

# AUBURN HIGH SCHOOL

## ◆ COURSE GUIDE ◆

2018-2019 Academic Year

### Table of Contents

|   |       |
|---|-------|
| Publication of Course Guide             | 2     |
| Introduction                            | 3     |
| Course Offerings - Changes              | 4     |
| Guidelines for Retention                | 4     |
| Credits and Requirements for Graduation | 5-6   |
| NCAA Freshman Eligibility Standards     | 6-8   |
| Course Offerings                        |       |
| Advanced Placement/College Courses      | 9-12  |
| College Credit Courses                  | 9-13  |
| English Language Arts                   | 14-17 |
| World Languages                         | 18-19 |
| Math                                    | 20-23 |
| Science                                 | 24-30 |
| Social Studies                          | 31-34 |
| Music                                   | 35-37 |
| Art Education                           | 38-41 |
| Business                                | 42-43 |
| Health                                  | 44    |
| Physical Education                      | 45-47 |
| Technology Program                      | 48-54 |
| Family & Consumer Science Education     | 55-56 |
| Exceptional Education                   | 57    |
| Occupational/Alternative Education      | 58-62 |
| New Visions – Medical Professions       | 63    |
| Cayuga Advantage Courses                | 64    |
| Collegial Partnerships                  | 65    |

Principal  
Brian Morgan

Assistant Principals  
1st Floor–David Treharne  
2nd Floor–Madalyn Stowell  
3rd Floor–John Testa

## AUBURN HIGH SCHOOL

Dear Students and Parents,

This publication of the Auburn High School Course Guide begins the scheduling process for the 2018-2019 school year. The courses which we anticipate offering in 2018-2019 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.

Once again this year, all four graduating classes have the same credit requirements. The total number of required credits remains at 22. For specific information, requirements are outlined on pages 5 and 6 of this catalogue.

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 become a part of this process. Phone numbers are listed below. The selection process will start in January and will end by Friday, April 20, 2018. 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 parents and students and wish you the very best during the 2018-2019 school year.

### The Faculty and Staff of Auburn High School's Counseling Office

#### Grades 9-11

|                       |          |       |
|-----------------------|----------|-------|
| Mr. Crosby            | 255-8314 | A-C   |
| Dr. Hoskins-Tardibone | 255-8317 | D-Ha  |
| Mr. Walker            | 255-8318 | He-Me |
| Mrs. Stryker          | 255-8311 | Mi-Sc |
| Mrs. Shurant          | 255-8321 | Se-Z  |

**School Counseling Secretary - Ms. Hoff 255-8338**

**Registrar - Mrs. Brechue 255-8316**

# AUBURN ENLARGED CITY SCHOOL DISTRICT

## AUBURN HIGH SCHOOL

### 2018-2019 ACADEMIC YEAR

#### INTRODUCTION

Auburn High School provides the opportunity for students to succeed in a wide variety of courses. Each of our departments allows a student to participate in courses that cover a breadth and depth of knowledge. In addition to courses that meet the requirements for graduation in New York State, students have an opportunity to take a wide variety of elective and enriched courses to prepare for future success in the job market, or in post high school education at a community or four-year college.

Students and parents are encouraged to take the time to review this course guide, including the section dealing with graduation requirements. As the New York State Board of Regents has raised educational standards to graduate from high school, students and parents need to be aware of current requirements. A copy of those requirements has been included in this course guide for your convenience.

If you have any questions, please feel free to contact your child's assistant principal or school counselor directly:

#### **1st floor office:**

Assistant Principal - David Treharne 255-8306  
Secretary - Mrs. Corcoran 255-8307

#### **2nd floor office:**

Assistant Principal - Madalyn Stowell 255-8303  
Secretary - Ms. Chaloux -255-8304

#### **3rd floor office:**

Assistant Principal - John Testa - 255-8308  
Secretary - Ms. Tonzi - 255-8309

#### **Counseling office:**

##### Grades 9 – 11

|                       |          |       |
|-----------------------|----------|-------|
| Mr. Crosby            | 255-8314 | A-C   |
| Dr. Hoskins-Tardibone | 255-8317 | D-Ha  |
| Mr. Walker            | 255-8318 | He-Me |
| Mrs. Stryker          | 255-8311 | Mi-Sc |
| Mrs. Shurant          | 255-8321 | Se-Z  |

Secretary - Ms. Hoff 255-8338  
Registrar - Mrs. Brechue 255-8316

#### **GPA/RANK IN CLASS**

Grade point average and rank are computed after the sixth semester using all courses for which a numerical average is recorded. Please note that class rank and GPA includes 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, i.e. New Visions English).

## **PLANNING**

**STUDENTS** are encouraged to work closely with their school counselors in selecting courses and making decisions about their education. Assistance will be given through group guidance and individual counseling in considering one's abilities, interests, career goals, and academic performance. 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 restraints, 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 9<sup>th</sup> grader, a student must pass three of the following 8<sup>th</sup> grade subjects: English, Social Studies, Science, and Mathematics. A student, who has been promoted to 9<sup>th</sup> 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 10<sup>th</sup> 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 11<sup>th</sup> 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 12<sup>th</sup> 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

| <u>Area of Study</u> | <u># of Credits</u> | <u>Specific Requirements</u>   |
|----------------------|---------------------|--|
| English              | 4 Units             | English 9, 10, 11 and a total of 1 unit selected from required senior courses.<br>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<br>1 unit of U.S. History & Govt. and a score of 65 on the U.S. History Regents exam<br><br>½ unit of Government<br>½ unit of Economics |
| Math                 | 3 Units             | 65 on the Integrated Algebra Regents/Common Core Exam  |
| Science              | 3 Units             | 1 unit of Life Science<br>1 unit of Physical Science<br>65 on a Science Regents exam   |
| Health               | ½ Unit              |  |
| World Languages      | 1 Unit              |  |
| Art and/or Music     | 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 Common Core, Geometry Common Core, and Algebra 2 Common Core.**

**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.**

## 4+1 Assessment Pathway Requirements

(as of June 2015)

| 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 LOTE               | 1 SOCIAL STUDIES                               |
| 2 PHYSICAL EDUCATION | 1 SCIENCE                                      |
| 3.5 ELECTIVES        | 1 MATH   |
|                      | 1 CTE approved assessment                      |
|                      | STEM Pathway                                   |
|                      | Humanities Pathway                             |

For more information about the 5<sup>th</sup> 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 8<sup>th</sup> 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.**

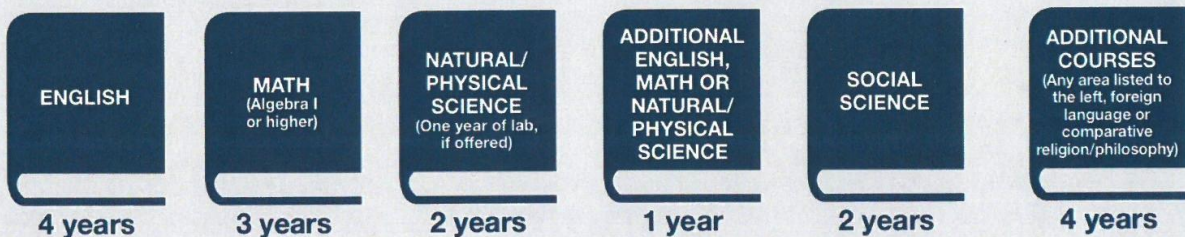


## DIVISION I ACADEMIC REQUIREMENTS

College-bound student-athletes will need to meet the following academic requirements to practice, receive athletic scholarships, and/or compete during their first year.

### Core-Course Requirement

Complete 16 core courses in the following areas:



### Full Qualifier

- Complete 16 core courses.
  - Ten of the 16 core courses must be completed before the seventh semester (senior year) of high school.
  - Seven of the 10 core courses must be in English, math or science.
- Earn a core-course GPA of at least 2.300.
- Earn the ACT/SAT score matching your core-course GPA on the Division I sliding scale (see back page).
- Graduate high school.

### Academic Redshirt

- Complete 16 core courses.
- Earn a core-course GPA of at least 2.000.
- Earn the ACT/SAT score matching your core-course GPA on the Division I sliding scale (see back page).
- Graduate high school.

### Full Qualifier:

College-bound student-athletes may practice, compete and receive athletics scholarships during their first year of enrollment at an NCAA Division I school.

### Academic Redshirt:

College-bound student-athletes may receive athletics scholarships during their first year of enrollment and may practice during their first regular academic term, but may NOT compete during their first year of enrollment.

### Nonqualifier:

College-bound student-athletes cannot practice, receive athletics scholarships or compete during their first year of enrollment at an NCAA Division I school.

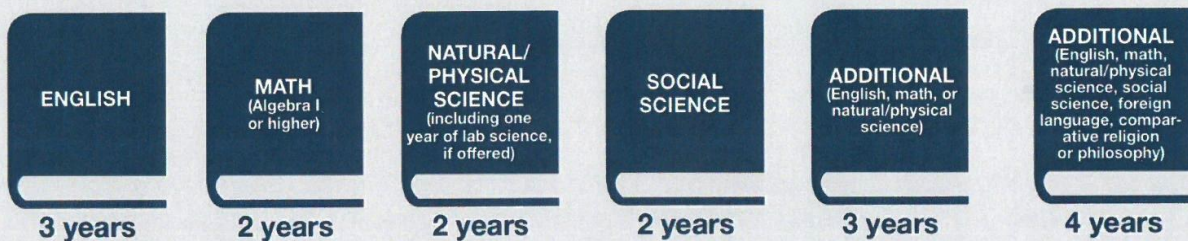


## 2018 DIVISION II NEW ACADEMIC REQUIREMENTS

College-bound student-athletes first enrolling at an NCAA Division II school on or after August 1, 2018, need to meet new academic rules to practice, compete and receive athletics scholarships during their first year.

### Core-Course Requirement

Complete 16 core courses in the following areas:



### Full Qualifier

- Complete 16 core courses.
- Earn a core-course GPA of at least 2.200.
- Earn the ACT/SAT score matching your core-course GPA on the Division II full qualifier sliding scale (see back page).
- Graduate high school.

### Partial Qualifier

- Complete 16 core courses.
- Earn a core-course GPA of at least 2.000.
- Earn the ACT/SAT score matching your core-course GPA on the Division II partial qualifier sliding scale (see back page).
- Graduate high school.

