

# Paul V Moore Course Description Booklet

*Central School District Mission Statement:*

*To Empower all students to excel as citizens in a changing world*

## **Paul V Moore Course Selection List**

[ART DEPARTMENT](#)

[BUSINESS DEPARTMENT](#)

[CAREER EXPLORATION](#)

[ENGLISH DEPARTMENT](#)

[FOREIGN LANGUAGE DEPARTMENT](#)

[MATH DEPARTMENT](#)

[MUSIC DEPARTMENT](#)

[PE/HEALTH DEPARTMENT](#)

[SCIENCE DEPARTMENT](#)

[SOCIAL STUDIES DEPARTMENT](#)

[TECHNOLOGY DEPARTMENT](#)

[DISTANCE LEARNING and ONLINE COURSES](#)

Through meetings with your counselor, visits to the Career Center and course offerings, Paul V Moore High School will assist you in identifying a Career Cluster that best fits your interests.

Architecture & Construction	Education & Training	Human Services	Manufacturing
Agriculture, Food & Natural Resources	Finance	Hospitality & Tourism	Marketing
Arts, A/V, Technology & Communication	Government & Public Administration	Information Technology	Science, Technology, Engineering & Math
Business Management & Administration	Health Science	Law, Public Safety, Corrections & Security	Transportation, Distribution & Logistics

## Attributes and Competencies of a Central Square Learner

*The College and Career Readiness Committee has identified the attributes and competencies of a Central Square Learner. In the course descriptions, each course has highlighted which 3 attributes are a focus for the class.*

### Effective Communicator and Collaborator - *Central Square Learner will be able to:*

Communicate effectively	Be an active listener
Accept feedback	Have a growth mindset
Resolve conflicts	Be a team player
Be well-organized	Be able to learn & work in an interconnected digital world
Be a confident decision maker	

### Innovative and Critical Thinker - *Central Square Learner will be able to:*

Solve problems	Take risks
Use their resources to construct knowledge	Assess & analyze information
Reflect on their actions	Self-manage

**Emotionally Intelligent**

• ***Central Square Learner will be able to demonstrate:***

- Strength of character
- Grit/perseverance
- Adaptability
- Self-awareness
- Empathy
- Physical and emotional balance
- Inquisitiveness
- Resilience
- Respectfulness

**Contributing Citizen**

• ***Central Square Learner will be able to demonstrate that they are:***

- Ethical
- Informed
- Productive
- Culturally aware
- Civic minded
- Fiscally informed/responsible
- Accountable for their actions

Leverage technology to improve practices	Ask higher level questions
	Be innovative & creative

**Emotionally Intelligent - *Central Square Learner will be able to demonstrate:***

Strength of character	Grit/perseverance	Adaptability
Self-awareness	Empathy	Inquisitiveness
Physical & emotional balance	Resilience	Respectfulness

**Contributing Citizen - *Central Square Learner will be able to demonstrate that they are:***

Ethical	Informed	Productive	Culturally aware
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Civic minded	Fiscally informed/responsible	Accountable for their actions
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### **Counseling Department**

The primary goal of the school counseling program is to support and enhance student learning. Counseling services promote school success through a focus on academic achievement, prevention and intervention activities, advocacy, social/emotional support, referral, and career development.

The school counselor is a certified professional educator who provides services to students, teachers, parents, administrators, other school staff, and members of the community as an integral part of a comprehensive education program. Counseling is a process of helping people. Through this process, school counselors promote the academic, college & career, and personal/social development of all students.

At Paul V. Moore High School, students are assigned to their counselor by the first letters of their last name. Students will have the same counselor for grades 9 through 12, according to the breakdown below. The counselor will assist in developing a student's high school program of study designed to meet the requirements for graduation and educational and career goals.

<b>Counselors</b>	<b>Student Last Name beginning with...</b>
Mrs. Elizabeth Sorbello	A-C
Mr. Mitchell Brousseau	D-Hn
Mr. James Petrella	Ho - Mn
Mr. Timothy Wales	Mo- Se
Mrs. Elizabeth Kring	Sf - Z

**PVM High School Counseling Department**

44 School Drive, Central Square, NY 13036  
315.668.4231 (phone)  
315.668.4332 (fax)  
CEEB/School Code: 331295

**Director of Counseling and Pathways to Success:**

Kristin Enright

**Counseling Department Support Staff:**

Becky McLaughlin, Kristina Woodridge, Nicole O'Reilly

## Dual Enrollment Courses *Worth high school and college credit*

Name of PVM Course	HS Credit	Name of College Course	College Credit
<b>Cayuga Community College</b>		<b>No Cost</b>	
CCC-Foundations for College Success -Cayuga 101	0.5	Cayuga 101 Foundations for College Success	3
CCC-Physical Geology/Earth Science Honors	1	Geology 110 Physical Geology	3
CCC-Biological Principles I & II	1	Biology 103/104 Biological Principles I/II	8
CCC-Computer Aided Design-CAD	1	ENG 126 Computer Aided Design	3
CCC-Introduction to Drawing & Painting	1	ART 103 Essential of Art	3
CCC-Advanced Drawing & Painting Studio	1	ART 104 Painting Studio I	3
CCC-Computer Graphics: Illustrator	.5	ART 215 Computer Graphics: Illustrator	3
CCC-Photoshop	.5	ART 252 Photoshop	3
CCC- Principles of Accounting	1	BUS 101 Principles of Accounting I	3
CCC-Marketing	1	BUS 204 Marketing	3
CCC-Microcomputer Applications Software	1	BUS 225 Microcomputer Applications Software	3

CCC-Business Law I	1	BUS 205 Business Law I	3
<b>Onondaga Community College</b>		<b>No Cost</b>	
OCC-Pre-Calculus with Trigonometry	1	MAT 143 Pre-Calculus with Trigonometry	4
OCC-Exploring Statistics	1	MAT 118 Exploring Statistics	3
OCC-Freshman Composition & Literature	1	ENG 103 Freshman Composition & Literature	3
OCC-General Physics I	1	PHY 103 General Physics I	3
<b>SUNY Oswego</b>		<b>Approximately \$175 Each Course</b>	
SUNY-French IV	1	French 201	3

SUNY-French V	1	French 202	3
SUNY-Spanish IV	1	Spanish 201	3
SUNY-Spanish V	1	Spanish 202	3
<b>Name of PVM Course</b>		<b>Name of College Course</b>	
<b>Syracuse University Project Advance</b>		<b>Approximately \$115/credit hour</b>	
SUPA-General Biology	1	BIO 121/123/124 General Biology	8
SUPA-Calculus I	1	MAT 295 Calculus I	4
SUPA-Forensic Science	1	CHE 113 Forensic Science	4
SUPA-Psych-Foundations of Human Behavior	1	PSY 205 Foundations of Human Behavior	3
<b>College Boards AP</b>		<b>Exams Cost Approximately \$94</b>	<b>Credit Hrs.</b>
AP Chemistry	1	AP Chemistry	3 Possible
AP World History	1	AP World History	6 Possible

AP US History	1	AP US History	6 Possible
AP US Government & Politics	1	AP US Government & Politics	3 Possible

