the social issues of our time is film. Films do more than entertain, they offer up subject positions, mobilize desires, influence us unconsciously, and help to construct the landscape of our culture(s). There is no refuting the astonishing power of movies. Social Issues in Film provokes students to consider the major social issues that society confronts on a daily basis. In this one-semester class, we will examine social phenomena from an academic perspective, looking for patterns of social interaction and how those interactions influence human behavior.
Film studies classes can set students up for future success, by improving visual literacy, critical thinking skills, and even boosting memory. Other various benefits include learning about the origins of film theory, the relevance of film as an artistic medium, and helping students strive for greater understanding of the world around them. In this class, students will be asked to analyze and view film as a visual and popular medium and an insight to the dramatic, emotional effects film can have on its audience.

Text: There is no required text for the course, but we will utilize a variety of videos, film clips and full length films, class discussions, lectures, Google Classroom, and various other readings. Readings and resources will be provided by the teacher to be used throughout the course of the semester. Reading materials may be posted to our Google Classroom or handed out in print form. Articles may be pulled from a variety of sources including, but not limited to, the Library of Congress, various magazines, and the texts listed below.

- Geiger, Jeffrey, and R. L. Rutsky. Film Analysis: A Norton Reader. 2nd ed., New York City, W.W. Norton & Company, 2015.
- Gilmour, David. The Film Club: [a Memoir]. New York City, Twelve, 2008.
- Lewis, Jon. Essential Cinema: An Introduction to Film Analysis. Boston, Wadsworth, Cengage Learning, 2014.
- Monahan, Dave, and Richard Meran Barsam. Looking at Movies: An Introduction to Film. 7th ed., New York City, W.W. Norton & Company, 2022.
- Nichols, Bill. Engaging Cinema: An Introduction to Film Studies. New York City, W. W. Norton, 2010.
- Silver, Ira. Social Problems: Readings. New York City, W.W. Norton, 2008.
- Sutherland, Jean-Anne, and Kathryn Feltey. Cinematic Sociology: Social Life in Film. 2nd ed., Thousand Oaks, SAGE Publications, 2013.

Film ratings: The films will range in their MPAA rating from G to R. Throughout the semester, 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 semester will be provided for families on the first day of the class to review.

At the beginning of each month, students will receive a class calendar outlining the films for that month. The calendar will also be posted to our Google Classroom. Parent/Guardian permission is required for showing an R-rated movie as determined by the Motion Picture Rating System. 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.

Final Project: Students will be expected to complete a final project, which students will have time in class to complete. This is a significant part of each student's grade and, as a result, any plagiarism will result in a failing grade for the course.

Contemporary World Problems (1708) *½ credit*
Junior and Senior elective. This course provides an overview of current international problems. It is both a review of contemporary international history and a discussion of current events. Students will survey a variety of perspectives, frameworks, theories, and hypotheses that will help make sense of both history and current events. Topics to be covered will vary.

Students will select strands of study at the time of registration. This is primarily a lecture course, but class discussion will allow for further exploration of the most interesting and controversial topics. Course will employ the latest educational technology to maximize student input and achievement.

Women's Studies (1714) *½ credit*
Prerequisite: Seniors only

This is a student-driven course; therefore, students that sign up for this course will need to attend a meeting so that the curriculum can be finalized for the semester. Students will decide the direction of the course as long as the framework includes historical analysis on women in society, government and health. At the end of the semester, students will present their findings on a chosen topic as their final exam.

Topics to be discussed over the semester:
Women of the Past: To gain an understanding of issues pertaining to women around the world over the course of history into today's current issues.
Women Today: This portion of the course will continue on the trek of analyzing women in society, government and health in current times and compare progresses to past practices. Guest speakers will be invited to discuss career opportunities and the path necessary to get there, but will also discuss stumbling blocks that they dealt with along the way.
Where do we go from here?
Students will improve their research and writing skills as they produce a thesis paper on the topic of their choice. Students will then present their findings to their classmates and invited guests as part of their final grade.

Seal of Civic Readiness

Overview

The New York State Seal of Civic Readiness is a formal distinction awarded to high school students who demonstrate advanced civic knowledge, skills, mindset, and real-world civic experience. This program is designed to prepare students to be informed, active participants in their communities and the democratic process.

When students earn the Seal, it appears on their high school transcript and diploma, signaling to colleges, universities, and future employers that they have gone beyond the basics of civic education.