### Full Qualifier:

College-bound student-athletes may practice, compete and receive athletics scholarships during their first year of enrollment at an NCAA Division II school.

### Partial Qualifier:

College-bound student-athletes may receive athletics scholarships during their first year of enrollment and may practice during their first regular academic term, but may NOT compete during their first year of enrollment.

### Nonqualifier:

College-bound student-athletes may not practice, compete or receive athletics scholarships during their first year of enrollment at an NCAA Division II school.



**COURSE OFFERINGS**  
**2018-2019**  
**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 these institutions of higher learning: Syracuse University, Cayuga Community College, Rochester Institute of Technology and Missouri University of Science and Technology. College courses require a tuition payment except Cayuga Community College courses which currently have no fee.

**SYRACUSE UNIVERSITY**

Project Advance is a cooperative program between Syracuse University and participating high schools. It allows high school students to take college courses in their own school from faculty who attend special Syracuse University workshops and seminars, are trained by Syracuse University faculty members, and are subsequently designated, if qualified, as adjunct instructors of Syracuse University. Under the supervision of Syracuse University faculty, these adjunct instructors are certified to teach the course as part of their regular teaching load. Syracuse University faculty carefully monitors the courses along with Project Advance administrative staff in cooperation with the high school teacher to ensure that the standards maintained in the high school are identical to those for the same courses taught by the Syracuse University faculty on campus.

Students who successfully complete their Project Advance course work are entitled to a Syracuse University transcript.

Students enrolled in these courses pay a rate of tuition, which is less than that charged to take the same course "on campus". The current cost is approximately \$112 per credit hour. Students will register at the beginning of the course and families will be billed directly by Syracuse University.

**Economics 203 - Economic Ideas and Issues - 3 credits (1695)**

*See Social Studies section*

**CAYUGA COMMUNITY COLLEGE**

Auburn High School participates in the Advantage Program of CCC, 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 they are taken at Auburn High School.

**EDUCATIONAL TESTING SERVICE**  
**ADVANCED PLACEMENT PROGRAM**

The Advanced Placement program is a cooperative education endeavor between secondary schools and colleges and 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 \$94.

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

## **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 | Civil Engineering & Architecture |
| Digital Electronics             | Engineering Design & Development |
| 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 (New in 2015-16)**

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 (2015-16) | Medical Interventions (2017-18) |
| Human Body Systems (2016-17)               | Biomedical Innovation (2018-19) |

Students can choose to earn college credit through **Missouri University of Science and Technology (MST)**, and beginning in 2019, **Stevenson University**.

Students who want to earn college credit through **Missouri University of Science and Technology** can choose to register for college credit through the university anytime after they have successfully completed any of the Biomedical Science courses. To be eligible for college credit, the student must earn an 80% in the course and a score of 6 or higher (out of 9) on the college exam. Each course is worth 3 college credits, the cost is \$250 per course and can be used as elective college credit if the institution the student is going to attend chooses to accept it. Because of the flexibility of the registration process with Missouri University of Science and Technology, students can ask their chosen institution if the credits will transfer prior to registering and paying for the course.

Students who want to earn credit through **Stevenson University MUST take all four courses in sequence**. Upon successful completion of all courses and verification by the instructors, students may register to earn a 4-credit Biology/lab college course at the cost of approximately \$175. This option will not be available until all four courses are implemented at Auburn High School in 2019.

*\* 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. \**

### **Registration procedures for college-level courses**

Syracuse University Project Advance - Register online through Syracuse University by the end of September. Instructor will provide registration instructions in class. Syracuse University will bill parents after student is registered. If fee is not paid by the deadline, the student will be placed in high school-level Economics.

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 after course selection
- Payment will be due to Auburn High School by Friday, May 11<sup>th</sup>, 2018. If the fee is not paid by the deadline, the student will be removed from the course.

## **ADVANCED PLACEMENT PROGRAM**

The charge for each Advanced Placement exam is approximately \$94. 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. Here are a few examples: 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. Please note that the following AP courses are available to AHS students dependent upon sufficient enrollment. Please also be aware that refunds are available for AP courses if the student submits a refund request no later than December 1st.

**AP English (Literature) (0689)**

*See English section*

**AP United States History (1550)**

*See Social Studies section*

**AP Calculus (2785)**

*See Math section*

**AP Government (1693)**

*See Social Studies section*

**AP Chemistry (3740)**

*See Science section*

**AP World History (1712)**

*See Social Studies section*

**AP Biology (3640)**

*See Science section*

**AP European History (1538)**

*See Social Studies 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 BUS 101 (Principles of Accounting I)

*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 BUS 205 (Business Law I)

*See Business section*

### CCC HLTH 104 (Personal Health)

*See Health section*

### CCC HIST 104/105 (American History)

*See Social Studies section*

### CCC MATH 106 (PreCalculus)

*See Math section*

### CCC MATH 108 (Calculus)

*See Math section*

### CCC ENGL 101 (Freshman English I)

*See English section*

### CCC ENGL102 (Freshman English II)

*See English section*

### CCC Spanish 103

*See World Languages section*

### CCC Spanish 104

*See World Languages section*

### CCC Italian 103

*See World Languages section*

### CCC Italian 104

*See World Languages section*

### CCC PE 161 (Wellness Center I)

*See Physical Education section*

### CCC MUS 105 (Music Theory)

*See Music section*

### CCC CAY 101 (Foundations for College Success)

*See Family and Consumer Science Education section*

### 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**

6-11

12-15

16-30

#### **Grade Point Average**

Less than .75

Less than 1.00

Less than 1.50

### Student Attendance Policy

A student who misses 20% of the course will be withdrawn from the course. For example, if a class meets twice a week for 15 weeks, an instructor will withdraw a student who misses 6 class sessions.

#### **Class Meetings per Week**

1

2

3

4

5

#### **Total Absences Allowed**

3

6

9

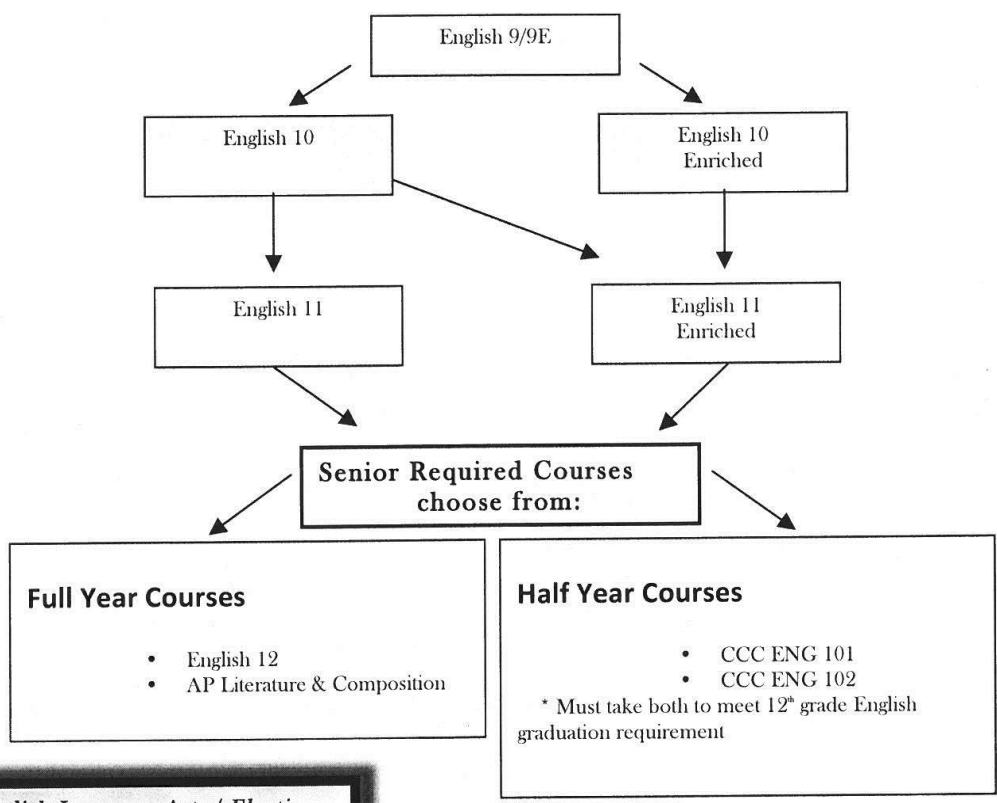
12

15

*\*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 honors course if one's grades drop significantly in the 2<sup>nd</sup> semester.*

## ENGLISH LANGUAGE ARTS

### Four-Year Program / English Language Arts Required Courses



**English Language Arts / Electives**  
May be taken by interested seniors, juniors, & qualified sophomores (with permission from instructor), but do not apply toward completing graduation requirements in English Program

- Journalism
- Creative Writing

## 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 a mid-year average of 92 in 8<sup>th</sup> grade English. Students who do not meet the requirement mid-year may petition to enter the class based on their final average and teacher recommendation.

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 CCLS 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. Writing skills include thesis development and formal essay structure. Students will be introduced to the research process, including note card and works cited development, resulting in a research paper. The year-end course evaluation includes the writing portfolio and a written final exam.

The reading and writing requirements for this course are rigorous. Students will be expected to complete daily homework and maintain a 100% homework average. Due to the extra requirements of this course, grade point averages are weighted for class rank purposes.

Enrollment in this course is contingent upon the completion of an assigned summer reading project. See your counselor for details.

### 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 in this course. Students will write traditional essays as well as a variety of creative pieces through such activities as writing selections for personal journals, research papers, and the writing of an autobiography/portfolio that incorporates skills taught throughout the year and serves as half of the final grade for the course. Due to the extra requirements of this course, grade point averages are weighted for class rank purposes. Enrollment in this course is contingent upon the completion of an assigned summer reading project.

### English 11R (0568)

*1 credit*

English study for 11<sup>th</sup> 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 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 a 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.

Enrollment in this course is contingent upon the completion of an assigned summer reading project.

## ENGLISH LANGUAGE ARTS

### English 12R: Western World Literature and Composition (0688) *1 credit*

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) *CCC 3 credits/AHS ½ credit*

Prerequisite: passing score on CCC placement test

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 an assigned reading project, as well as a passing score on the CCC placement test.