<b>Distance Learning through CiTi-Center for Instruction, Technology &amp; Innovation, CCC Cayuga Community College and OCC-Onondaga Community College</b>			
<b>Interactive Video Courses Live Anticipated Courses being offered for the 2020-2021 School Year</b>	<b>HS Credit</b>	<b>2020-2021 School Year Offering See School Counselor for Class Schedules</b>	<b>College Credit</b>
CJ 111 CCC - Introduction to Justice Systems	1	Fall 2020-21	3
ASL 101 OCC - American Sign Language I	1	Fall 2020-21	3
BIO 103 CCC – General Biology I	1	Fall 2020-21	4
ANT 152 OCC - Introduction to Cultural Anthropology	1	Fall 2020-21	3
PHI 103 OCC - Critical Thinking	1	Fall 2020-21	3
PSY 101 CCC – Introductory Psychology	1	Fall 2020-21	3
SOC 101 CCC - Introductory Sociology	1	Fall 2020-21	3
CJ 220 CCC - Criminology	1	Spring 2020-21	3
ASL 102 OCC - American Sign Language II	1	Spring 2020-21	3
BIO 104 CCC – General Biology II	1	Spring 2020-21	4
PHI 108 OCC - Ethics	1	Spring 2020-21	3
COM 210 OCC - Public Speaking	1	Spring 2020-21	3
PSY 101 CCC - Introductory Psychology	1	Spring 2020-21	3

<b>Online Courses Anticipated Courses being offered for the 2020-2021 School Year</b>	<b>HS Credit</b>	<b>2020-2021 School Year Offering See School Counselor for Class Schedules</b>	<b>College Credit</b>
COMM 130 CCC - Human Communication	1	Fall 2020-21 Online	3
PSY 101 CCC - Introductory Psychology	1	Fall 2020-21 Online	3
SOC 101 CCC - Introductory Sociology	1	Spring 2020-21 Online	3
ECON 102 CCC – Personal Finance	1	Spring 2020-21 Online	3
CS 235 CCC - Web Page Design and Development	1	Spring 2020-21 Online	3

Distance Learning through CiTi-Center for Instruction, Technology & Innovation,  
CCC-Cayuga Community College and OCC-Onondaga Community College--**CONTINUED**

<b>Online Courses Anticipated Courses being offered for the 2020-2021 School Year</b>	<b>HS Credit</b>	<b>2020-2021 School Year Offering See School Counselor for Class Schedules</b>	<b>College Credit</b>
Bio 209 CCC - Nutrition ONLINE	1	2020-21 Intersession Fall-Spring	3
HLTH 104 CCC - Personal Health ONLINE	1	2020-21 Intersession Fall-Spring	3
BIO 229 CCC - Nutrition ONLINE	1	Summer 2021 Online	3
HLTH 104 CCC - Personal Health ONLINE	1	Summer 2021 Online	3



## COURSES LISTING

*\*\*\*Eligible for college credit / DL-Distance Learning*

### **ART DEPARTMENT**

Studio in Art  
Studio in Art II  
3 D Art  
Jewelry I  
Jewelry II  
Ceramics 1  
Ceramics 2  
Advanced Ceramics  
Graphic Design Studio  
Digital Photography I  
Digital Photography II  
Advanced Photography  
Yearbook  
Art Portfolio  
CCC-Introduction to Drawing & Painting\*\*\*  
CCC-Advanced Drawing & Painting Studio\*\*\*  
CCC-Computer Graphics: Illustrator\*\*\*  
CCC-Photoshop\*\*\*

### **FOREIGN LANGUAGE**

DL/OCC-American Sign Language I\*\*\*  
DL/OCC-American Sign Language II\*\*\*  
French I  
French II  
French III  
SUNY-French IV\*\*\*  
SUNY-French V\*\*\*  
German III  
Spanish I  
Spanish II  
Spanish III  
SUNY-Spanish IV\*\*\*  
SUNY-Spanish V\*\*

### **PHYSICAL EDUCATION/HEALTH**

Physical Education  
Health  
DL/CCC-Personal Health ONLINE\*\*\*

### **BUSINESS**

Web Design  
Video Game Design  
Google Apps for High School (formally, Computer for U)  
Smart Money  
Accounting I  
Introduction to Business  
Business Ownership and Development  
Sports and Entertainment Marketing  
Social Media in Business  
CCC-Marketing \*\*\*  
CCC-Law and Order I\*\*\*  
CCC-Principles of Accounting \*\*\*  
CCC-Microcomputer Applications\*\*\*  
DL/CCC-Web Page Design and Development  
ONLINE\*\*\*

### **CAREER EXPLORATION**

The Career Experience  
College & Career Preparation  
Career Exploration Internship Program

### **ENGLISH**

Reading and Writing  
English 9  
English 9 Honors  
English 10  
English 10 Honors  
English 11  
English 11 Honors  
Drama  
Speech Communication  
Creative Writing  
English 12  
CCC-Freshman Composition & Literature I\*\*\*

**SCIENCE**

Environmental Science  
Earth Science Regents  
Living Environment (Regents Biology)  
Regents Chemistry  
Meteorology  
Geology  
Applied Chemistry  
Applied Physics  
Anatomy & Physiology  
CCC-Physical Geology/Honors Earth Science\*\*\*  
CCC-Biological Principles I & II\*\*\*  
AP Chemistry\*\*\*  
OCC-General Physics I\*\*\*  
SUPA General Biology \*\*\*  
SUPA-College Forensic Science\*\*\*  
DL/CCC-General Biology I\*\*\*  
DL/CCC-General Biology II\*\*\*  
DL/CCC-Nutrition ONLINE\*\*\*

**SOCIAL STUDIES**

Global 9  
Global 9 Honors  
Global 10  
United States History and Government  
Participation in Government  
Economics  
Sociology  
Psychology  
AP United States History\*\*\*  
AP United States Government and Politics\*\*\*  
AP World History\*\*\*  
DL/CCC-Introductory Psychology & ONLINE\*\*\*  
DL/CCC-Introductory Sociology & ONLINE\*\*\*  
DL/CCC-Introduction to Justice System\*\*\*  
DL/CCC-Criminology\*\*\*  
DL/CCC-Personal Finance ONLINE\*\*\*  
DL/OCC-Ethics \*\*\*  
DL/OCC Critical Thinking\*\*\*  
DL/OCC Cultural Anthropology\*\*\*

CCC-Foundations for College Success (Cayuga 101)\*\*\*  
DL/CCC-Human Communication ONLINE\*\*\*  
DL/OCC-Public Speaking\*\*\*

**MATH**

Algebra IA  
Algebra IB  
Algebra I  
Fundamentals of Geometry  
Geometry  
Geometry Honors  
Intermediate Algebra  
Algebra II  
Algebra II Honors  
Consumer Finance  
Personal Finance  
OCC- Exploring Statistics\*\*\*  
OCC-Pre-Calculus with Trigonometry \*\*\*  
SUPA Calculus I \*\*\*

**MUSIC**

Symphonic Band  
Wind Ensemble  
Music in Our Lives  
Music Theory I  
Music Theory II  
Vocal Jazz Ensemble Concert  
Chorale

**TECHNOLOGY**

Production Systems (Basic Woodworking)  
Manufacturing Productions II (Mass Production Woodworking)  
Video Editing and Creation  
Design and Drawing for Production  
Automotive Repair and Maintenance - Transportation Land  
Small Engine Repair - Transportation Systems  
Foundations of Technology and Engineering  
Residential Structures (Construction)  
Engineering Theory and Applications  
Electricity and Electronics  
CCC-Computer Aided Drafting CAD\*

# ART DEPARTMENT

## [Course Selection List](#)

### [ART DEPARTMENT](#)

[Studio in Art](#)

[Studio in Art II](#)

[3 D Art](#)

[Jewelry I](#)

[Jewelry II](#)

[Ceramics I](#)

[Ceramics II](#)

[Advanced Ceramics](#)

[Graphic Design Studio](#)

[Digital Photography I](#)

[Digital Photography II](#)

[Advanced Digital Photography](#)

[Yearbook](#)

[Art Portfolio](#)

[\\*\\*\\*CCC Introduction to](#)

[Drawing and Painting Studio](#)

[\\*\\*\\*CCC Advanced Drawing](#)

[and Painting Studio](#)

[\\*\\*\\*CCC Computer Graphics:](#)

[Illustrator](#)

[\\*\\*\\*CCC Photoshop](#)

\*\*\*Eligible for college credit

## **Studio in Art**

1 High School Credit

Full year

If you have any interest in creating art or learning about how it works, this course is for you! Studio in Art is a full year course that builds a solid foundation for the many other art courses offered here at PVM. One of the great things about studio is that many different materials are used. It is hard to be bored in this class! You will use the skills and content learned in all aspects of your life.