Requirements to Earn the Seal

To earn the NYSSCR, students must:

1. **Graduate with a New York State Diploma**
    - Complete the requirements for either a Regents or a local diploma.
2. **Accumulate 6 Points from Civic Domains**
    - At least **2 points** must come from *Civic Knowledge.*
    - At least **2 points** must come from *Civic Participation.*
    - The remaining 2 points can come from either domain.

How to earn points:

Domain	**Examples of Activities**
Civic Knowledge	— Completion of required social studies credits — High performance (mastery) on Social Studies Regents exams — Research projects in civics or social studies
Civic Participation	— High school civic action projects (up to twice) — Service-learning (plus reflection) — Elective courses that focus on civic engagement — Participation in extracurricular or volunteer-based civic programs (plus reflection) — A high school capstone civics project

The **Seal of Civic Readiness** program empowers students not just to learn about government, but to *act* within it—to serve, to advocate, to lead. It's a meaningful way for high school students to leave a tangible mark on their communities while earning a formal recognition that can open doors for their next steps in college or career.

TECHNOLOGY

Some Technology Education Courses may be used as the third unit of Math or Science under the Revised Graduation Requirements (Commissioner's Regulations 100.5(j)). Please check in the course description or with your school counselor for more information

Project Lead the Way (PLTW) – Engineering Program

This High School Program is a four-year sequence of courses which, when combined with traditional mathematics and science courses in high school, introduces students to the scope, rigor and discipline of engineering prior to entering college. However, those not intending to pursue further formal education will benefit greatly from the knowledge and logical thought processes that result from taking some or all of the courses provided in the curriculum. The four foundation courses offer the students the ability to receive college credits through the Rochester Institute of Technology (RIT). These classes are advanced and challenging and should be taken simultaneously with advanced Math and Science courses.

Students learn how to use the industry-leading 3D design software that's used by companies like Intel, Lockheed Martin and Pixar. They apply biological and engineering concepts related to biomechanics - think robotics. Students design, test, and actually construct circuits and devices such as smart phones and tablets, and work collaboratively on a culminating capstone project. Some PLTW students have even received US patents.
To be eligible to earn the college credit, students must earn an 85% average in the course and a score of 6 or higher (out of 10) on the college exam written by the professors at RIT.

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: **www.pltw.org**

PLTW Engineering PathWay

IED

Introduction to Engineering Design

3D computer modeling software; study of the design process.

POE

Principles Of Engineering

Exploration of technology systems and engineering processes, physics, and machines.

DE

Digital Electronics

Use of computer simulation to learn the logic of electronics.

CEA

Civil Engineering & Architecture

Students collaborate on the development of community-based building projects.

CSP

Computer Science Principles (AP)

Students develop computational-thinking skills and tackle challenges like designing apps to solve real-world problems.

TECHNOLOGY PLTW ENGINEERING

DDP Engineering (Intro to Engineering Design) (7658) ***1 credit***

3 RIT College Credits *3rd Unit Math OR Fine Art Credit*

Prerequisites: ***None***

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.

Digital Electronics (7666) ***1 credit***

3 RIT College Credits *3rd Unit Math credit*

Prerequisites: ***None***

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.

Principles of Engineering (7659) ***1 credit***

3 RIT College credits *3rd Unit Science Credit*

Prerequisites: IED

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.

Civil Engineering and Architecture (7670) ***1 credit***

3 RIT College Credits *3rd Unit Science Credit*

Prerequisites: POE

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 solve 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.

Computer Science Principles (AP course) (7695) ***1 credit***

3 RIT College Credits *3rd Unit Math credit*

Prerequisites: Algebra 1 recommended 85 or above

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, cyber security, 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.

TECHNOLOGY TRADITIONAL COURSES

Some Technology Education Courses may be used as the third unit of Math or Science under the Revised Graduation Requirements (Commissioner's Regulations 100.5 (j)). Please check with your school counselor for more information.

Design and Drawing for Production (DDP) (7657) ***1 credit***

Can be applied towards 3rd unit Math OR Fine Art Credit

- Explore fields of technology
- Use creativity and design skills to design and build products
- Math, Science, and Art skills
- Hands-on experience using software and hardware
- Design process to guide students from idea to final product
- Use drawing tools, equipment, and machinery to safely complete projects

Recommended for all students in grades 9-12

Woodworking (7688) ***½ credit***

Can be applied towards 3rd Unit Math Credit

- Wide overview of woodworking techniques and processes
- Majority of class time spent on hands-on activities in a lab setting
- Classifying properties and machining of materials
- Use of power tools and machinery – circular saws, table saws, chisels etc.
- Workshop safety
- Hands-on woodworking projects