*A summer reading assignment must be completed by the start of course for admission.*

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

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 11<sup>th</sup> 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, Shakespearean 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 \$94) for the examination, which is given in May.



## ENGLISH LANGUAGE ARTS ELECTIVES

### **Journalism** (0602)

*1 credit*

This course involves a hands-on approach 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 will also create, produce, and anchor a daily show. 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.

### **Creative Writing** (0603)

*1 credit*

Junior and Senior elective, and Sophomores welcome with English teacher recommendation.

The main purpose of this full year course is to teach students how to write in a variety of modes, including short stories, poetry, and drama. Emphasis is placed on the production of an actual book that reflects the various writings accomplished throughout the year and that serves as a final examination grade. Emphasis is also placed on the creation of a cooperative, interactive atmosphere. This is not a standard lecture and essay-writing course.

### **AIS ELA** (0505)

*no credit*

Academic Intervention Services (AIS) are services 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

## WORLD LANGUAGES

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

**French 1** (4742) *1 credit*  
**Italian 1** (4772)  
**Spanish 1** (4782)

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.

**French 4** (4748) *1 credit*  
Prerequisite: Successful completion of Level 3.

The four skills are continued at Checkpoint C. Activities vary widely and include a study of literature, modern and classical music, art, vocabulary, creative writing, games in the target language, conversation, current events, and films. Cultural enrichment is also continued. A departmental final exam is given.

**French 5** (4750) *1 credit*  
Prerequisite: Successful completion of Level 4.

The four skills are continued at Checkpoint C. Activities vary widely and include a study of literature, modern and classical music, art, vocabulary, creative writing, games in target language, conversation, current events, and films. Cultural enrichment is also continued. A departmental final exam is given.

**CCC Spanish 103** (4794) *3 CCC credits/1 AHS credit*  
*It is recommended that students have a mid-year average of 80% or higher in Spanish 3, and successful completion of Level 3 course.*

Spanish 103 is a beginning-intermediate level course CCC designed for students who have successfully completed three years of high school Spanish.

Spanish 103 is a proficiency-based course, which develops abilities in speaking, listening, reading, and writing in culturally authentic contexts. Activities are conducted in Spanish.

**CCC Spanish 104** (4796) *3 CCC credits/1 AHS credit*  
**\*\*\* Students who are enrolled in CCC Spanish 104 must have successfully completed CCC Spanish 103 prior to enrolling in this course.**  
*It is recommended that students have a mid-year average of 80% or higher in CCC 103 and successful completion of the course.*

CCC 104 is an intermediate-level Spanish course at CCC designed for students who have successfully completed four years of high school Spanish.

Spanish 104 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 Spanish 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 Spanish. 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 opinions and hypothesizing comfortably in Spanish.

**CCC Italian 103** (4797) *3 CCC credits/1 AHS credit*  
*It is recommended that students have a mid-year average of 80% or higher in Italian 3 and successful completion of Level 3 course.*

Italian 103 is a beginning-intermediate level course at CCC designed for students who have successfully completed three years of high school Italian.

Italian 103 is a proficiency-based course, which develops abilities in speaking, listening, reading, and writing in culturally authentic contexts. Activities are conducted in Italian.

## WORLD LANGUAGES

**CCC Italian 104** (4798)      3 CCC credits/1 AHS credit

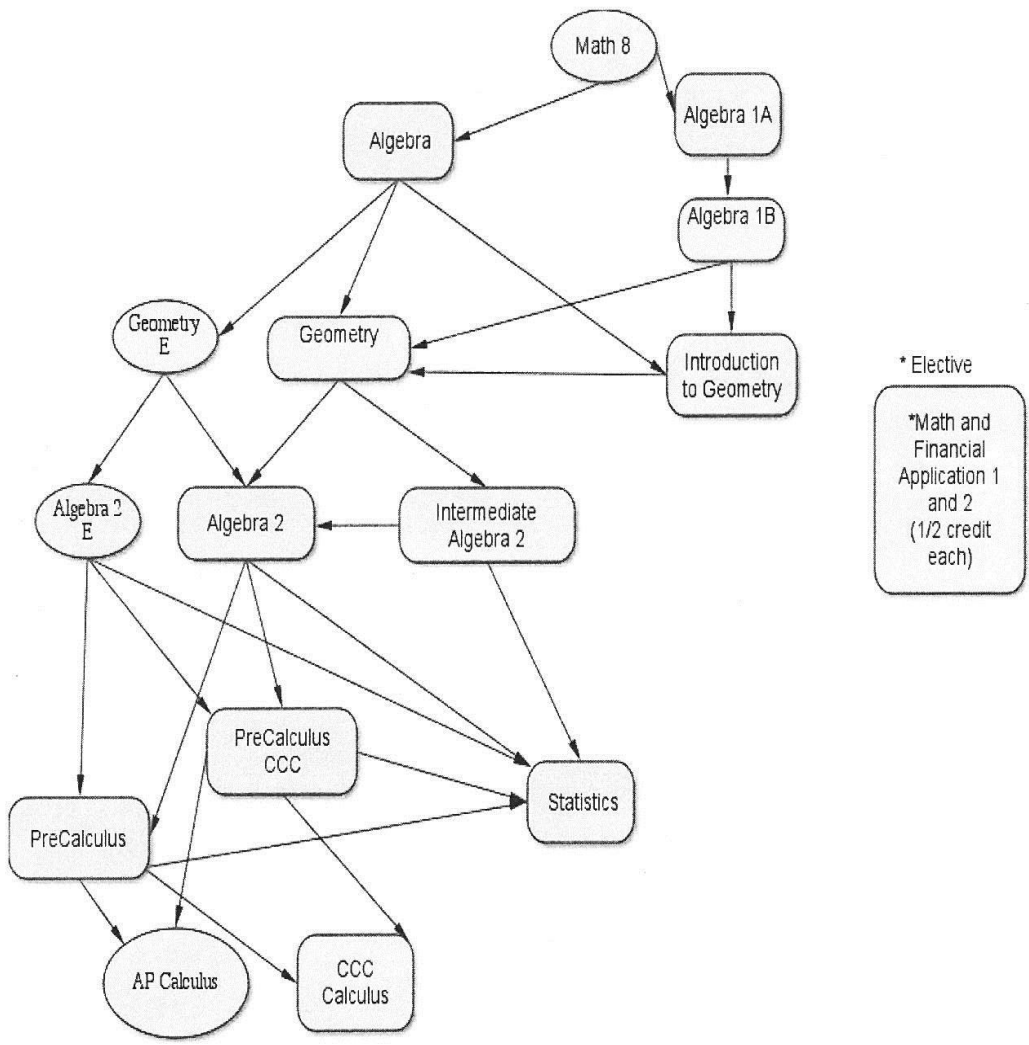
**\*\*\* Students who are enrolled in CCC Italian 104 must have successfully completed CCC Italian 103 prior to enrolling in this course.**

*It is recommended that students have a mid-year average of 80% or higher in CCC 103 and successful completion of the course.*

CCC 104 is an intermediate-level Italian course at CCC designed for students who have successfully completed four years of high school Italian.

Italian 104 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 Italian 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 Italian.

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 time, supporting opinions and hypothesizing comfortably in Italian.



## MATH PROGRAM

### Algebra (2710)

1 credit

Prerequisite: Teacher and counselor consultation.

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 equations in one variable, quadratic functions with integral coefficients and roots as well as absolute value and exponential functions. Other topics include solving quadratic equations, graphing and recognizing piecewise and stepwise functions, univariate and bivariate data analysis, and sequences. Students will take the Common Core Algebra 1 exam in June.

### Algebra 1A (2711)

1 credit

Prerequisite: Teacher and counselor consultation.

This course follows half of the state curriculum for the Common Core 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 Common Core 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 Common Core Algebra 1 exam in June.

### Geometry (2723)

1 credit

Prerequisite: Pass Algebra or Algebra 1B, with teacher recommendation

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 Common Core Geometry 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 Common Core 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, as well as enrichment topics and more in-depth exercises such as solid geometry. The students will take the Common Core Geometry 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 70% on the Common Core Algebra Regents exam and passed the Geometry course with a 70% average.

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 a 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 object that makes use of their ability to make sense of problem situations.

Students will take the Algebra 2 Common Core Regents exam in June.

## 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 Common Core Algebra and Common Core Geometry.

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 Common Core Regents exam in June.

## Intermediate Algebra 2 (2729)

1 credit

Prerequisite: Pass Algebra **and** Geometry

Topics relevant to: Solving quadratic equations, radicals, imaginary numbers, identifying and graphing functions and relations, and logarithms. Students take a local exam in June.

## Pre-Calculus I/Pre-Calculus II (2782)

1 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 may continue with 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 this course.

## CCC Math 106 (Pre-Calculus) (2796)

1 HS credit/3 CCC credits

*Students who are enrolled in CCC Math 106 must have successfully passed the Accuplacer test. Students are required to take and pass the Accuplacer test with a minimum score of 70 in order to become enrolled in CCC Math 106.*

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/determinant methods. Theory of equations including remainder, factor, and DeMoivre's theorem are used to study and help in graphing of equations. Series and sequences (arithmetic and geometric), as well as the binomial theorem and mathematical induction are introduced. Assistance from the Academic Support Center via tutors, filmstrips, audio and video taped lessons and computer-assisted instruction is available for the topics in this course. A scientific calculator is required or software in the microcomputer lab. Course grades are weighted in calculations for honor roll or class ranking purposes.

## CCC Calculus/Calculus (2786) 1 HS credit/CCC 4 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 asked to purchase a graphing calculator for this course. (The graphing calculator is an instrument that can later be used in college chemistry and physics classes). Course grades are weighted in calculations for honor roll or class ranking purposes. There is no cost for the CCC Advantage course, and students will earn four hours of college credit.

## **MATH PROGRAM**

### **AP Calculus** (2785)

*1 HS 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 that students have a score of 85 or better on the Algebra 2 Regents or Common Core exam.

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 entrance examination board will be required. Students will also be asked to purchase a graphing calculator for this course. (The graphing calculator is an instrument that can later be used in college chemistry and physics classes). Students will then continue with additional topics in calculus through June and will complete the program with a local examination or project. Course grades are weighted in calculations for honor roll or class ranking purposes. The cost for the AP class is \$94, and students could earn three hours of college credit and/or meet a college graduation requirement.