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**Attributes and Competencies:** Solve Problems, Innovative and Creative, Productive

**Recommended Course prior to taking this course:** none

**Related Courses:** Drawing and Painting, Ceramics I, Computer Art: Illustrator, Computer Art:

Photoshop, Jewelry I, Digital Photo I, 3d Art

## **Studio in Art II**

.5 High School Credit

Half year

Studio in Art II is a continuation of Studio in Art allowing students to build on the skills already developed. Work in your favorite media independently. This course is offered once every four days. It requires independent work, time management and organization.

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**Attributes and Competencies:** Well-organized, Solve Problems, Innovative and Creative

**Recommended Course prior to taking this course:** Studio in Art

**Related Courses:** Drawing and Painting, Computer Art: Illustrator, Computer Art: Photoshop, Digital Photo I, Ceramics I, 3d Art

### **3 D Art**

.5 High School Credit

Half year

Would you like an opportunity to think outside the box? 3D Art explores the creation of three dimensional work in materials other than clay. We will work with a wide variety of material, and learn how to make art from common objects in our environment through additive, subtractive and manipulative methods. 3D art is also home to the famous "Imaginary Animal" assignment- where we adopt an Elementary class and create three dimensional toys for them based on their drawings.

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**Attributes and Competencies:** Solve Problems, Innovative and Creative, Inquisitiveness

**Recommended Course prior to taking this course:** None, but Studio in Art is helpful

**Related Courses:** Ceramics, Jewelry, Computer Art: Illustrator, Computer Art: Photoshop, Drawing and Painting, Photo

### **Jewelry I**

.5 High School Credit

Half year

Don't miss out on this rare opportunity to learn about the art of metalsmithing. We are one of the few High Schools in our area to offer this course. In this class you will learn how to cut, attach and bend metal and will make several finished jewelry pieces to take home by the end of the semester (and hand made jewelry makes excellent gifts!)

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**Attributes and Competencies:** Innovative and Creative, Grit/Perseverance, Have a growth mindset

**Recommended Course prior to taking this course:** None, but Studio in Art is helpful

**Related Courses:** Jewelry I, Computer Art: Illustrator, Computer Art: Photoshop, Drawing and Painting, Jewelry, Photo, 3D Art, Ceramics

### **Jewelry II**

.5 High School Credit

Half year

Jewelry II will expand on the metal-smithing skills you learned in Jewelry I. We will work with colored enamel and wire as well as sheet metal. Students will have a lot of freedom as they create individually designed pieces of more complex jewelry designs.

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**Attributes and Competencies:** Innovative and Creative, Grit/Perseverance, Have a growth Mindset

**Recommended Course prior to taking this course:** None, but Studio in Art is helpful

**Related Courses:** Computer Art: Illustrator, Computer Art: Photoshop, Drawing and Painting, Jewelry, Photo, 3D Art, Ceramics

### **Ceramics I**

.5 High School Credit

Half year

Do you like getting your hands dirty? Ceramics is the place for you! In this class we go way beyond pinch pots and learn how to hand build both functional and sculptural objects made out of clay. We also

introduce the potter's wheel while learning how to throw clay vessels. You use pottery every day- come see how it is made!

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**Attributes and Competencies:** Solve Problems, Innovative and Creative, Grit/Perseverance

**Recommended Course prior to taking this course:** Studio in Art

**Related Courses:** Ceramics 2, 3D Art, Jewelry, Computer Art: Illustrator, Computer Art: Photoshop, Drawing & Painting, Photo

## Ceramics II

.5 High School Credit

Half year

Couldn't get enough of Ceramics? No worries- there's more! Ceramics 2 will hit the ground running and build from the foundation of Ceramics 1. We will create more elaborate work as well as spend energy perfecting your throwing technique on the wheel. Craftsmanship and strong design will continue to be a focus in this course.

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**Attributes and Competencies:** Solve Problems, Self-manage, Innovative and Creative

**Recommended Course prior to taking this course:** Prerequisite: Ceramics I

**Related Courses:** Advanced Ceramics, 3D Art, Jewelry, Computer Art: Illustrator, Computer Art: Photoshop, Drawing & Painting, Photo

## Advanced Ceramics

1 High School Credit

Full year

Advanced Ceramics is a full year course designed for the serious potter. In Advanced Ceramics we perfect your hand-building and throwing techniques and turn our attention to the complexities of surface design. You will play a key role in the development of your body of work, and the student latitude for independent project design. For many students, this course rounds out their Ceramics portfolio of work for either Senior Showcase and/or college admission.

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**Attributes and Competencies:** Innovative and Creative, Grit/Perseverance, Productive

**Recommended Course prior to taking this course:** Pre-requisites: Ceramics 1 and Ceramics 2

**Related Courses:** 3D Art, Jewelry, Computer Art: Illustrator, Computer Art: Photoshop, Drawing & Painting, Photo

## Graphic Design Studio

.5 High School Credit

Half year

Graphic Design Studio is a course to learn foundational skills of working in the field of design. This course is the study of two-dimensional design with the emphasis on the visual communication design process and problem-solving through the correct use of typography, space, image and color. Examples of art produced in this class include: compositional layout design, font design, signage, advertising, logos and package design. Students will create quality, hand-made design work. Various media will be used.

**Attributes and Competencies:** Solve Problems, Assess and Analyze Information, Productive  
**Recommended Course prior to taking this course:** Studio in Art  
**Related Courses:** Computer I: Illustrator, Computer I:Photoshop

## Digital Photography I

.5 High School Credit

Half year

Learn how artists make extraordinary images using a digital camera. Our technology, media and culture depend more on artistic images than ever before. While anyone can take a picture, students in this course learn to think about what makes an amazing photograph, see the world around them from a different perspective and capture what they see in a unique way. Throughout the course, students are assigned photographic assignments to be taken outside of the school day and outdoors for ideal lighting. Students will learn the basics of photography editing using Adobe Lightroom and Photoshop. Students will have access to point and shoot digital cameras or they may use their own point and shoot or digital SLR camera.

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**Attributes and Competencies:** Learn and Work in an Interconnected Digital World, Innovative and Creative, Accountable for Their Actions

**Recommended Course prior to taking this course:** Studio in Art

**Related Courses:** Photography II

## Digital Photography II

.5 High School Credit

Half year

Learn how to expand your knowledge of photography and manipulate photographs using Adobe Photoshop image-editing capabilities. In this class a variety of subject matter and assignments will be explored. Students will have access to point and shoot digital cameras or use their own point and shoot or digital SLR camera.

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**Attributes and Competencies:** Confident Decision Maker, Solve Problems, Innovative and Creative

**Recommended Course prior to taking this course:** Photography I

**Related Courses:** Advanced Photography

## Advanced Digital Photography

1 High School Credit

Full year

This course allows students to explore exciting ways to take a picture. Students will be encouraged to enter their photographs into competitions as well as develop a photography portfolio that showcases their personal style of photography. Some technology accessible to students for expanding their knowledge and expertise are digital SLR cameras, 4K drone, a digital microscope, scanners, fisheye lens, macro lens, zoom lens, and a tilt shift lens.