Construction Systems (7684) ***½ credit***

Can be applied towards 3rd Unit Math Credit

- Exploration of how mankind shapes the world using current technology
- Four fields of construction: Light, Commercial, Industrial, and Civil
- Majority of class time spent on hands-on activities in a lab setting
- Exploration of careers in construction
- Workshop and personal safety
- Energy use, conservation and environmental issues related to construction

TECHNOLOGY TRADITIONAL COURSES

Transportation Systems (7678) ***½ credit***
Can be applied towards a 3rd Unit Science Credit

- Planes, trains, boats, automobiles, motorcycles
- Study the power and design of all forms of transportation
- Lab use and safety
- Power and hand tool use and safety
- Design and production of various models and working prototypes
- Careers associated with Transportation Systems
- Boating safety, design, and theory
- Flight design, construction, and competition

Advanced Transportation (7677) ***½ credit***
Can be applied towards a 3rd Unit Science Credit

Prerequisite: Transportation Systems

- Automotive, motorcycle, and power sports
- Engineering, fabrication, chassis and power train design
- Welding, cutting, and machining of materials
- Testing, diagnosis, and troubleshooting transportation systems

Digital Imaging 1 (7660) ***½ credit***
(previously Digital Photo 1)

Students are required to own or have access to a digital camera (any style) or Smartphone with data capabilities or cable or memory card.

- Fun and creative overview of Digital Photography!
- Improving social networking via exciting images and composition
- Introduction to photography, careers, and history
- Adobe Photoshop software and processes
- Camera techniques and skills
- Photographic techniques, skills, and composition
- Portraits, macro, black and white, landscapes
- Photography sharing and printing techniques

Digital Imaging 2 (7662) ***½ credit***
(previously Digital Photo 2)

Prerequisite: Digital Photography 1

- Expand on techniques and composition of Digital Photography
- Experience the latest in special effects and digital imagery techniques
- Advanced Photoshop techniques, digital camera technology
- Advanced printing and enlarging assignments

TECHNOLOGY TRADITIONAL COURSES

Computer Aided Design and Drafting (CADD) (7600) ***½ credit***

- Basic technical drawing with computer design software
- Step-by-step drafting through Autodesk software
- Professional approach to engineering design on a computer
- Completion of 2-D and 3-D designs activities
- Completion of 3-D modeling and creation of final products using advanced computer techniques

Computer Science 1 (7693) ***½ credit***
Can be applied towards a 3rd Unit Math Credit

- Introductory Computer Science course empowers students to create authentic artifacts and engage with computers as a medium for creativity, communication, problem-solving, and fun
- Problem-Solving
- Web Development
- Animation and Games
- Data and Society
- Physical Computing

Computer Science 2 (7694) ***½ credit***
Can be applied towards a 3rd Unit Math Credit
Prerequisite: Computer Science 1

- Advanced level course introduces students to the foundational concepts of computer science and challenges to explore how computing and technology can impact the world
- Digital Information and the Internet
- Intro to Programming
- Building Apps

WORLD LANGUAGES

Auburn High School offers courses in French, Italian and Spanish.

NYS Seal of Biliteracy
Students at Auburn High School have the opportunity to earn the NYS Seal of Biliteracy.

The Seal of Biliteracy is a formal recognition of a student's high level of proficiency in reading, writing, listening and speaking (in English and in an additional world language). The Seal of Biliteracy distinction on your high school transcript and diploma specifically:

● Shows your commitment to world languages and cultural awareness
● Provides universities with a method to recognize and give you credit for attainment of high-level skills in multiple languages
● Demonstrates to colleges and future employees that you are proficient in English and an additional world language
● Prepares you with 21st Century skills that will set you apart in the labor market and the global society
● Recognizes the value of language diversity and honors the multiple cultures, heritages and languages in our communities

Spanish 1 (4782) *1 credit*

The four skills will be developed: listening, speaking, reading, and writing. Students will learn to communicate in the target language in all four skills sets at Checkpoint A. Students will develop a greater understanding and appreciation of other cultures. A departmental final exam is given.

French 2 (4744) *1 credit*
Italian 2 (4774)
Spanish 2 (4784)
Prerequisite: Successful completion of Level 1.

Continued work on the four skills. Students will learn to communicate at Checkpoint B. Cultural enrichment is continued. A departmental final exam is given.

French 3 (4746) *1 credit*
Italian 3 (4776)
Spanish 3 (4786)
Prerequisite: Successful completion of Level 2.