### **Math for Financial Applications 1** (2730) *½ credit*

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 to include: data analysis, problem solving, geometry, probability, logic, graphing, statistics and computer skills.

### **Math for Financial Applications 2** (2731) *½ credit*

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 HS credit*

**Prerequisite:** To be considered for enrollment in Statistics, students **must have** successfully completed Algebra 2 or Intermediate Alg and Trig.

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 inferences: 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 services 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

## 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 Science 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 and graphic representation to interpret data.

Upon meeting the requirements of this course, students will take the New York State Regents Examination in Earth Science.

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. Regents Earth Science meets for double periods on alternate days. Students must successfully complete 1200 minutes of lab time.

### 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 of 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 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 The Living Environment. 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 from four New York State required 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.

Enriched Biology Regents 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 Biology Regents will cover all of the same topics described in Regents Biology, but in further depth and detail. Focus of the expanded curriculum is to prepare students for the SAT subject test in Biology. The SAT subject tests are recommended for students achieving above 90 in Enriched Biology AND who plan on attending a selective college. Enriched students take the same NYS Regents exam in The Living Environment and must meet the same lab requirement as Regents Biology. Enriched Biology Regents meets for double and single periods on alternate days.



## SCIENCE PROGRAM

### AP Biology (3640)

*1 credit*

**Prerequisite:** To be considered for enrollment in AP Biology, students must have completed both Regents Biology and Regents Chemistry scoring at least an 85% or above on each respective State Regents Assessment or have obtained a final average of 85% or above in each respective course. Students must also carry a cumulative midyear average of 90% or better in their math/science strand.

**Recommendation:** It is strongly recommended that students enrolling in this college level course have maintained a mid-year average of 90% or better in both Enriched Biology and Enriched Chemistry.

This course is designed to be the equivalent of 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 course). Laboratory work will be an important part of the curriculum and the AP College Board has written 12 labs specifically for this course. All 12 labs (or a version of them) will be performed throughout this course and will be covered on their AP Biology exam.

After showing themselves to be qualified on the AP Exam in Biology, some students, as college freshmen, are permitted to undertake upper-level courses in Biology or register for courses for which Biology is a prerequisite. Other students may have fulfilled a basic requirement for a laboratory science course and will be able to undertake other courses to pursue their major.

The cost for the class is \$94, and students could earn 3 hours of college credit and/or meet a college graduation requirement. Period per day: AP Biology 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 Regents Earth Science or Regents Biology. It's highly recommended that students have successfully completed Algebra or equivalent.

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 requirement 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 prepare students for the SAT II test in Chemistry. 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 midyear 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. There is a cost factor of \$94 or current charges to take the AP Chemistry exam in May.

Period per day: AP Chemistry meets for double and single periods on alternate days.

### Regents Physics (3835)

*1 credit*

Any student with a grade of 90% or better in mathematics and science is strongly encouraged to enroll in Regents Physics.

Regents Physics meets for double periods on alternate days. 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 their arms are to their body? How does a car's air bag cushion you during a crash and reduce chances of injury? Why can you hear things that are around the corner but not see them? What is magnetism and how is it useful in our lives? All have answers based on the 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 Regents Physics include motion, forces, gravity, momentum, energy, waves, sound, light, static electricity, electric current, magnetism, and a brief section on modern physics and subdividing the atom. 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 will take the New York State Regents Examination in Physics.

## **Enriched Physics** (3840) *1 credit*

**Prerequisite:** To qualify for Enriched Physics, students must have a mid-year average of 90 in their mathematics and science courses. Students meeting this requirement are **strongly encouraged** to take Enriched Physics as a part of their preparation for post-secondary education.

**Note:** Please refer to the course description of Regents Physics for a general introduction concerning the course.

Enriched Physics is for students with a high interest in science who wish to challenge themselves and gain a deeper knowledge of Physics. Enriched Physics will extend the course of study in Regents Physics with additional topics, lab work, and more extensive problem solving. New computer simulations are available to help students in school or at home probe further and gain a richer understanding of the behavior of our physical world. Laboratory investigations are designed to complement and reinforce classroom and homework learning activities. Students will take the N.Y.S. Physics Regents examination upon completion of the course.

## **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

## **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 this 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

## **Marine Biology** (3915) ½ year *½ credit*

**Prerequisite:** Regents Biology

This course will study marine life including taxonomic survey from microscopic plankton through marine mammals and birds.

Labs will include:

- Hypertonicity
- Plankton survey
- Coral identification/biology
- Clam dissection
- Shell identification/biology
- Squid dissection
- Anthropod identification/biology
- Chordate lab
- Shark dissection

## 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 ocean 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.

**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

**Prerequisites:** Students will have needed to pass 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 deaths of stars, earth-moon system, space exploration, and the possibility of life beyond Earth.

**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 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 your assigned room, making yourself available to all students, and promote safety in the laboratory.



## 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

1<sup>st</sup> offering: 2015 – 2016 school year

**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

1<sup>st</sup> offering: 2016 - 2017 school year

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

1<sup>st</sup> offering: 2017 - 2018 school year

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

1<sup>st</sup> offering: 2018 – 2019 school year

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.

Prerequisites: Successful completion of a Regents Science course and previous or concurrent enrollment in Enriched or Regents Biology. To be considered for enrollment, students should maintain at least a 90% grade in math and science courses and earn at least a 90% on either the Earth Science Regents exam or Living Environment Regents exam.

**This course is the first in a series of four PLTW courses designed to be taken each year of high school. Due to the agreement the school has to offer the four course series, enrollment preference will be given to 9<sup>th</sup> grade students and space in the course is limited. Regardless of grade level, past academic performance will be a factor when determining which students are assigned to the course.**

In addition, students 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.

**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 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 credits 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).

## **SCIENCE PROGRAM**

**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 21<sup>st</sup> 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

9<sup>th</sup> grade (1525)

1 credit

10<sup>th</sup> 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 student's 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 of Exchange and Encounter
- Middle Ages/Feudalism
- The First Global Age
- An Age of Revolutions

#### Tenth Grade

- A Half Century of Crisis and Achievement
- 20<sup>th</sup> 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 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 (1548) 6 CCC credits/1 AHS credit

Recommendation: Students must 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.

**Before June exams begin, a meeting will be held where students will be given the required summer work. Enrollment in this course is contingent upon the completion of assigned summer work.**

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

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

### 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 next year must meet twice with Mrs. Becker before the end of the current school year and do work over the summer. The first meeting will be at 2:30 in April and the second during local exam week.

In the first meeting you will be given a brief overview of the course and have the requirements explained. The second meeting will last about 1 hour and the following will be distributed: textbook, a course outline, syllabus and summer work. The first marking period assignments will include summer work.

## **SOCIAL STUDIES PROGRAM**

AP United States History is a challenging course taught at a freshman college level. This course is a two-semester survey of the 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 Socratic seminars, presentations, research papers and projects, and the completion of selected readings. The course uses a college textbook and readings will be assigned on a regular basis. Students will also be taught how to take notes on class lectures to help them prepare for college lectures.

Students will take the AP exam in May and the U.S. History/Government Regents exam in June. (There will be a charge for the AP exam).

**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.

**SUPA Economics 203** (1695)  
*½ AHS credit/3 SU Undergraduate credits*  
**Open to Seniors only.**

**\*\*\*Students who register for this course will be billed by Syracuse University. For students who do not register, they will not receive SUPA credit.**

To enroll in this course, a student should have a 90 or better final mid-year average in U.S. History/Government.

The course begins with a presentation of the scientific method, which is then used to analyze the question: How do individuals and societies make choices when they are faced with scarcity? Beginning with the individual in the simplest of situations, a one-person society, the course moves step by step to deliver a model of a complex society based on division of labor and exchange through markets. The process takes students from the microeconomic to the macroeconomic level, emphasizing the connection between these two perspectives. Students examine the benefits, as well as the problems inherent in a market-oriented economy. The course prepares students to analyze and understand the on-going economic policy debate between interventionists and non-interventionists. Economic Ideas and Issues are designed

for students with a liberal arts interest and constitute an introduction to mainstream economic thought. The course is rigorous but not heavily mathematical. Students should understand basic algebra and geometry. More importantly, they should be able to reason. The course provides students with a foundation in mainstream economic thought that can be applied in everyday experience (making personal choices or interpreting events in the news) and in further study in economics or the social sciences. *This course fulfills the Economic decision-making requirement.*

**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. Law in a Free Society 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.

**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 12<sup>th</sup> graders who have successfully passed 10<sup>th</sup> and 11<sup>th</sup> 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.



## SOCIAL STUDIES PROGRAM

**Advanced Government** (1692) *½ credit*  
Open to Seniors only. This course satisfies the NYSED required ½ unit in participatory government.

The general nature of this model follows a format similar to a great issues course. The objectives here are to identify public issues, or issues of great and enduring nature, and place them into the context of both historical and contemporary affairs. Thus, an issue related to local, state or national taxation might be examined for itself, as well as brings to bear the historical nature of federalism as a major constitutional principle, and its foundation in Roman and successive thought relative to the topic.

The teacher will determine major issues to be used in the course, and prepare readings (either as recommended bibliography or as handouts) and develop a procedural outline to be followed. Students may then engage in discussion, (after having done some investigation) for the purpose of understanding the issue in it and various ramifications. The outline might look something like the following:

- I. Public Policy Issues: A Society question involving choices and decisions
- II. Public Issues in American Society
  - a. Identification of the nature of the issue
  - b. Case Studies of the issue
  - c. Discussion of parameters of issue
- III. Examination of the issue
  - a. Historic roots of the issue
  - b. Social scientific aspects of issue
  - c. Previous policy action
- IV. Possible alternatives for action

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

This course provides seniors with a broad general view of major psychological principles and their applications; 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 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*

**Sociology** (1682) *½ credit*

This course is designed to introduce juniors and seniors to sociology as a scientific discipline; 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 European History** (1538) *1 credit*  
Open to Juniors and Seniors only.

Prerequisite: To be considered for enrollment in AP European History, students must have a cumulative midyear average of 90 or better, or a 90 average in their English/Social Studies strand.