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**Attributes and Competencies:** Confident Decision Maker, Innovative and Creative, Self-awareness

**Recommended Course prior to taking this course:** Digital Photo I & II **Related**

**Courses:** Yearbook

### **Yearbook**

1 High School Credit

Full year

Yearbook is an intense course used to create the PVM yearbook. The goal of this class is to create the PVM yearbook, The Talon. It is a result of the interviewing, writing, designing and photography done by the staff. Students will be required to write, photograph and use Adobe Photoshop to lay out a quality yearbook that encompasses the Paul V. Moore experience. Time is required outside of the school day photographing sports, concerts and other extracurricular activities. Students are also required to fund-raise for the book production, soliciting business advertisements. Students must be able to work as a team and meet deadlines.

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**Attributes and Competencies:** Team Player, Productive, Accountable for Their Actions

**Recommended Course prior to taking this course:** Digital Photo I & II

### **Art Portfolio**

1 High School Credit

Full year

Calling all Senior Art students! We will work on rounding out your portfolio while developing your artistic voice. For students planning to attend art college, we will work on preparing your portfolio for admission. We finish the year with the best art show of your life- your Senior Showcase! Don't miss out on this opportunity to continue to grow as an artist.

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**Attributes and Competencies:** Solve Problems, Self-manage, Innovative and Creative, Time

Management

**Recommended Course prior to taking this course:** Drawing and Painting, Advanced Drawing and Painting and Computer Art: Photoshop are helpful.

Related Courses: **none**

### **\*\*\*CCC Introduction to Drawing and Painting Studio**

1 High School Credit

Full year

Cayuga Community College (CCC) Art 103- Essentials of Art

Strong drawing and painting skills allow students to succeed in all other areas of art and design. Drawing and Painting is a course designed to enhance skills acquired in Studio in Art. The course will concentrate

on teaching students to accurately represent what their eyes see, develop composition skills and increase their understanding of color theory. Students will use a variety of art materials and work from observation and focus with attention to detail. This is the ideal course to begin building a college portfolio.

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**Attributes and Competencies:** Solve Problems, Innovative and Creative, Productive

**Recommended Course prior to taking this course:** Studio in Art

**Related Courses:** Advanced Drawing and Painting, Ceramics I, Digital Photography I , Computer Art: Illustrator, Photoshop, Jewelry I, 3-D Art, Graphic Design.

**\*\*\*CCC Advanced Drawing and Painting Studio**

1 High School Credit

Full year

Cayuga Community College (CCC) ART 104- Painting

This course is a “must” if you have interest in pursuing an art or design related field. It will continue to build upon the foundation that was laid in Drawing and Painting. Students will develop more expertise with a variety of media. Students will be involved in ongoing evaluation of their artistic strengths and weaknesses and focus on their skills in order to develop a comprehensive portfolio. Artwork created in this course will improve your portfolio for college admissions as well as your ability to work from observation.

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**Attributes and Competencies:** Solve Problems, Innovative and Creative, Productive

**Recommended Course prior to taking this course:** Introduction to Drawing and Painting Studio

**Related Courses:** Portfolio, Advanced Ceramics, Advanced Photography, Jewelry, Computer Arts: Illustrator, Photoshop, 3-D Art

**\*\*\*CCC Computer Graphics: Illustrator**

.5 High School Credit

Half year

Cayuga Community College (CCC) 215- Computer Graphics

If you are interested in pursuing a career in graphic/web/ad/game design- a background in the Adobe Creative Suite (the industry standard) is a must. Students will learn how to draw and create complicated illustrations in this vector based program and leave with a strong portfolio of work to take with them. Students will also, have the option of receiving Cayuga Community College credit for this course.

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**Attributes and Competencies:** Solve Problems, Productive, Have a growth mindset

**Recommended Course prior to taking this course:** None- but Studio would be helpful

**Related Courses:** Computer Art: Photoshop, Drawing and Painting, Jewelry, Photo, 3D Art, Ceramics

**\*\*\*CCC Photoshop**

.5 High School Credit

Half year

Cayuga Community College (CCC) 252- Photoshop



Instagram filters have nothing on Photoshop! The Adobe Creative Suite is the industry standard for all design applications. Student will learn the ins and outs of editing and manipulating photographs as well as how to create composite images. We will also learn how Photoshop can be used as a painting program. Students will also, have the option of receiving Cayuga Community College credit for this course.

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**Attributes and Competencies:** Solve Problems, Innovative and Creative, Have a growth mindset

**Recommended Course prior to taking this course:** None, but Studio in Art is helpful

**Related Courses:** Computer Art: Photoshop, Drawing and Painting, Jewelry, Photo, 3D Art, Ceramics

## BUSINESS DEPARTMENT

### Course Selection List

#### BUSINESS DEPARTMENT

Web Design

Video Game Design

Google Apps for

High School

(formally,

Computers 4 U)

Smart Money

Accounting I

Introduction to Business

Business Ownership and Development

#### Sports and Entertainment Marketing

\*\*\*CCC-Marketing

\*\*\*CCC -Business Law I

\*\*\*CCC Principles of Accounting

\*\*\*CCC-Microcomputer Applications

Software

*\*\*\*Eligible for college credit*

<p><b>Web Design</b></p> <p>.5 High School Credit</p>	<p>Half Year</p>
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Web page design skills are in high demand in the current workplace. Many organizations are looking for individuals who can create, maintain and contribute to web sites. In this class you will learn HTML coding and how to use web-editing software to construct your own web pages. By the end of the class,

you will have a completed personal web site to showcase yourself to potential colleges and businesses. If you desire to own your own business in the future, you will also have the opportunity to create a web site to showcase products or services. If you are technical, creative and enjoy working on computers, this is the course for you!

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**Attributes and Competencies:** Well-organized, Learn and Work in an Interconnected Digital World, Assess and Analyze Information

**Related Courses:** Computers 4 U, Video Game Design, CCC College Microcomputer Applications

### **Video Game Design**

.5 High School Credit

Half Year

There is a lot of work that goes into the creation of a simple two dimensional game. You will learn how to design, create, program, and test video games using the Game Maker software program, in addition to exploring several career opportunities in the video game industry.

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**Attributes and Competencies:** Well-organized, Solve Problems, Assess and Analyze Information

**Related Courses:** Computers 4 U, Web Design, CCC College Microcomputer Applications

### **Google Apps for High School (formally Computers for U)**

.5 High School Credit

Half Year

So you've pretty much mastered Google docs over the past few years and now it's time to take on all of the other cool things you can do with Google Apps - Drive, Gmail, Docs, Sheets, Slides, Forms, Drawing and Sites. Impress teachers, professors, employers and yourself! All work will be completed in the classroom.

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**Attributes and Competencies:** Well-organized, Learn and Work in an Interconnected Digital World, Productive

**Related Courses:** CCC Microcomputer Applications

**Related Courses:** CCC Microcomputer Applications

### **Smart Money**

.5 High School Credit

Half Year

Money—you're going to earn some but what you do with it will make all the difference. Learn financial literacy and to handle your personal finances by managing, planning and spending your money now can impact the rest of your life! If there is something you want to be smart about—it's YOUR money! Topics to be covered include savings, investing, credit, debt, budget, consumerism, taxes, insurance, and more. Recommended for Juniors or Seniors.