Continued work on the four skills and communication at Checkpoint B. Cultural enrichment is continued. A departmental final exam is given.
Successful completion of this course and exam may be used towards the requirements needed for an Advanced Regents diploma.

CCC French 201 (4792) *3 CCC credits/1 AHS credit*
CCC Italian 201 (4797) *3 CCC credits/1 AHS credit*
CCC Spanish 201 (4794) *3 CCC credits/1 AHS credit*
It is recommended that students have a mid-year average of 80% or higher in Level 3, and successful completion of Level 3 course.

CCC 201 is an intermediate-level language course designed for students who have successfully completed three years of a high school Target Language.

CCC 201 is an proficiency-based courses which develops 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, expressing themselves comfortably in the Target Language.

Activities are conducted in the Target Language.

CCC French 202 (4793) *3 CCC credits/1 AHS credit*
CCC Italian 202 (4798) *3 CCC credits/1 AHS credit*
CCC Spanish 202 (4796) *3 CCC credits/1 AHS credit*
***** Students who are enrolled in 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 201 and completion of the course.

CCC 202 is an intermediate-level language course designed for students who have successfully completed four years of a high school Target Language.

CCC 202 is a proficiency-based course that reviews understanding of the formal structures of the language, refines previously acquired linguistic skills, and builds awareness of the Target culture. Authentic oral and literary texts are introduced. This course uses 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.

EXCEPTIONAL EDUCATION

Resource (9529) *0 credit*

This service is for the purpose of providing specific skill instruction. Each student will receive no less than three hours of instruction each week in such a program. Students shall not spend more than 50% of their school day in this program. Instructional groups shall not exceed five. Composition of instructional groups shall be based on the similarity of the needs of the students.

Career Management 1 (9501) *1 credit*

Instruction about knowing yourself, relating your personal skills, aptitudes and abilities to career decisions, developing an awareness of needed job skills and work opportunities, developing relationships at work, handling stress, getting and keeping a job, handling money and becoming a contributing member of the community. For 11th and 12th grade students; 10th graders if room available.

Career Management II (9502) *1 credit*

This class is designed to get students ready for the world of work and to provide independent living instruction. Topics will include learning about yourself, communication skills, working in groups, job-related health and safety, employment skills, understanding and balancing children, family and work. For 11th and 12th graders; 10th graders if room available.
Career Management I is not a prerequisite.

Health and Wellness (9655) *½ credit*

This class will teach students to comprehend concepts related to health promotion and disease prevention. Students will learn how to access valid health information and health-promoting products and services. They will be able to practice health-enhancing behaviors and reduce health risks. Students will analyze the influence of culture, media, and technology on health. Lastly they will learn to advocate for personal, family, and community health.

Structured Study Hall (9515) *0 credit*

Provides review and reinforcement of concepts from general education courses. Study skills and organizational support also offered.

Cayuga-Onondaga BOCES
Regional Education Center

Cayuga-Onondaga Board of Cooperative Educational Services (BOCES) 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. A number of career paths are offered for students to choose from.

BOCES 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. 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 that are receiving a High School Diploma or who qualify with approved alternatives. Students that are eligible must successfully complete a portfolio and pass a nationally accredited exam in order to receive technical recognition on their diploma.

Frequently Asked Questions:

Who can attend the Cayuga-Onondaga Regional Education Center (REC)?

Daytime Career and Technical Education programs are available to high school students in the nine component districts of the Cayuga-Onondaga Board of Cooperative Educational Services.

How do you enroll?

Students enroll through their high school counseling department. For information about our programs, speak to your school counselor or call (315) 253-0361 ext. 5104.

How much time is spent in career and technical education classes each day?

Students are bussed to the REC from their home schools for 2½ hour sessions every day. The other half day is spent in their home schools where they continue their regular course work. First year programs are offered to students in the afternoon and second year programs are offered in the morning. Students may receive up to 7.5 credits for their two-year programs.

Career and Technical Education Programs

Applied Electrical Technology

The Applied Electrical Technology Program students will be involved in "live" work on off-campus construction and restoration sites. Students will master the fundamentals of residential wiring and, as a second-year student, learn electrical codes and their interpretations, the proper installation of metallic and PVC conduit.

Auto Body Technology

The Auto Body Program will prepare students for employment in the automotive body repair field. It focuses on training in the repair and/or replacement of damaged metal and glass in vehicles. While learning these skills, students will get hands-on experience in straightening bent frames, removing dents, welding torn metal, replacing parts and refinishing.