Students should have a very strong background in writing skills and vocabulary.

The chronology of European History is investigated within a global context from 1450 through 1990. In this course, students will describe the social, intellectual and political modernization of Europe's changing position in the world. Students will use and analyze primary sources, including documentary materials, maps, statistical tables, and pictorial and graphic evidence to study historical events, and will take notes from printed materials, lectures and discussions, and learn to express themselves orally and in writing with clarity and precision using historical methods.

Students will be taught: 1) to develop an appreciation for the rich cultural contributions made by those who created our Western Heritage 2) to expand the ability to see relationships and distinctions in European political, social, economic, and intellectual history 3) to reveal the problems faced by people at any given time period in history, to relate these problems to the present, to investigate the attempts to find remedies for these problems, and to plot humankind's path to the future, and 4) to develop an awareness of the consequences of European contacts with other areas of the world. Students take the AP exam in May.

## SOCIAL STUDIES PROGRAM

### AP United States Government and Politics (1693) *1 credit*

This 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 committee (PAC's), 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. Basic to this study is an analysis of the workings of the United States Supreme Court and familiarity with its most significant decisions.

### Social Issues Through American Film (1706) *½ credit*

In this course, the great societal and political issues of the 20<sup>th</sup> century, discrimination, the effects of the Depression, immigration, technology, and war (among others) will be examined in a social history context. Additionally, film history and techniques will be examined. Also included in this course will be the effects of film upon American society, with regard to the above-mentioned issues.

### Contemporary World Problems (1708) *½ credit*

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 a 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.

## MUSIC PROGRAM

### Symphonic Band (5659) 1 credit

**Prerequisite:** Previous experience in a major performing organization. Placement will be based on demonstrated performance ability. Students with scheduling conflicts (AP, BOCES etc.) may be scheduled with *permission of the instructor*.

This organization is primarily designed to meet the musical needs of students with *developing* musical ability and technical proficiency on their primary instrument. Music to be performed will be chosen from the standard, as well as contemporary, literature appropriate to the musical maturity of the ensemble. Balanced instrumentation will always be a critical factor in determining placement in any ensemble. Through large group instruction (daily rehearsals) and small group instruction (rotating lessons), students will have the opportunity to further develop the necessary skills to meet the increasing demands of the literature. Students will have the opportunity for personal growth and success through Solo and Small Ensemble performance (NYSSMA). Final evaluations for each marking period will be based upon required attendance and performance during lessons and attendance and participation in all required concert performances. A minimum of three concerts and one parade will be scheduled per year. Additionally, Symphonic Band may represent Auburn High School at selected band festivals and NYSSMA Major Organization Festival whenever deemed appropriate by the Director. Selected students will have the additional opportunity to participate in All-County, Area All-State and/or All-State ensemble festivals. Other performances may be added as scheduling and availability permits. Sufficient advance notice will be given. Attendance at all after-school rehearsals, daily rehearsals, rotating lessons and concepts/performances is required as part of this course.

Students who are members of this ensemble will be eligible to participate in Marching Band (Vanguard) and/or Jazz Ensemble. Auditions may be required for participation.

### Wind Ensemble (5660) 1 credit

**Prerequisite:** Previous experience in a major performing organization. Placement will be based on demonstrated performance ability (NYSSMA Solo, lesson attendance, rehearsal participation, Summative, et. al.). Students with scheduling conflicts (AP, BOCES etc.) may be scheduled with *permission of the instructor*.

This organization is primarily designed to meet the musical needs of students who have *demonstrated a high degree* of musical ability and technical proficiency on their primary instrument. Music to be performed will be chosen from the standard, as well as contemporary, literature appropriate to the musical maturity of the ensemble. Balanced instrumentation will always be a critical factor in determining placement in any

ensemble. Through large group instruction (daily rehearsals) and small group instruction (rotating rehearsals), students will have the opportunity to further develop the necessary skills to meet the increasing demands of the literature. Students will have the opportunity for personal growth and success through Solo and Small Ensemble performance (NYSSMA). Final evaluations for each marking period will be based upon required attendance and performance during lessons and attendance and participation in all required concert performances. A minimum of three concerts and one parade will be scheduled per year. Additionally, Wind Ensemble may represent Auburn High School at selected band festivals and NYSSMA Major Organization Festival whenever deemed appropriate by the Director. Selected students will have the additional opportunity to participate in All-County, Area All-State and/or All-State ensemble festivals. Other performances may be added as scheduling and availability permits. Sufficient advance notice will be given. Attendance at all after-school rehearsals, daily rehearsals, rotating lessons and concerts/performances is required as part of this course.

Students who are members of this ensemble will be eligible to participate in Marching Band (Vanguard) and/or Jazz Ensemble. Auditions may be required for participation.

### Chamber Singers (5687) 1 credit Grades 10-12

**Prerequisite:** Permission of the director and 1 year experience in **Treble or Bass Ensemble**

The Chamber Singers are a small vocal ensemble comprised of the most advanced and motivated singers of the choral program. The music performed by this ensemble is chosen from the entire spectrum of choral music and represents the most advanced choral music for high school level (NYSSMA Level 6). All members of the Chamber Singers are expected to prepare a Level 6 NYSSMA Solo. This ensemble has a minimum of 3 concerts per year and may be asked to participate in a variety of other public performances. Attendance at all after school rehearsals, concerts, and performances is required as part of the course. Regular attendance in lesson rotation is also required.

## MUSIC PROGRAM

### Treble Ensemble (5683)

Grades 9-12

*1 credit*

This ensemble is designed to address the developmental needs specific to the upper voices of the chorus (Soprano, Mezzo-Soprano & Alto) and create a strong foundation for choral singers. It is open to any student, regardless of previous choral experience. Through daily practice and small group lesson rotation, students will develop a strong competence in music reading, vocal production, and stylistic interpretation. All members will be required to prepare a NYSSMA Solo. This ensemble has a minimum of 3 concerts per year and may be asked to participate in a variety of other public performances. Attendance at all after school rehearsals, concerts, and performances is required as part of the course. Regular attendance in lesson rotation is also required.

### Bass Ensemble (5684)

Grades 9-12

*1 credit*

This ensemble is designed to address the developmental needs specific to the lower voices of the chorus (Tenor, Baritone & Bass) and create a strong foundation for choral singers. It is open to any student, regardless of previous choral experience. Through daily practice and small group lesson rotation, students will develop a strong competence in music reading, vocal production, and stylistic interpretation. All members will be required to prepare a NYSSMA Solo. This ensemble has a minimum of 3 concerts per year and may be asked to participate in a variety of other public performances. Attendance at all after school rehearsals, concerts, and performances is a required part of the course. Regular attendance in lesson rotation is also required.

### Orchestra 1 (5661)

Prerequisite: Previous experience and/or instruction in string instrument performance. Placement will be based on performance ability.

*1 credit*

The Auburn High School Orchestra offers the unique opportunity for interested freshmen 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 final 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 music rotating lessons is mandatory.

### Orchestra 2 (5662)

Prerequisite: Previous experience in strong performing organization. Placement will be based on performance ability.

*1 credit*

This organization consists of selected students who demonstrate a high degree of performance ability. Instrumentation balance is also a critical factor in determining openings. Through large group instruction (daily rehearsals) and small group instruction (weekly rotation lessons), students will develop the necessary skills for successful performance of the more difficult masterworks and contemporary orchestra literature. As part of the final evaluation, each student 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 festivals whenever deemed appropriate by the Director. Students will also be expected to participate in appropriate county and state solo and ensemble festivals. Other performances will be 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 this course. Regular attendance at music rotating lessons is mandatory.

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.

### Music Theory I (5710)

Prerequisite: Permission of instructor if not also enrolled in a performance course.

*1 credit*

Music Theory I 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. Music background is required to acquire techniques necessary for use with harmonization, transportation and composition. A final exam will be given.

## **MUSIC PROGRAM**

### **Music Theory II** (5712)

*1 credit*

Prerequisite: Permission of instructor/Music Theory I

Music Theory II is a full-year course 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 I and follows the NYS Standards of Music. Successful completion of Music Theory I course is required. A final exam will be given.

### **CCC Music Theory (MUS105)** (5720)

*3 CCC credits/½ AHS credit*

Prerequisite: Music Theory I

This course is offered through the Cayuga Community College Advantage Program. It is designed as an extension of the skills learned in Music Theory I and 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. This is a ½ year course and is taught in the fall. Students are also encouraged to register for Music Theory II (History). Students will earn 3 college credits upon successful completion.

# ART CLASSES TEACH KIDS TO:

**NURTURE CREATIVITY**  
**Respect others** **OBSERVE**  
*Embrace Diversity* *make connections*  
**ENVISION SOLUTIONS** *understand*  
*dedication*  
**MANAGE TIME** *see another point of view*  
*express themselves* **MAKE DECISIONS**  
**LEARN FROM THEIR MISTAKES**  
*Appreciate Beauty* **Build Confidence**  
**PERSISTENCE** **HAVE AN**  
**OPINION**  
*experiment with materials* *value*  
*aesthetics*  
**Accept Feedback** *communicate* *Self-Evaluate*  
**SOLVE PROBLEMS** **COLLABORATE**  
**BREAK AWAY FROM STEREOTYPES**  
*clean up* **FIND THEIR VOICE**  
*start a dialogue* *Reflect on their work*  
**INNOVATE** *and so much more...*

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, perseverance, 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 Education Partnership at [www.artsedsearch.org](http://www.artsedsearch.org) and sign up for an art class today!!!

## ART EDUCATION

### **Studio in Art Foundations** (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 Foundations

Clay offers endless creative possibilities. Throughout time, artists have been reinventing and renewing the art of ceramics. Studio in clay 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 with 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 Foundations

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 you improve your techniques, and learn about historical and contemporary artists and inspirational 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 simulating 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 and Multimedia Design** (5640)

*Full Year Course*

*1 credit*

**Prerequisite:** Studio in Art Foundations

Students will leave this course with a greater awareness and appreciation for the visual world that surrounds them. They will acquire the ability to manipulate design and illustrate ideas using pictures and images digitally created. They will also leave with a great foundation of techniques and skills for college if they wish to pursue a career related to the field of Design.