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**Attributes and Competencies:** Confident Decision Maker, Assess and Analyze Information, Fiscally Informed/Responsible

## **Accounting I**

1 High School Credit

Full year

Accounting is referred to as the Language of Business. Students will have a better understanding of the financial condition of businesses, helping you as a consumer, an investor or a business owner. With an understanding of accounting, students will have the opportunity to work in all different industries - from education to music, sports to the medical field, accountants are needed everywhere! This course is essential for any student who wants to major in a business field after high school, or has an interest in owning a business one day. You don't need to be an expert at math, just someone who likes working with numbers and data.

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**Attributes and Competencies:** Learn and Work in an Interconnected Digital World, Assess and Analyze Information, Fiscally Informed/Responsible **Related**

Courses: CCC Principles of Accounting

## **Introduction to Business**

.5 High School Credit

Half Year

This course provides opportunities for students to learn and experience a variety of topics within the business field. Students will explore basic concepts in entrepreneurship and business operations, retailing, marketing, career opportunities, and business ethics. Course activities will include online investigation, current events in the business marketplace, collaboration on projects, and running a virtual simulation of a retail store.

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**Attributes and Competencies:** Team Player, Learn and Work in an Interconnected Digital World, Innovative and Creative

**Related Courses:** Accounting I, Business Ownership and Development, Sports and Entertainment Marketing

## **Business Ownership and Development**

1 High School Credit

Full year

Learn how to establish and operate a business! Whatever your interests are—cars, fashion, animals, video games—there is a business idea to go with it. Want to be your own boss? Enroll in this course to learn the fundamentals of business ownership—idea generation, human relations, maintaining financial records, developing advertising campaigns, purchasing and pricing, and creating a written business plan. Students will also operate their own “business” using the Virtual Business computer simulation. Program for a virtual learning experience like no other!

**Attributes and Competencies:** Team Player, Self-manage, Innovative and Creative

**Recommended Course prior to taking this course:** none

**Related Courses:** Accounting I, Sports and Entertainment Marketing, CCC Principles of Accounting, CCC Marketing

### **Sports and Entertainment Marketing**

1 High School Credit

Full year

Do you love sports and entertainment? Would you love to learn more about these industries including potential careers? Then this class is for you! Sports and entertainment are big businesses in our current economy. The focus of this course is to learn the fundamental marketing concepts as they are applied within the sports and entertainment industries; specifically the 4 P's of marketing (product, place, price, and promotion). Students will see lots of examples and be given the opportunity to put those concepts into play. Projects (individual and small group) will be an integral part of this course.

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**Attributes and Competencies:** Team Player, Use Their Resources to Construct Knowledge, Innovative and Creative

**Related Courses:** Accounting I, Business Ownership and Development, Introduction to Business

### **Social Media in Business**

.5 High School Credit

Half year

This course is to expose students to the growing world of Social Media and businesses usage of digital marketing. Students will learn the how to utilize the different Social Media platforms, Social Media marketing strategies, Social Media monitoring, Social Media for customer service, Social Media for public relations, and Social Media as an option for an entrepreneur.

This course will provide our students with the most current and relevant tools in the changing world of business so that they are more prepared for this career or careers related to the business and/or marketing clusters.

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**Attributes and Competencies:** Solve Problems, Ask Higher Level Questions, Civic Minded

**Recommended Course prior to taking this course:** Related Courses:

### **\*\*\*CCC-Marketing**

1 High School Credit

Full year

Cayuga Community College (CCC) BUS 204- Marketing

This course is designed for students who want to deepen their understanding in the areas of marketing and management. It will be based on a college-level introduction to marketing management curriculum. The course will explore consumer markets, using product, distribution, pricing and promotional techniques as the basis for study. This course is recommended for any student entering college in a business-related major and students interested in operating their own business.

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**Attributes and Competencies:** Team Player, Confident Decision Maker, Assess and Analyze Information

**Recommended Course prior to taking this course:** Business Ownership and Development or Sports and Entertainment Marketing

**Related Courses:** CCC Principles of Accounting, CCC Business Law I, CCC Microcomputer Applications

**\*\*\*CCC Law and Order I**

1 High School Credit

Full year

Cayuga Community College (CCC) BUS 243- Business Law I

Examine the exciting and interesting world of law from both the civil and criminal aspects. Business Law I is based on a college-level introduction to business law curriculum. Anyone planning on post-secondary education and considering law and/or business as a career is encouraged to enroll.

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**Attributes and Competencies:** Solve Problems, Ask Higher Level Questions, Civic Minded

**Related Courses:** CCC Principles of Accounting, CCC Business Law I, CCC Microcomputer Applications

**Related Courses:** CCC Principles of Accounting, CCC Business Law I, CCC Microcomputer Applications

**\*\*\*CCC Principles of Accounting**

1 High School Credit

Full year

Cayuga Community College (CCC) BUS 101- Principles of Accounting

This course is a requirement for any student majoring in a business-related program in college

(accounting, business management/entrepreneurship, finance, marketing, etc.) It is also a great course for students who plan to own their own business in the future. The course will introduce accounting as a means of recording business activities. It includes a study of the classification and recording of original business transactions, the preparation and evaluation of financial statements, and the application of Generally Accepted Accounting Principles. Students will learn why ethics is a fundamental business concept and explore current accounting issues such as fraud. The course will incorporate technology to include spreadsheet and presentation software in the instruction process.

**Attributes and Competencies:** Learn and Work in an Interconnected Digital World, Assess and Analyze Information, Fiscally Informed/Responsible

**Recommended Course prior to taking this course:** Accounting I, but not required

**Related Courses:** CCC Principles of Accounting, CCC Business Law I, CCC Microcomputer Applications

**\*\*\*CCC Microcomputer Applications Software**

1 High School Credit Full year

Cayuga Community College (CCC) BUS 225- Microcomputer Applications Software

This course is a frequent first year general education requirement at most colleges and is recommended for any student entering a post-secondary business program. Students will learn the fundamental functions of Microsoft Windows/Office - including word processing, database management, electronic spreadsheet, and presentation software. Students will be able to identify specific applications, when to use which application, and how the software is used in the education and business environments.

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**Attributes and Competencies:** Learn and Work in an Interconnected Digital World, Assess and Analyze Information, Leverage Technology to Improve Practices

**Recommended Course prior to taking this course:** Computers4U and Junior or Senior **Related Courses:** Computers4U and Junior or Senior

[\*\*CAREER EXPLORATION\*\*](#)  
[The Career Experience](#)

[College & Career Preparation](#)  
[Career Exploration Internship Program](#)

**The Career Experience**

.5 High School Credit Half Year

As a sophomore, it is the perfect time to explore careers and career pathways to determine which options best align with your interests, skills, values and personality characteristics. In this course, students will use the online Xello program to help navigate the career research and selection process and ultimately develop your career goals and academic plans. By the end of the course, students will have a better idea of what best prepares them for their career choice.

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**Attributes and Competencies:** Assess and Analyze Information, Self-manage, Self-awareness **Related Courses:** College and Career Preparation

### **College & Career Preparation**

.5 High School Credit

Half Year

As a junior, this class will lead you through the steps to determine what colleges/post-secondary institutions will meet your needs and how to apply. You will be able to complete your college applications, create a resume and cover letter, write your admissions essay/personal statement and complete any other tasks that will help attain your career and academic goals following high school. In addition, you will prepare a portfolio that can be used during college and job interviews. We will review test-taking tactics for college entrance assessments, as well as learn about the financial aid process and how to research for scholarship opportunities.