Automotive Technology

The Automotive Technology Program will provide knowledge and practical experiences that will teach the basic phases of automotive repair, along with related safety procedures. Students will learn to diagnose, troubleshoot and perform preventive maintenance while repairing automobiles. Students challenge themselves by taking national skill assessments in career areas while completing their high school education. Automotive Technology Program students have the opportunity to add to their credentials the ASE Certification (Automotive Service Excellence Certification), an industry-wide accepted certification

Computer Systems & Network Administration

The Computer Systems & Network Administration Program is a two-year program. The first year begins with basic PC repair and troubleshooting. The student will learn the basics of computer technology. The student will learn proper computer help desk and technician skills. In the second year, the student will build upon previous experience and gain a solid foundation in network and systems administration, complete with training in the latest technologies used by businesses.

Construction & Building Trades

In the Construction Building and Trades Program, students will learn everything from foundation forming to interior finish. The program includes masonry, which enhances an understanding of form work and structural design. Students get hands-on experience in all phases of the construction industry by planning, developing and building an actual structure.

Cosmetology

Students attend the Cosmetology Program for two years, including a 20-day summer school session, to satisfy the hour requirement. Students will focus on mastering professional techniques for hair, skin, and nails in a salon environment, with hands-on instruction and training, as well as developing interpersonal communication skills. A clinical experience provides students with real-life experience in the field. The program is designed for students to develop marketable skills. In addition, this program prepares students for the New York State Licensing Exam. In order to be eligible to take the exam, students must complete 1,000 hours of instruction.

Criminal Justice

Criminal Justice is a two-year program that prepares students for careers in security, law enforcement, and the legal field. The curriculum includes extensive preparation in all aspects of law enforcement, including corrections, social services, probation, police investigative work, pre-law studies, and a whole lot more! In addition to academics, students will do hands-on learning such as fingerprinting, handcuffing, criminal takedown tactical training, self-defense, crime scene investigation, crowd control and traffic control.

Culinary Arts

In this program, you will learn everything from culinary techniques and methods to catering. In addition, you will gain management skills needed to succeed in the food service industry. The restaurant/hotel industry is the largest employer in the country. There are many opportunities for young people with all levels of skills. The food service program teaches menu planning, cooking, baking and catering/production techniques, as well as restaurant management. Students learn in a commercial kitchen where they prepare lunches, buffets, and banquets during the year. The program provides many opportunities for students with all levels of good preparation skills. Students also use the program as a path to college.

Early Childhood Education

The focus of the Early Childhood Education Program is to prepare students for careers working with children from birth to eight years of age. The emphasis of the first year of the program is prenatal development, birth through middle childhood, child nutrition, and techniques for effective guidance. The second year will focus on developing curriculum and internships in the public schools. Using an educational and community approach, the Early Childhood Education Program (ECE) implements the holistic approach to education, recognizing the importance of a parent's role in the education of their child, as well as the development of children. ECE students establish networks with the Offices of Children and Family Services; the Department of Health and the Department of Mental Health through their experiences and course study. ***A state issued photo ID (e.g., NYS permit, drivers license, non-driver ID, or passport), up to date physical within 1 year, TB test, and fingerprinting are required.***

Emerging Careers in Commerce: Fashion, Music, Gaming & Entertainment

Students in this program will have the opportunity to explore the fashion, music, gaming and entertainment industries while developing the knowledge and understanding of commerce, communications, and developing the technical skills necessary to work within them. This program offers students a broad-based instruction in multi-media/web, marketing, advertising, retail management, public/human relations, and digital/technical communications. Students will experience a variety of applied instructional activities such as advertising with animation and interactive media, developing marketing campaigns, utilizing web animation and gaming software, participating in virtual and traditional field trips, and the process of starting a small business.

Graphic Design & New Media

The Graphic Design & New Media Program offers high school juniors and seniors broad-based instruction and hands-on experience in visual communications fields. Graduates of this program will be prepared to enter college or begin entry-level employment in their chosen field. Students gain experiential knowledge and skills with emerging media technologies that apply to graphic design, illustration, digital photography, marketing, computer animation, web design, and video production. Students are encouraged to pursue continued education and will graduate from our program with a portfolio that demonstrates artistic and technical competency. This portfolio will have a web and/or video component that displays each student's skills.