In traditional illustration, artist creates two-dimensional images for various companies and industries, such as fashion design, children’s books, magazines, web sites and technical design. In digital illustration, the artist’s use digital tools to produce and manipulate images for a broader spectrum of media platforms like game, cartoon, medical, educational and technical illustration. Multimedia Design is the art of integrating multiple forms of media, or simply put, combining both traditional with digital, to create technical and nontechnical artwork.

This course offers a variety of introductory level experiences in the area of design through topics ranging from Digital Illustration and Photography, Poster Design, Advertisement and Logo Design. Projects will teach students how to create

visual images for stories, concepts or ideas for various publications. They will also design graphics for use in packaging, calendars, cards and stationary. Students will mimic traditional photography techniques like double exposure, brush painting and image overlay and they will learn to use the computer as a drawing aide for logo design. We will use scanners to import images/drawings and print in color for final projects. No previous computer knowledge is required to take this class, but is welcomed. Software programs used in this course are Adobe Photoshop and Adobe Illustrator.

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

This is a second level course, which offers a rich variety of drawing and painting experiences in imaginative, abstract, and real life themes. Pencil, charcoal, pastel, ink, mixed media, and painting media are explored for their expressive potential. Students are encouraged to develop individual strengths. Sketchbook required.

**Studio in Portfolio Preparation** (5600)      *½ credit*

This course is to prepare the student artist for a professional presentation of their work for college admittance or job interview. Letters of reference, digital imagery, and actual art presentation in a professional manner are stressed for student artist success. Note: Suggested for junior year, if possible. Notebook, journal, or sketchbook required.

**Mixed Media** (5636) *½ Year Course*      *½ credit*  
Prerequisite: Studio Art in Art Foundations

This course focuses on the style and process of Visual Journaling. Students are required to purchase a sketchbook/journal, which they will create artwork in. Your book will serve many purposes, such as sketchbook, diary, notebook, dream planner, daily planner, to-do list, doodle pad, etc. Whatever the purpose, the artwork created combines words with images. Often, when words fail, we can best express ourselves through color, line, shape, and imagery. Using a book format, students are able to carry their work with them, making connections between topics, documenting their progress, while getting lost in their own world of creativity and expression. The visual journal is a record of your life with all the experiences and memories thrown into one ever-expanding creative document.

Students will practice using familiar materials in new ways, discovering how to combine and mix materials together such as, but not limited to, watercolor, paint, ink, color, pencil, collage, papermaking, printing, stenciling, and collage.

Assignments are given to challenge the students to think critically about a particular topic, decide how they feel about the topic, then determine how they will apply techniques they have learned to visually communicate how they feel. Students will have the opportunity to articulate their emotions and exercise their artistic freedom. Through this course, students will develop their critical thinking, problem solving, and communication skills, which they can later apply to whatever experience they stumble upon in their journey of life inside and outside of school.

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

Two-Dimensional Design is an advanced level course for students to learn ways to incorporate good design structure and visual organization into their artwork. Projects concentrate on the basic Design Elements and Principles such as Color, Line, Texture, Balance, Movement, Emphasis, Contrast, and Pattern. Students will explore a variety of materials such as paint, collage, ink, marker, color pencil, printmaking, mixed media, and several drawing mediums. A sketchbook is required.

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

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 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. Sketchbook required.



## ART EDUCATION

### **Yearbook** (5658)

*1 credit*

**Prerequisite:** Written 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 composed 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 Foundations; 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 demonstrate weak 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.

# 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](http://Fbla-pbl.org)

- Competitive Events
- Job Shadowing Opportunities
- Charitable Fundraising Events

## **Accounting 1** (6630)

*½ AHS credit*

- **This course may be used towards a 3<sup>rd</sup> 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 3<sup>rd</sup> 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 Receivables
- Simulated Projects using Accounting Software

## **BUS 101 – CCC Principles of Accounting 1** (6640)

*1 AHS credit & 4 college credits*

- **3<sup>rd</sup> 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 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 as a 3<sup>rd</sup> 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
- Percepts 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 3<sup>rd</sup> 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

## **BUS 205 – CCC Business Law 1** (6696)

*½ AHS credit & 3 college credits*

- **This course satisfies the NYSED requirement for ½ unit in participatory government**
- **Open only to junior and senior students interested in studying business**
- **Pending approval**

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

- Civil and Common Law
- Contracts
- Agency and Employment
- Bailments and Personal Property

## HEALTH PROGRAM

### **Health** (9650)

*½ credit*

Health Education is a required course generally offered in 11<sup>th</sup> grade. 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 are 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*

This course provides an in-depth study of the basic problem of maintaining lifelong good health. AV media, panel discussions and individual presentations are used to study the many facets of the course. Topics include all aspects of personal health such as emotional health, drug education, family health, personal fitness, disease, consumer and environmental health.

This course will meet the NYS graduation requirement.

# PHYSICAL EDUCATION PROGRAM

## Physical Education – Adaptive Grades 9-12 (9640)

This is a specialized and individual I.E.P. centered program only for students who have the committee on Special Education's recommended restrictions on physical activity.

## Physical Education Grades 9-12 (9630)

*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.

## NYS Learning Standards for Physical Education

### 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.

*Listed below are Physical Education course offerings for the fall and spring semesters of the 2018-19 school year. They are divided into the categories of Traditional Physical Education, Adventure Education, and Fitness. Please note that specific activities and/or descriptions are listed under each course title.*

*During their four years of high school (8 semesters of PE), students are expected to take at least one semester of Personal Fitness, Adventure Education, and either a Traditional Girls PE or Traditional Boys PE course so as to ensure a well-rounded physical education experience.*

*Students may **NOT** sign up for the same course in both the first and second semesters of the same school year.*

## PE COURSE OFFERINGS FOR 2018-2019

### 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 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 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.

### 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.

### Intro to Adventure Education (Adv. Advent. Ed. Fall)

(9647)

*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 every day 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.

## PHYSICAL EDUCATION PROGRAM

### 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 setting.

### CCC PE 161 (Spring) (9643)     *¼ credit/1 CCC credit* **\*\* Prerequisite: Students must have successfully completed an AHS Foundations of Fitness class prior to enrolling in CCC Wellness Class PE 161.**

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

### Maintaining Wellness (Spring) Coed (9633A)     *¼ credit* **\*\* As a prerequisite to this class, a student must take Foundations of Fitness**

Maintaining Wellness offers students the opportunity to implement their Foundations of Fitness personal fitness plans in our state-of-the-art fitness center. Students will learn ways to achieve different levels of physical fitness, develop their abilities to analyze and problem solve issues related to their personal fitness goals, and learn how to monitor and adjust their fitness plans to achieve optimal physical fitness.

### Traditional Games (Spring) (9648)     *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 racquet sports, team and individual sports, fitness, 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 setting.

Name of Student: \_\_\_\_\_

Grade: \_\_\_\_\_

**FALL SEMESTER**

- 1<sup>st</sup> Choice: PE Course Title \_\_\_\_\_
- 2<sup>nd</sup> Choice: PE Course Title \_\_\_\_\_
- 3<sup>rd</sup> Choice: PE Course Title \_\_\_\_\_

**SPRING SEMESTER**

- 1<sup>st</sup> Choice: PE Course Title \_\_\_\_\_
- 2<sup>nd</sup> Choice: PE Course Title \_\_\_\_\_
- 3<sup>rd</sup> Choice: PE Course Title \_\_\_\_\_

**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. Listed below are PE Classes in which you may participate during the 2018-2019 school year.

- 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.
- Please provide your first, second and third choices above. Your second and third choices will be used in case your first choice is not available.
- The activities listed in each category are exemplars.

**FALL 2018 SEMESTER**

| Course Title:           | Course Title:          | Course Title:                                 | Course Title:                                 | Course Title: Intro to                        |
|-------------------------|------------------------|---|---|---|
| Traditional Girls PE    | Traditional Boys PE    | Foundations of Fitness                        | Foundations of Fitness                        | Adventure Ed                                  |
| ** NOT limited to Girls | ** NOT limited to Boys | Coed  | Coed  | Coed  |
| Tennis                  | Football               | See course offerings for complete description | See course offerings for complete description | See course offerings for complete description |
| Rugby/Ultimate Frisbee  | Tennis                 |   |   |   |
| Field Hockey            | Soccer                 |   |   |   |
| Floor Hockey            | Volleyball             |   |   |   |
| Volleyball              | Basketball             |   |   |   |
| Badminton               | Floor Hockey           |   |   |   |

**SPRING 2019 SEMESTER**

| Course Title:           | Course Title:          | Course Title:  | Course Title:  | Course Title:                     |
|-------------------------|------------------------|--|--|-----------------------------------|
| Traditional Girls PE    | Traditional Boys PE    | Maintaining Wellness   | CCC PE 161   | Traditional Games                 |
| ** NOT limited to Girls | ** NOT limited to Boys | Coed   | Coed   | Coed                              |
| Archery                 | Volleyball             | <b>*Pre-requisite: MUST have passed Foundations of Fitness</b>   | <b>*Pre-requisite: MUST have passed Foundations of Fitness</b> | Snowshoeing/Indoor Racket Archery |
| Rollerblading           | Games Unit             | Cardiovascular and strength training to improve students' fitness levels and overall fitness knowledge |  |                                   |
| Dance                   | Indoor Racket          |  |  |                                   |
| Indoor Racket           | Basketball             |  |  | Rollerblading                     |
| Softball                | Handball/Lax/Frisbee   |  |  | Biking/Volleyball                 |
| Biking                  | Softball               |  |  | Tennis                            |
|                         |                        |  |  | Yard Games/Ultimate Frisbee       |

# **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)**

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 courses 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](http://www.pltw.org)



**IED****Introduction to Engineering Design**

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

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**POE****Principles Of Engineering**

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

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**DE****Digital Electronics**

Use of computer simulation to learn the logic of electronics.

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**CEA****Civil Engineering & Architecture**

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

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**EDD****Engineering Design & Development**

Teams of students, , research, design, and construct solutions to engineering problems.

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# TECHNOLOGY

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

*3 RIT College Credits 3<sup>rd</sup> 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 9<sup>th</sup> or 10<sup>th</sup> grade students. The major focus of the IED course is to expose students to the design process, research and analysis, teamwork, communication methods, global and human impacts, engineering standards and technical documentation.