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**Attributes and Competencies:** Solve Problems, Self-manage, Self-awareness  
**Recommended Course prior to taking this course:** The Career Experience **Related Courses:** Smart Money

### **Career Exploration Internship Program**

.5 or 1 High School Credit

Half or Full Year

Attention juniors: Would you like to gain real work experience that you can add to your resume and future college and job applications? Would you rather spend part of your school day in the workplace learning more about your chosen career field? If so, consider signing up to complete an internship. Colleges and employers take notice of this! You can earn high school credit and gain valuable experience while exploring the tasks and responsibilities of a career area of your choice. In this program you will complete an internship in the workplace while taking a related course that will help you with interviewing skills, resume and cover letter creation, workplace etiquette and soft skill development. Students will work alongside their workplace supervisor for 54 hours (1/2 credit) or 108 hours (1 credit).

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**Attributes and Competencies:** Use Their Resources to Construct Knowledge, Assess and Analyze Information, Innovative and Creative, Self-awareness

## ENGLISH DEPARTMENT

[Course Selection List](#)

[ENGLISH DEPARTMENT](#)

[Reading and Writing](#)

[English 9](#)

[English 9 Honors](#)

[English 10](#)

[English 10 Honors](#)

[English 11](#)

[English 11 Honors](#)

[Drama](#)

[Speech Communication](#)

[Creative Writing](#)

[English 12](#)

\*\*[OCC Freshman Composition & Literature I](#)

\*\*[CCC Foundations for College Success](#)

[\(Cayuga 101\)](#)

*\*\*Eligible for college credit*

### Reading and Writing

1 High School Credit

Full year

Students taking this course will utilize technology and 21st century skills to analyze and respond to literature and informational text including articles, text sets, novels, poetry, and short stories. Students will also write for a variety of purposes. Research will be conducted to blend reading and writing skills together to form and defend arguments, as well as create presentations. This course is designed for students reading one to two years below grade level with the goal to show progress in reading and writing at grade level. Formative and summative assessments will be used along with other forms of data (ie. STAR) to drive instruction in meeting the needs of every student in class. There will be a numeric grade (0-100) for this course.

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**Attributes and Competencies:** Solve Problems, Use Their Resources to Construct Knowledge, Assess and Analyze Information

### English 9

1 High School Credit

Full year

Through the study of a variety of text types and media (fiction, drama, and nonfiction), students will build knowledge and analyze ideas. Students will identify central idea (theme) in a text and support it with evidence from the text. In addition, students will create arguments and develop writing, collaboration, and communication skills through personal and global connections.

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**Attributes and Competencies:** Use Their Resources to Construct Knowledge, Adaptability, Productive  
**Recommended Course prior to taking this course:** Completion of English 8 **Related Courses:**  
English 10



## **English 9 Honors**

1 High School Credit

Full year

This program is designed for students who are exceptionally skilled in reading and writing. Students should be internally motivated to engage in an in-depth study of a variety of text types and media. As frequent readers and writers, these students build on existing strengths with a focus on critical thinking and in-depth writing.

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**Attributes and Competencies:** Well-organized, Use Their Resources to Construct Knowledge, Assess and Analyze Information

**Recommended Course prior to taking this course:** Successful completion of Middle School English courses

**Related Courses:** English 10 Honors

## **English 10**

1 High School Credit

Full year

Students will read and discuss nonfiction and dramatic texts and explore central themes present within a text. Students analyze the use of literary and rhetorical devices and how the author's use of these strategies help to develop the theme. Furthermore, students will explore the idea of developing a thoughtful argument. An argumentative research paper will allow students to establish a position about a thought provoking topic.

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**Attributes and Competencies:** Assess and Analyze Information, Strength of Character, Productive

**Recommended Course prior to taking this course:** English 9

**Related Courses:** English 11

## **English 10 Honors**

1 High School Credit

Full year

Students taking this course will read literature as well as nonfiction texts. Students will participate in book discussions and technology projects focusing on the reading of three additional full-length texts. Students will develop writing skills by reviewing Part Three of the Regents Exam in English Language Arts and focus on building an argument that is the skill on Part Two of the exam. In addition, students will explore topics that have multiple positions and perspectives by gathering and analyzing research to establish a position of their own. Students will learn to vary the structure of sentences as well as focus on word choice. Vocabulary building is also incorporated into the class. Furthermore, students will examine the topic of mindset in this course.

---

**Attributes and Competencies:** Team Player, Assess and Analyze Information, Self-manage

**Recommended Course prior to taking this course:** English 9 Honors

**Related Courses:** English 11 Honors

## **English 11**

1 High School Credit

Full year

In English 11, students will be reading, writing, speaking, and listening to meet Common Core Standards and to prepare for the Regents Exam in English Language Arts. Students will study a broad range of literature, short stories, informational, and non-fiction works. This class will give students the skills to become lifelong learners of the 21st Century literacies they negotiate both inside and outside of the classroom through multiple individual, small-group, and whole-class activities. Furthermore, students will engage in questioning techniques, analytical thinking, and argument/debate to develop critical thinking skills.

---

**Attributes and Competencies:** Assess and Analyze Information, Ask Higher Level Questions, Culturally Aware

**Recommended Course prior to taking this course:** English 10

**Related Courses:** English 103, English 12, Public Speaking or Creative Writing or Drama

## **English 11 Honors**

1 High School Credit

Full year

The focus of English 11 Honors is twofold: providing students with exposure to fiction and non-fiction texts with a focus on how author's choices impact a text and to prepare students to take the New York State Regents Exam in June. The focus of the course is to read, discuss, and analyze a variety of texts while considering how a text's purpose impacts audience. In addition, students will practice and apply narrative writing techniques throughout the year.

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**Attributes and Competencies:** Use their resources to construct knowledge, assess and analyze information, empathy

**Recommended Course prior to taking this course:** English 10 Honors

**Related Courses:** English 103

## **Drama**

.5 High School Credit

Half year

Students will study the history of theater, types of plays and famous authors from selected periods of theater history, and design a project on the topic. In addition, they will study the body and the voice as theatrical tools and participate in a variety of activities and performances that demonstrate their skills using those tools. They will also study technical theater elements such as lighting, sound, make-up, costume and set design. Technical writing will be taught through program and poster design and will be applied in the Drama Club's fall dramatic production. Participation in the Drama Club's production will be incorporated into the course. This is a participation class and attendance is critical to successfully completing the course.

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**Attributes and Competencies:** Team Player, Innovative and Creative, Adaptability

**Recommended Course prior to taking this course: English 11**

<b>Speech Communication</b>	
.5 High School Credit	Half year

A one semester senior elective that introduces students to the theories, elements, and structure of public speaking. In this introductory speech course, students are exposed to a wide variety of speaking situations. Types of speeches include informational, persuasive, demonstration, and impromptu. Public speaking is the number one fear of most Americans. This class provides a supportive and low-key atmosphere to help students overcome their anxiety and become more confident and proficient with the skills they possess.

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**Attributes and Competencies:** Use Their Resources to Construct Knowledge, Self-awareness, Accountable for Their Actions

**Recommended Course prior to taking this course: English 11**

<b>Creative Writing</b>	
.5 High School Credit	Half year

In this course, students will compose both fiction and non-fiction, both formal and informal, and both polished and unpolished works, with the overall goal of becoming a better thinker and a better writer. Students will continually work to improve and evaluate the writing process—how we develop and expand writing effectively—by sharing/publishing our work for others in the class to observe and critique. Although most writing will be individually completed, group papers and projects will also be required to enhance writing and presentation skills.