Health Related Occupations

The Health Related Occupations Program will provide a broad foundation of theory and clinical skills enabling students to pursue entry-level employment or continuing education. Students learn the theoretical base for skills in the classroom. Students then acquire practical skills in the lab before going to clinical agencies. Permanent certification for Homemaker Home Health Aide can be obtained after successful completion of the junior year of study and the completion of supervised clinical experiences. Certification as a Nursing Assistant requires successful completion of the senior year of study and completion of the State Certification examination. These courses prepare the students to provide basic care to clients in their homes, long-term care facilities, residential facilities, and hospitals. Students in the senior year also take a unit in phlebotomy, which provides knowledge and skills necessary to draw blood specimens from veins (performing venipuncture). ***Students will be expected to meet any clinical setting requirements set forth by the New York State Department of Health. An up to date physical within 1 year and TB test are required. A flu shot may be required or a mask may be enforced. Failure to meet these requirements could result in dismissal from the program.***

Heavy Equipment Repair and Operation

In the Heavy Equipment Repair & Operation Program (HERO), students will learn entry-level skills needed in today's construction industry. Instruction and experience are provided in shop management, equipment repair and operation, and Class A & B truck driving. Learn to operate and repair loaders, dozers, graders, and backhoes. Additional information about transit work, road & foundation layouts, and measurements are included. Students who demonstrate good mechanical aptitude and like working outside in all types of weather will be successful in HERO.

Manufacturing

The goal of the program is to help students develop job readiness skills relative to the manufacturing occupations. Good work ethics and employable skills are taught through classroom theory and shop activities. The course curriculum will be presented by classroom instruction, shop activities, and industrial tours. Students will visit local industry and see how the computer and CNC equipment has dominated today's manufacturing. Measurement, blueprint reading, layout, machine setup, and operation of various types of machines are all studied and applied. Required activities and projects act as a curriculum core in order for students to learn the fundamentals of these occupations. Once core requirements are completed, individual projects are encouraged to expand on these skills. In the second year of manufacturing, students will expand on their current machine operations and setup skills, along with CNC programming and operation using "Mastercam" software, Haas CNC lathes, and vertical machining centers.

Outdoor Power Equipment & Powersports Technology

The Outdoor Power Equipment program focuses on all aspects of system operations and component breakdown related to the small gasoline engine industry. Students get to learn the general theories of systems and apply repair/troubleshooting techniques to small gas engines while utilizing the same tools and equipment found in repair shops all over the country. Students will get the opportunity to practice on customer and school owned equipment. Safe operation practices are implemented into every aspect of student training.

Plant, Animal & Life Sciences

Students who are enrolled in the Plant, Animal & Life Sciences Program will have the opportunity to integrate scientific principles, math and English. Students will also be exposed to a number of topics which will include: animal science, biotechnology, food science, plant/soil science, environmental science, and agricultural engineering, as well as ag-business and production agriculture. These students have the opportunity to explore a variety of careers, develop leadership skills, as well as presentation and public speaking skills through membership in the National FFA organization. Modern day trends and issues will be discussed.

Welding

The goal of the program is to help students develop job readiness skills relative to the welding occupations. Good work ethics and employable skills are taught through classroom theory and shop activities. The course curriculum will be presented by classroom instruction, shop activities, and industrial tours. Students will visit local industry and see how the computer and CNC equipment has dominated today's manufacturing. Blueprint reading, Oxy-Acetylene welding, MIG and arc welding are all studied and applied. Required activities and projects act as a curriculum core in order for students to learn the fundamentals of these occupations. Once core requirements are completed, individual projects are encouraged to expand on these skills. Second-year students will focus on different types of welding procedures, as well as basic design and fabrication skills using pipe benders, rollers, brakes, and shears.

Exploration Programs

Exploration programs cover curriculum over 2 years for a total of 6 potential high school credits. The content is taught at a slower pace and touch on different aspects of CTE programs. These programs are not eligible for Career & Technical Endorsement.

Exploration in Construction & Mechanical Trades

Program curriculum is set at a pace with individualized student needs in mind. Tasks change on a daily basis. Students will learn in a state-of-the-art lab where they service automobiles, work on small engines, and practice a variety of construction related skills.

Exploration in Food Service and Hospitality Careers

In the Exploration in Food Service & Hospitality Careers program students will learn basic food preparation, culinary techniques, baking, cooking and proper food handling. Students will work in a professional environment while gaining skills necessary to obtain and maintain employment in a variety of food service settings.