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

*3 RIT College credits 3<sup>rd</sup> 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 10<sup>th</sup> or 11<sup>th</sup> grade students.

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

*3 RIT College Credits 3<sup>rd</sup> 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 11<sup>th</sup> or 12<sup>th</sup> grade students.

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

*3 RIT College Credits 3<sup>rd</sup> 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.

## **Engineering Design and Development (7672) 1 credit**

*Prerequisites: IED and POE 3<sup>rd</sup> Unit Science Credit*

This is an engineering research course in which students will work in teams to research, design, test and construct a solution to an open-ended engineering problem. The product development life cycle and a design process are used to guide and help the team to reach a solution to the problem. The EDD course allows students to apply all the skills and knowledge learned in previous Project Lead The Way courses. The use of 3D design software helps students design solutions to the problem their team has chosen. This course also engages students in time management and teamwork skills, a valuable set for students in the future. This course is designed for 12<sup>th</sup> grade students.

# 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 a 3<sup>rd</sup> 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 a 3<sup>rd</sup> 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 a 3<sup>rd</sup> 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

## **Transportation Systems (7678)**

**½ credit**

*Can be applied towards a 3<sup>rd</sup> 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 3<sup>rd</sup> 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 Photography 1 (7660)**

**½ credit**

*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 Photography 2 (7662)**

**½ credit**

*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

## **Multimedia and Communication Systems (7601)**

*½ credit*

- How multimedia is used in today's world to share ideas and thoughts
- Picture and Photographic editing
- Video Editing and Movie Making
- File Sharing and Uploading
- Resume/Portfolio Creation
- Google Drive and Google Applications
- Website Design and Creation
- Multimedia printing and sharing

## **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 Discovery (7693) (\*pending approval 2017-18)**

*½ credit*

*Can be applied towards a 3<sup>rd</sup> 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 Principles (7694) (\*pending approval 2017-18)**

*½ credit*

*Can be applied towards a 3<sup>rd</sup> Unit Math Credit*

*Prerequisite: Computer Science Discovery*

- 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
- Databases and Using Data in your apps

# TECHNOLOGY

## **Technical Drawing (7550) (\*pending 2017-18)**

***½ credit***

- Introduction to drafting and careers
- Develop abilities to plan and solve problems
- Express yourself through drawings understood in a technological world
- Drawing tools, techniques, processes used to share ideas
- Sketching, drafting techniques and equipment
- Geometric construction, multi-view drawings, dimensioning
- Important in order to progress from basics of manual drafting to advanced software

## **Architectural Drawing (7655) (\*pending 2017-18)**

***½ credit***

*Prerequisite: Technical Drawing*

- Careers in architecture, art, and design
- Study of home and building designs, planning, and construction
- Development of drawing skills used to share plans
- Use of three-dimensional software to transfer drawings to digital media
- Design, drawing, and sharing of student plans and ideas for real-world commercial and residential buildings and plan

## Child Psychology & Development I (7641) *½ credit* Child Psychology & Development II (7642) *½ credit*

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 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 and storage spaces, 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 ethics 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 1<sup>st</sup> year and 2<sup>nd</sup> year Child Psychology & Development students. In addition, students will construct resumes and finalize e-portfolios to help prepare them for gainful employment after high school graduation. 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 GRADES 11-12 *3 CCC credits/½ AHS credit*

The subject of this class is **SUCCESS**...what success is for you personally and how you can achieve it. In this course, you will learn many proven strategies for creating greater academic, professional, and personal success. This 3 credit course is designed to assist high school and first year college students in their transition to college-level work by learning proven strategies for creating greater academic, professional, and personal success. Students will be provided with the tools necessary to take personal responsibility for their success while encouraging student interest in promoting self-awareness and self-concept, personal development and academic success. Through articles, guided journals, and case studies in critical thinking and assessment, the course will encourage students to participate in a community of learners, to strengthen their own critical thinking skills, and to communicate more effectively both orally and in writing. \*\* Field trips are a component of this course.

## Cooperative Education Program

Cooperative Education Advisor: Mrs. Julie Liccione

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?

## **FAMILY & CONSUMER SCIENCE EDUCATION**

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 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.*

Students MUST be currently enrolled in CAY101 Foundations for College Success, scheduled to take CAY101, or have successfully completed CAY101.

NOTE: Make an appointment with school counselors to make sure you are on pace for graduation and that the Cooperative Education Program and CAY101 will fit into your schedule. See the Cooperative Education Advisor for current listing of businesses hiring AHS student interns, as well as job descriptions.



## EXCEPTIONAL EDUCATION

### Resource (9529, 9530, 9531)

*0 credit*

This service is for the purpose of supplementing the regular classroom instruction. Each student will receive not 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.

### Structured Study Hall (9515)

*0 credit*

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

### English Lab (0520)

*0 credit*

English Lab will provide additional support and practice for students enrolled in a credit bearing English course. A specially designed reading program will be presented. Instructional time will also be used to reteach and review concepts. Individual focus will be provided based on student's needs.

### Math Lab (2517)

*0 credit*

Math Lab will provide additional support and practice for students enrolled in a credit bearing math course. Instructional time will be used to reteach and review concepts. Individual focus will be provided based on the student's needs.

### Career Management I (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 11<sup>th</sup> and 12<sup>th</sup> grade students; 10<sup>th</sup> 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 11<sup>th</sup> and 12<sup>th</sup> graders; 10<sup>th</sup> graders if room available.

Career Mgt. is not a prerequisite.

### Health and Wellness (9655)

*1 credit*

Health concepts and principles are taught, as well as the application of these principles to daily life. Topics covered include treatment and prevention of illnesses, use of medications, seeking medical care, basic first aid and living healthy. For 10<sup>th</sup>, 11<sup>th</sup>, and 12<sup>th</sup> grade students.

# Cayuga-Onondaga BOCES

## Regional Education Center

**\*ANYONE INTERESTED IN ATTENDING A CAREER/TECHNICAL PROGRAM,  
PLEASE SEE COUNSELOR BEFORE FEBRUARY 9, 2018**

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

The REC will assist students in reaching their goals by helping them develop the necessary skills for success in college and the workplace. Students will learn technical skills as well as effective communication, analytical and problem solving skills.

Students receive personal and academic support in their career and technical programs from the administration, the counseling department, instructors, and other staff members. In addition, the AOC 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 pass a nationally accredited exam in order to receive technical recognition on their diploma. The exam is a national test and is given at the end of the two-year program.

### **Frequency Asked Questions:**

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

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

#### How do you enroll?

Most students enroll through their high school counseling department; some students choose to visit the REC with their parents prior to enrolling. For information about our programs, speak to your school counselor or call 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.

What type of support and other services does the REC offer?

### **Counseling and Student Services**

The Counseling Office provides supportive counseling and academic advisement to all secondary education students. Our counselor serves as a liaison between counseling departments, students and their parents.

### **Internships-Experience That Works**

Internships provide a smooth transition from the classroom to the world of work. Two important features that distinguish internships from traditional classroom teaching are:

- Students perform real work in an employment setting
- The teacher/mentor demonstrates and coaches rather than telling how to complete a task

## **Career and Technical Education Programs**

### **Applied Electrical Technology**

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, will learn electrical codes and their interpretations and the proper installation of PVC conduit. Students will also be introduced to renewable and alternate energy sources. Students in this program have the opportunity to add to their credentials the **NCCER Certification** (National Center for Construction Education & Research), an industry-wide accepted certification.

### **Auto Body Technician**

This program will prepare students for employment in the auto 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**

This 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. Students in the Automotive Technology Program have the opportunity to add to their credentials the **ASE Certification** (Automotive Service Excellence Certification), an industry-wide accepted certification.

### **Computer Systems & Network Administration**

Students in the first year of the program will focus on basic PC repair and troubleshooting. They will also learn proper computer help desk and technician skills. During the second year, students 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 today. Students have the opportunity to add to their credentials the **CompTIA A+** certification in the first year, and **Network +** in the second year, both industry-wide accepted certifications.

### **Construction & Building Trades**

In the Construction & Building Trades Program, students will learn everything from foundation-forming to interior finish. The program includes masonry, which enhances 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. Students in this program have the opportunity to add to their credentials the **NCCER Certification** (National Center for Construction Education & Research), an industry-wide accepted certification.

### **Cosmetology**

Cosmetology is a demanding career that requires a wide range of skills. Students attend the Cosmetology program for two years, including a 20-day summer session, to satisfy the 1000 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 clinic open to members of the community provides students with real life experience in their field. This program prepares students for the New York State Licensing Exam.

### **Criminal Justice**

The Criminal Justice program is a 2 year program which prepares students for careers in security, law enforcement and the legal fields. The curriculum includes extensive preparation in all aspects of law enforcement, including corrections, social services, probation, police investigative work and pre-law studies. In addition to academics, students will engage in hands-on learning such as fingerprinting, handcuffing, criminal take-down tactical training, self-defense, investigating crime scenes, crowd and traffic control. Students will also have the opportunity to receive college credits through Cayuga Community College in Criminal Justice, CPR/First Aid for First Responders, and participate in an assigned counsel program.

### **Culinary Arts**

In this program, students will learn everything from cooking to catering. In addition, students will gain management skills needed to succeed in the food industry. This industry is one of the largest employers in the country. There are many opportunities for people with all levels of food preparation skills. The Culinary Arts program teaches skills in menu planning, cooking, baking and catering techniques, as well as restaurant management. Students learn in a commercial kitchen where they prepare lunches, buffets and banquets during the year. Students also use the program as a path to college.

### **Early Childhood Education**

The focus of Early Childhood Education 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 area schools.

Students will also be able to work hands-on in our campus day care facility. The ECE program 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 Office of Children and Family Services; the Director of Health and the Department of Mental Health through their experience and course study. This program prepares students for post-secondary study for many professions in education such as teacher, guidance counselor, speech therapist, caseworker, and principal.

### **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 going through the process of starting a small business.

### **Graphic Design & New Media**

The Graphic Design and New Media program has been developed to offer high school juniors and seniors broad based instruction and intensive applied learning experiences in visual communications field. 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 our program with a portfolio that demonstrates artistic and technical competency. This portfolio will have a web and 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 experience. 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 their senior year also take a unit on phlebotomy, which provides knowledge and skills necessary to draw blood specimens from veins.