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**Attributes and Competencies:** Use Their Resources to Construct Knowledge, Self-manage, Innovative and Creative

**Recommended Course prior to taking this course: English 11**

<b>English 12</b>	
1 High School Credit	Full year

Students taking English 12 will be immersed in all strands of the English curriculum (reading, writing, speaking, and listening) as they look forward to life after high school. Students will engage in an analysis of autobiographical non-fiction, speeches, poetry, drama, and fiction. Students engage with autobiographical non-fiction to explore the craft of personal narrative before beginning work on their own personal narrative essays in response to a prompt from the Common Application for college. In addition students will write resumes and cover letters as well as participate in a job interview. Students will engage in an inquiry-based process for research. Students explore topics that may call for multiple positions and perspectives, gathering and analyzing sources to establish a position of their own and crafting an argument-based research paper. Furthermore, students work with literary texts to explore how authors treat similar themes via character development and interaction.

---

**Attributes and Competencies:** Team Player, Use Their Resources to Construct Knowledge, Assess and Analyze Information

**Recommended Course prior to taking this course: English 11**

<b>***OCC Freshman Composition &amp; Literature I</b>	
1 High School Credit	Full year
Onondaga Community College (OCC) ENG 103	

Course Objectives: Emphasizing the recursive nature of writing and the process of revision, this course teaches students the skills and processes necessary for writing and revising college-level academic prose. Various aspects of writing, including invention/pre-writing, composing, revision, and editing/proofreading will be taught. Critical readings of various non-fiction texts may be used to develop understanding of rhetorical conventions and genres. Composing in and for electronic environments, as well as their conventions, will also be taught. These are very important factors in determining a reader's response to a piece of writing. Students will have the potential of earning three college credit hours.

Currently, there is no cost for College English, but this is subject to change.

Prerequisite: Onondaga Community Placement Test or the writing portion of the SAT; the college will provide the requirements for what score is acceptable to be placed in the class. (Please check with the counseling office at P.V. Moore High School for prior approval.) Registration may require a certificate of residency. Registration requires student's Social Security number.

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**Attributes and Competencies:** Assess and Analyze Information, Innovative and Creative, Effective communicator (through writing)

**Recommended Course prior to taking this course: English 11**

**Related Courses:** English 104 (or college equivalent)

<b>***CCC Foundations for College Success (Cayuga 101)</b>	
.5 High School Credit	Half year
Cayuga Community College (CCC) Cayuga 101	
<i>Once every four days</i>	

This course is offered based off of the Cayuga 101 freshmen year course from Cayuga Community College. Students will be able to receive college credit for completing the course (with appropriate registration for CCC completed). The course is utilized as a way to steer students toward a mindset that will help them become the best student, employee, and person that they can become. The following units will cover the skills to guide them toward this goal: Self-Management, Self-Awareness, Emotional Intelligence, Personal Value, Self-Motivation, Self-Responsibility, Lifelong Learning, and Interdependence. Through their work, the students will be able to have better relationships with peers and superiors through their ability to find out how they fit into the working environment, school or career. Registration may require a certificate of residency. Registration requires student's Social Security number.

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**Attributes and Competencies:** Team Player, Strength of Character, Productive

**Recommended Course prior to taking this course:** Course is open to all entering high school freshmen.  
**Related Courses:** The Career Experience

## FOREIGN LANGUAGE DEPARTMENT

### [Course Selection List](#)

#### FOREIGN LANGUAGE DEPARTMENT

[French I](#)

[French II](#)

[French III](#)

[\\*\\*\\*SUNY French IV](#)

[\\*\\*\\*SUNY French V](#)

[German III](#)

[Spanish I](#)

[Spanish II](#)

[Spanish III](#)

[\\*\\*\\*SUNY Spanish IV](#)

[\\*\\*\\*SUNY Spanish V](#)

\*\*\*Eligible for college credit

### **French I**

1 High School Credit

Full year

This is a beginning level course for both the student who has never had foreign language exposure and the student who had foreign language exposure in seventh and/ or eighth grade but who has not yet obtained the necessary credit. The curriculum includes: introduction to basic reading, listening, speaking and writing skills, introduction to basic grammatical concepts in the French language and introduction to French culture, its people and customs. Students are expected to complete daily assignments and will have opportunities to work both individually and collaboratively.

**Attributes and Competencies:** Use Their Resources to Construct Knowledge, Culturally Aware, Effective communicator

**Recommended Course prior to taking this course:** none

**Related Courses:** French 2

### **French II**

1 High School Credit

Full year

The French II classes will be continuing to develop student listening, speaking, reading, and writing skills in French. Students will engage in grammar and vocabulary activities that will also have a role in communication development. Culture awareness will be increased as students have the opportunity to learn culture, customs, and practices that are different from their own.

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**Attributes and Competencies:** Use Their Resources to Construct Knowledge, Culturally Aware, Effective Communicator

**Recommended Course prior to taking this course:** 7th and 8th French **Related Courses:** French III

### **French III**

1 High School Credit

Full year

French III is the last course needed to complete the Advanced Regents Diploma credit sequence. Students improve their listening, speaking, reading, and writing abilities in French. They build on the foundation previously established and they learn the remaining verb tenses, grammar and vocabulary necessary for the successful completion of the French Comprehensive Exam for Advanced Regents credit.

---

**Attributes and Competencies:** Use Their Resources to Construct Knowledge, Culturally Aware, Effective Communicator

**Recommended Course prior to taking this course:** French II  
**Related Courses:** French IV

### **\*\*\*SUNY French IV**

1 High School Credit

Full year

SUNY Oswego- FRE 201- French

French IV is an advanced application and project based French course that builds upon prior knowledge and enhances the speaking and grammatical skills learned in previous French courses. Students are expected to complete a variety of projects, presentations, and assignments in French. The cultural themes we will explore focus on the people, art, traditions, and history of France as well as French speaking countries around the world. This is a college level course for students who have received French III credit as well as passed the French Comprehensive Exam.

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**Attributes and Competencies:** Use Their Resources to Construct Knowledge, Culturally Aware, Effective Communicator

**Recommended Course prior to taking this course:** French III  
**Related Courses:** French V

### **\*\*\*SUNY French V**

1 High School Credit

Full year

**SUNY Oswego- FRE 202- French**

French V is an advanced project and application based French course that continues to build on and enhance the speaking and grammar skills learned in previous French courses. French V students will continue to build their speaking and writing abilities with more advanced grammar concepts. Students are expected to complete a variety of projects, presentations, and assignments in French. Students will continue to study cultural themes relative to France and its people, traditions, and history.

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**Attributes and Competencies:** Use Their Resources to Construct Knowledge, Culturally Aware, Effective Communicator

**Recommended Course prior to taking this course: French IV**

**German III**

1 High School Credit

Full year

German III is the last course needed to complete the Advanced Regents Diploma credit sequence. Students will continue to develop improve their listening, speaking, reading and writing skill in German. Building on the foundation previously established, students will learn the remaining verb tenses, grammar and vocabulary necessary for the successful completion of the German Comprehensive Exam for Advanced Regents credit.

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**Attributes and Competencies:** Learn and Work in an Interconnected Digital World, Use Their Resources to Construct Knowledge, Ask Higher Level Questions, Culturally Aware

**Recommended Course prior to taking this course: German II**

Related Courses: none

**Spanish I**

1 High School Credit

Full year

This is a beginning level course for both the student who has never had foreign language exposure and the student who had foreign language exposure in seventh and/ or eighth grade but who has not yet obtained the necessary credit. The curriculum includes: introduction to basic reading, listening, speaking and writing skills, introduction to basic grammatical concepts in the Spanish language and introduction to Spanish culture, its people and customs. Students are expected to complete daily assignments and will have opportunities to work both individually and collaboratively.