New Visions: Medical Professions

New Visions-Medical Professions is a stimulating and challenging option for college-bound high school seniors who are interested in medicine and related life sciences and who would like to learn the fundamentals about health care professions. Cayuga-Onondaga BOCES, in cooperation with Auburn Community Hospital, will provide an inside look at medical professions found in hospitals and ancillary health care facilities. Through daily involvement with various medical staff, students will learn what is required of health care professionals and the application of their education to real-life situations on the job. Students will gain a better understanding of the responsibilities and professional demands of a busy technical environment and will see how working together as a team can provide quality patient care.

While enrolled in the New Visions Medical Professions program, students will spend the morning at their home district attending chosen classes. Students will then attend their New Visions Program from 10:00 am to 2:00 pm at Auburn Community Hospital. Students have the opportunity to earn various college credits while completing high school graduation requirements. Students will be expected to meet any clinical setting requirements set forth by the New York State Department of Health. An up to date physical within 1 year and TB test are required. A flu shot may be required or a mask may be enforced. Failure to meet these requirements could result in dismissal from the program.

New Visions: Aspiring Professionals

New Visions - Aspiring Professionals is a program designed for high school seniors to explore a specific career path of their choice while finishing their high school classes and earning college credits. There will be career exploration opportunities in authentic settings with industry professionals.

Students will be able to participate in a customized career setting with a mentor. Opportunities may be available in:
• Engineering • Education • Business • Finance • Journalism • Social Work • Legal Work

While enrolled in the New Visions Aspiring Professions program, students will spend the morning at their home district attending chosen classes. Students will then attend their New Visions Program from 10:00 am to 2:00 pm. Students will receive classroom instruction on Monday, Wednesday, and Friday and will receive individualized internship experiences on Tuesday and Thursday.

To participate, students must fill out an application and complete an interview with New Visions staff in mid-Spring. For more information on the application process, speak with your school counselor or call (315) 253-0361, ext. 5104.

*****Please be advised, there is no school-based transportation available for the off-campus portion of the program. Students must have their own transportation.***

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

Applied Electrical Technology
Integrated Math (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/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 Careers**

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 (2nd year)
Integrated English 12 (2nd year)

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

New Visions
Integrated English 12
Integrated Gov/Economics

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

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

Welding
Integrated Math (1st year)
Integrated English (2nd year)

One pullout per course
(Except Cosmetology and Health Occupations)

Math: Technical Math

Social Studies: US History, PIG/Econ
Physical Education

College credits through Cayuga-Onondaga BOCES CTE Programs

Cosmetology
CAY 101- Foundations for College Success (3 credits) CCC – Year 1

Criminal Justice
CAY 101- Foundations for College Success (3 credits) CCC – Year 1
CJ 111- Intro to Justice Systems (3 credits) CCC – Year 2

Culinary Arts
CULA 100- Food Safety & Sanitation (3 credits) CCC – Year 1
CULA 101- Culinary Methods & Techniques I (4 credits) CCC – Year 1
CULA 102- Culinary Methods & Techniques II (4 credits) CCC – Year 1
CAY 101- Foundations for College Success (3 credits) CCC – Year 2

Early Childhood Education
CAY 101- Foundations for College Success (3 credits) CCC – Year 1
ECHD 110- Children & The Arts (3 credits) TC3 – Year 2

Emerging Careers in Commerce
BUS 225- Microcomputer Application Software (3 credits) CCC – Year 1
CAY 101- Foundations for College Success (3 credits) CCC - Year 1
BUS 103- Principles of Business (3 credits) CCC – Year 2

Graphic Design & New Media
COMM 150- Photography, Digital Imaging and Communication (3 credits) CCC - Year 1
ART 142- Intro to Computer Graphics (3 credits) OCC – Year 1
Telcom 180- Video Field Production (3 credits) CCC – Year 2

Health Related Occupations
CAY 101- Foundations for College Success (3 credits) CCC – Year 1
HEALTH 104- Medical Terminology (3 credits) TC3 – Year 2

Plant, Animal & Life Science
CAY 101- Foundations for College Success (3 credits) CCC – Year 1

New Visions Medical Professions
ENGL 101- Freshman English I (3 credits) CCC
ENGL 102- Freshman English II (3 credits) CCC
ENGL 221- Public Speaking (3 credits)
CCCHEALTH 104- Medical Terminology (3 credits) TC3

COLLEGIATE PARTNERSHIPS

CAYUGA COMMUNITY COLLEGE (CCC)