### **Heavy Equipment Repair and Operation**

In the Heavy Equipment Repair and Operation Program, 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. Students will also learn to operate and repair loaders, dozers, graders and backhoes. Additional information about transit work, road and foundation layouts and measurements are included. Students in this program have the opportunity to add to their credentials the **ASE Certification** (Automotive Service Excellence Certification) and **NCCER Certification** (National Center for Construction Education & Research); both industry-wide accepted certifications.

### **Machining & Welding**

This program is a unique blend of two professions. The goal of this program is to help students develop job readiness skills relative to the welding and machining occupations. During the first year, students learn the basic theory and skills of both welding and machining. Measurement, blueprint reading, layout, machine setup and operation of various types of welders and machines are all studied and applied. Second year students have the opportunity to specialize in either the machining or welding portion of the program. In welding, students will focus on different types of welding procedures, as well as basic redesign and fabrication skills using pipe benders, rollers, brakes and shears. In machining, students

design and fabrication skills using pipe benders, rollers, brakes and shears. In machining, 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**

In the Outdoor Power Equipment and Powersports Technology Program, students will learn the skills necessary to work on a variety of equipment ranging from small 2-cycle chain saws to large V-8 marine engines. Students perform live work on customer equipment and learn all engine parts and procedures from tear-down to reassembly. Students in this program have the opportunity to add to their credentials the **EETC Certification** (Equipment & Engine Training Council Technician Certification), an industry-wide accepted certification.

### **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 agri-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. This program is designed for the development of critical thinking and shared decision-making skills.

### **Work-Based Learning Experiences/Job Placement** (CTS)

Work-Based Learning experiences are conducted in both the workplace and classroom, and give students an opportunity to apply academic skills to real work situations. Work-Based Learning is an important part of transition planning and provides occasions for meaningful career exploration. One type of Work-Based Learning is job placements in the community. These assignments afford students with disabilities the opportunity to train in age-appropriate, integrated community businesses in order to learn desired work behaviors. Student performance is assessed and skills and interests are determined. Work-Based Learning experiences count toward the required hours mandated for the NYS CDOS Commencement Credential.

## **Cayuga-Onondaga BOCES Career and Technical Education Support Programs**

The **Career and Technical Support (CTS) Programs** are for students who require extra support in CTE programs or need specially designed classes. Participation will count toward Work Based Learning hours and demonstrate evidence of Commencement Level CDOS standards.

**Food Industry:** Food Prep, Dishwashing, Fast Food Prep, Bussing, Waiting, and Hosting and employment related soft skills are addressed. Culinary Arts program provides the opportunity to practice skills.

**Trades: Mechanics/Construction:** Offers two years in the area of basic construction, general mechanics, and employment related soft-skills.

## **New Visions Medical Professions**

### **Career Exploration Programs**

**“Where Communities Become Classrooms”**

Today, students are entering a world where professional knowledge is changing more rapidly than any other time in our history. Learning how to learn and access current professional information has become a skill in itself. To rise to this challenge, our educational settings are beginning a transformation that focuses on relevancy while attaining real world standards. Through the development of the Professional Careers Program at the Cayuga-Onondaga BOCES, authentic professional settings take the place of traditional classrooms creating exciting learning environments while providing lessons in career specific areas. This New Vision redefines the teaching-learning process and broadens providing lessons in career specific areas. This New Vision redefines the teaching-learning process and broadens instructional resources. While enrolled in the New Visions Program, students will spend the morning at their component high school attending chosen classes. Students will then attend their New Visions Program from 10:00 a.m. to 2:00 p.m. Students also have the opportunity to earn a total of (9) nine college credits. This results in an actual college transcript that the students may apply toward his/her college choice. Students enrolled in these programs may also receive high school credits from their component high schools that will be part of their graduation requirements.

The New Visions Medical Professions Program is a challenging option for 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 departments in these facilities, 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 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.

## Cayuga Advantage Courses at the BOCES Regional Education Center

### Applied Electrical Technology

*CAY 101 – College Success – 3 credits (2<sup>nd</sup> year – all year)*

### Computer Systems & Network Administration

*CS 080 – Microcomputer Maintenance – 1 credit (1<sup>st</sup> year – spring)*

*CS 225 – Intro to Local Area Networks – 3 credits (2<sup>nd</sup> year – spring)*

*GIS 225 – Intro to Geographical Information Systems – 1 credit (2<sup>nd</sup> year – spring)*

### Cosmetology

*BUS 160 – Small Business Management – 3 credits (2<sup>nd</sup> year – spring)*

*CAY 101 – College Success – 3 credits (2<sup>nd</sup> year – all year)*

### Criminal Justice

*CJ 111 – Introduction to Justice Systems – 3 credits (2<sup>nd</sup> year – fall)*

*CAY 101 – College Success – 3 credits (1<sup>st</sup> year – all year)*

### Culinary Arts

*CULA 100 – Food Safety and Sanitation – 3 credits (1<sup>st</sup> year – all year)*

*CULA 101 – Culinary Methods & Techniques – 3 credits (1<sup>st</sup> year – all year)*

*CULA 102 – Culinary Methods & Techniques – 3 credits (2<sup>nd</sup> year – all year)*

### Emerging Careers in Commerce

*CS 055 – Introduction to Word for Windows – 1 credit (1<sup>st</sup> year – fall)*

*CS 056 – Intermediate Word for Windows - 1 credit (1<sup>st</sup> year – spring)*

*BUS 105 – Business Mathematics – 3 credits (1<sup>st</sup> year spring)*

*CS 025 – Electronic Spreadsheets – 1 credit (2<sup>nd</sup> year – fall)*

*BUS 106 – Consumer Mathematics – 3 credit (2<sup>nd</sup> year – spring)*

*CAY 101 – College Success – 3 credits (2<sup>nd</sup> year – all year)*

### Graphic Design & New Media

*TELCOM 170 – Introduction to Interactive Techniques – 3 credits (2<sup>nd</sup> year – spring)*

*TELCOM 150 – Photography: Digital Imaging & Visual Communication – 3 credits (2<sup>nd</sup> year – spring)*

*TELCOM 180 – Video Field Production – 3 credits (2<sup>nd</sup> year – spring)*

*CAY 101 – College Success – 3 credits (1<sup>st</sup> year – all year)*

### Health Related Occupations

*CAY 101 – College Success – 3 credits (2<sup>nd</sup> year – all year)*

### Machining & Welding

*ENGR 103 – Manufacturing Materials & Processes – 3 credits (2<sup>nd</sup> year – spring)*

### Plant, Animal & Life Sciences

*BUS 103 – Intro to Business – 3 credits (2<sup>nd</sup> year – spring)*

*CAY 101 – College Success – 3 credits (2<sup>nd</sup> year – all year)*

### New Visions Medical Professions

*ENGL 101 – Freshman English I – 3 credits (fall)*

*ENGL 102 – Freshman English II – 3 credits (spring)*

*ENGL 221 – Effective Speech/Public Address – 3 credits (spring)*

The Cayuga-Onondaga Counties Board of Cooperative Educational Services (BOCES) does not discriminate on the basis of race, color, creed, national origin, political affiliation, sex, age, marital or veteran status, or disability in its programs, activities and employment and provides equal access to the Boy Scouts and other designated youth groups.



**CAYUGA COMMUNITY COLLEGE (CCC)**

|   |                               |
|---|-------------------------------|
| Essentials of Art (ART 103)                     | CCC-3 credits; AHS-1/2 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 |
| Business Law I (BUS 205)                        | 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 |
| Health 104 (HLTH 104)                           | CCC-3 credits; AHS-1/2 credit |
| Calculus (MATH 108)                             | CCC-4 credits; AHS-1 credit   |
| Pre-Calculus (MATH 106)                         | CCC-3 credits; AHS-1 credit   |
| Spanish 103 (SPAN 103)                          | CCC-3 credits; AHS-1 credit   |
| Spanish 104 (SPAN 104)                          | CCC-3 credits; AHS-1 credit   |
| Italian 103 (ITAL 103)                          | CCC-3 credits; AHS-1 credit   |
| Italian 104 (ITAL 104)                          | CCC-3 credits; AHS-1 credit   |
| American History 104 and 105 (HIST 104 and 105) | CCC-6 credits; AHS-1 credit   |
| Wellness Center I (PE 161)                      | CCC-1 credit; AHS-1/4 credit  |
| Foundations for College Success (CAY 101)       | CCC-3 credits; AHS-1/2 credit |
| Music Theory (MUS 105)                          | CCC-3 credits; AHS-1/2 credit |

**SYRACUSE UNIVERSITY PROJECT ADVANCE (SUPA)**

|                                      |                              |                               |
|--------------------------------------|------------------------------|-------------------------------|
| Economic Ideas and Issues (Econ 203) | SUPA-3 credits; AHS-1 credit | Approx. \$110 per credit hour |
|--------------------------------------|------------------------------|-------------------------------|

**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 |   |

**MISSOURI UNIVERSITY OF SCIENCE AND TECHNOLOGY (MST) – Project Lead the Way**

|                                   |                             |   |
|-----------------------------------|-----------------------------|---|
| Principles of Biomedical Sciences | MST-3 credits; AHS-1 credit | Cost of approximately \$250 for each course; must earn an 80% course average and 6 or higher (out of 10) on the college exam. |
| Human Body Systems                | MST-3 credits; AHS-1 credit |   |
| Medical Interventions             | MST-3 credits; AHS-1 credit |   |
| Biomedical Innovation             | MST-3 credits; AHS-1 credit |   |

**ADVANCED PLACEMENT PROGRAM (AP)**

|                          |   |
|--------------------------|---|
| AP European History      | Examination fee of approximately \$94; scored by Board of Examiners at College Board; may receive advanced placement, credit, or both, in college; each exam is given overall grade on a 5-point AP scale (see page 12 of course guide) |
| AP United States History |   |
| AP World History         |   |
| AP Biology               |   |
| AP Calculus              |   |
| AP English (Literature)  |   |
| AP Chemistry             |   |
| AP Government            |   |

**NOTE:** For all collegial partnerships, no auditing of course is accepted and students must pay for credits in advance.  
 Payment due date: **Friday, May 11<sup>th</sup>**