Essentials of Art (ART 103)	CCC-3 credits; AHS-1/2 credit
Painting Studio I (ART 104)	CCC-3 credits; AHS-1/2 credit
Biology 103 and 104 (BIO 103 and 104)	CCC-8 credits; AHS-1 credit
Principles of Accounting 1 (BUS 101)	CCC-4 credits; AHS-1 credit
Principles of Business (BUS 103)	CCC-3 credits; AHS-1/2 credit
Business Math (BUS 105)	CCC-3 credits; AHS-1/2 credit
Consumer Mathematics (BUS 106)	CCC-3 credits; AHS-1/2 credit
Foundations for College Success (CAY 101)	CCC-3 credits; AHS-1/2 credit
English 101 (ENGL 101)	CCC-3 credits; AHS-1/2 credit
English 102 (ENGL 102)	CCC-3 credits; AHS-1/2 credit
French 201 (FREN 201)	CCC-3 credits; AHS-1 credit
French 202 (FREN 202)	CCC-3 credits; AHS-1-credit
American History 104 and 105 (HIST 104 and 105)	CCC-6 credits; AHS-1 credit
Health 104 (HLTH 104)	CCC-3 credits; AHS-1/2 credit
Italian 201 (ITAL 201)	CCC-3 credits; AHS-1 credit
Italian 202 (ITAL 202)	CCC-3 credits; AHS-1 credit
Alg and Trig (MATH 104)	CCC-3 credits; AHS-1/2 credit
Pre-Calculus (MATH 106)	CCC-3 credits; AHS-1/2 credit
Calculus (MATH 108)	CCC-4 credits; AHS-1 credit
Music Theory (MUS 105)	CCC-3 credits; AHS-1/2 credit
Wellness Center I (PE 161)	CCC-1 credit; AHS-1/4 credit
Wellness Center II (PE 162)	CCC-1 credit; AHS-1/4 credit
Technical Physics 101 (PHYS 101)	CCC-4 credits; AHS-1 credit
Technical Physics 102 (PHYS 102)	CCC-4 credits; AHS-1 credit
Spanish 201 (SPAN 201)	CCC-3 credits; AHS-1 credit
Spanish 202 (SPAN 202)	CCC-3 credits; AHS-1 credit

ROCHESTER INSTITUTE OF TECHNOLOGY (RIT) - Project Lead the Way

Introduction to Engineering/DDP	RIT-3 credits; AHS-1 credit	Cost of approximately $225 for each course; must earn an 85% course average and a 70% test average on final RIT college exam
Digital Electronics	RIT-3 credits; AHS-1 credit	
Principles of Engineering	RIT-3 credits; AHS-1 credit	
Civil Engineering & Architecture	RIT-3 credits; AHS-1 credit	
Engineering, Design & Development	RIT-3 credits; AHS-1 credit	

VARIOUS COLLEGES – Project Lead the Way

Principles of Biomedical Sciences	Varies by college; AHS-1 credit	Cost varies by institution for students to earn credit.
Human Body Systems	Varies by college; AHS-1 credit	
Medical Interventions	Varies by college; AHS-1 credit	
Biomedical Innovation	Varies by college; AHS-1 credit	

Please see the PLTW Biomedical Science Program, Course Information Packet on the Counseling Office website

ADVANCED PLACEMENT PROGRAM (AP)

AP Biology	AP Government	Cost is $99 per exam
AP Calculus	AP Human Geography	
AP Chemistry	AP United States History	
AP Computer Science Principles	AP World History	
AP English (Literature)		

NOTE: For all collegial partnerships, no auditing of course is accepted. Students must pay for AP courses in advance.

Auburn High School Clubs

Art Club
Choral Activities
Color Guard Coordinator
Concert Band / Symphonic Band
Curling Club
Debate Club
Dramatics
Drill Designer & Coordinator Drumline
Dungeons and Dragons
Environmental Club
E-Sports
Fiber Arts Club
FBLA Club
French Club
Freshman Class Advisor
Head Marching Band Director
History Club
International Club
Italian Club
Jazz Band
Jazz Singers
Junior Class Advisor
LGBTQ + Allies
Lighthouse Club
Literary Magazine
Living History
Marching Band
Model United Nations
Musical Director & Choreographer
National Honor Society
Newspaper Club
Orchestra
Philosophy Club
Robotics Club
Rocket Club
SADD Club
Science Club
Senior Class Advisor
Ski Club
Sophomore Class Advisor
Spanish Club
Student Government (SGO)
Technology Club (computer club)
Tri-M Music Honor Society
Varsity Club
Video Game Club
Wind Ensemble
Work Based Learning Coordinator
Yearbook
Youth to Youth
Z-Club