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**Attributes and Competencies:** Use Their Resources to Construct Knowledge, Culturally Aware, Effective communicator

**Recommended Course prior to taking this course: none**

**Related Courses:** Spanish II

## **Spanish II**

1 High School Credit

Full year

The Spanish II classes will be continuing to develop student listening, speaking, reading, and writing skills in Spanish. Students will engage in grammar and vocabulary activities that will also have a role in communication development. Cultural awareness will be increased as students have the opportunity to learn customs and practices that are different from their own.

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**Attributes and Competencies:** Use Their Resources to Construct Knowledge, Culturally Aware, Effective communicator

**Recommended Course prior to taking this course:** 7/8th grade Spanish or Spanish 1 **Related Courses:** Spanish 3

## **Spanish III**

1 High School Credit

Full year

Spanish III is the last course needed to complete the Advanced Regents Diploma credit sequence. Students improve their listening, speaking, reading and writing abilities in Spanish. They will build on the foundation previously established, and they will learn the remaining verb tenses, grammar and vocabulary necessary for the successful completion of the Spanish Comprehensive Exam for Advanced Regents Credit.

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**Attributes and Competencies:** Use Their Resources to Construct Knowledge, Culturally Aware, Effective Communicator

**Recommended Course prior to taking this course: Spanish 2**

**Related Courses:** Spanish 4

## **\*\*\*SUNY Spanish IV**

1 High School Credit

Full year

SUNY Oswego- SPA 201- Spanish

Spanish IV is an advanced application and project based Spanish course that builds upon prior knowledge and enhances the speaking and grammatical skills learned in previous Spanish courses. Students are expected to complete a variety of projects, presentations and assignments in Spanish. The cultural themes we will explore focus on Spain, Central America and South America. This is a college level course for students who have received Spanish III credit as well as passed the Spanish III Comprehensive Exam.



**Attributes and Competencies:** Use Their Resources to Construct Knowledge, Culturally Aware,  
Effective Communicator

**Recommended Course prior to taking this course: Spanish III**

**Related Courses:** Spanish V

**\*\*\*SUNY Spanish V**

1 High School Credit

Full year

SUNY Oswego- SPA 202- Spanish

Spanish V is an advanced project and application based Spanish course that continues to build on and enhance the speaking and grammar skills learned in previous Spanish courses. Spanish V students will continue to build their speaking and writing abilities with more advanced grammar concepts. Students are expected to complete a variety of projects, presentations, and assignments in Spanish. Students will continue to study cultural themes relative to Spain, Central America, South America, and the United States.

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**Attributes and Competencies:** Use Their Resources to Construct Knowledge, Culturally Aware,  
Effective Communicator

**Recommended Course prior to taking this course: Spanish IV**

# MATH

## [Course Selection List](#)

### [MATH DEPARTMENT](#)

[Algebra IA](#)

[Algebra IB](#)

[Algebra I](#)

[Fundamentals of Geometry](#)

[Geometry](#)

[Geometry Honors](#)

[Intermediate Algebra](#)

[Algebra II](#)

[Algebra II Honors](#)

[Consumer Finance](#)

[Personal Finance](#)

[\\*\\*\\*OCC Exploring Statistics](#)

[\\*\\*\\*OCC Pre-Calculus with](#)

[Trigonometry](#)

[\\*\\*\\*SUPA Calculus I](#)

*\*\*\*Eligible for college credit*

MDEPARTMENT

## **Algebra IA (1 of 2 year course)**

1 High School Credit

Full year

Algebra IA (Year 1 of 2) is the first course in a sequence of two full year courses leading up to the Algebra I Regents Examination. Topics in this course focus on Linear Expressions, Equations & Inequalities; Functions (Linear, Quadratic, Exponential and Absolute Value); Systems of Linear Equations and Inequalities; and Rules of Exponents. It focuses on building a strong learning foundation. Students should expect homework on a regular basis in this course. The student does not take the Algebra I Regents examination at the end of this course.

---

**Attributes and Competencies:** Solve Problems, Assess and Analyze Information, Communicator

**Recommended Course prior to taking this course:** Successful completion of 8th Grade Mathematics.

**Related Courses:** Algebra IB (Year 2 of 2)

## **Algebra IB (2 of 2 year course)**

1 High School Credit

Full year

Algebra IB (Year 2 of 2) is for the student who may find math difficult. It is the second of a sequence of two full year courses leading to the Algebra I Regents Examination.. The goal of this course is to provide students with the knowledge and understanding necessary to function in a world dependent upon the application of mathematics. The curriculum focuses on solving quadratic functions using various methods; evaluating and graphing a variety of functions; an introduction to statistics; and preparing students for the required New York State Regents Examination at the end of the school year. This course consists of classwork, daily homework, quizzes, and tests. A graphing calculator is recommended for this course. UPON COMPLETION OF THIS COURSE, THE STUDENT WILL TAKE THE ALGEBRA I REGENTS EXAMINATION.

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**Attributes and Competencies:** Solve Problems, Grit/Perseverance, Accountable for Their Actions

**Recommended Course prior to taking this course:** Algebra IA Year 1 of 2)

**Related Courses:** Fundamentals of Geometry or Personal Finance/Consumer Finance

## Algebra I

1 High School Credit

Full year

Specific topics include Linear Expressions, Equations and Inequalities; Functions (Linear, Quadratic, Exponential and Absolute Value); Polynomials; Radicals; Roots and Irrational numbers; and Systems of Equations and Inequalities. The content of this course is governed by New York State Education Department and is aligned to Common Core Standards. Students should expect homework on a regular basis in this course. Students in this course will take the Algebra I Common Core Regents Examination at the end of the school year.

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**Attributes and Competencies:** Solve Problems, Productive, Communicator

**Recommended Course prior to taking this course:** Completion of 8th Grade Mathematics with an average of 75% or higher. **Related Courses:** Geometry

## Fundamentals of Geometry

1 High School Credit

Full year

Fundamentals of Geometry is a foundational course intended for the student who may find the rigors and expectations of Geometry Regents beyond the level of their current capabilities. The course will provide a solid basis for working with Coordinate Geometry. Students should be well-organized, inquisitive problem-solvers. The course consists of daily note-taking, homework, quizzes and tests. Upon completion of this course the student will take an in-class final exam. This course does NOT cover the same curriculum material needed for the Geometry Regents Exam.

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**Attributes and Competencies:** Well-organized, Solve Problems, Inquisitiveness

**Recommended Course prior to taking this course:** Successful completion of the Algebra 1 CC Regents Examination

**Related Courses:**Intermediate Algebra or Personal/Consumer Finance

## Geometry

1 High School Credit

Full year

Geometry is intended to be the second course in mathematics for high school students. This course will focus on the Geometry Curriculum topics of Perpendicular and Parallel Lines, Triangles, Quadrilaterals, Coordinate Geometry, Ratio, Proportion and Similarity, Triangle Congruence, Transformations, 3-D Geometry, Trigonometry, Geometry of the Circle, Constructions and Proofs. The course consists of daily homework, class-work, quizzes, and tests. A graphing calculator is recommended for this course. The Geometry Regents Exam is taken upon completion of this course.

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**Attributes and Competencies:** Well-organized, Solve Problems, Assess and Analyze Information

**Recommended Course prior to taking this course:** Algebra I

**Related Courses:** Algebra II

## Geometry Honors

1 High School Credit

Full year

Geometry Honors is intended to be the second course in mathematics for high school students. This course will have a rigorous focus on the topics found in the Geometry Curriculum such as Perpendicular and Parallel Lines, Triangles, Quadrilaterals, Coordinate Geometry, Ratio, Proportion and Similarity, Triangle Congruence, Transformations, 3-D Geometry, Geometry of the Circle, Trigonometry, Constructions, and Proofs. The course consists of daily homework, class-work, quizzes, and tests. A graphing calculator is recommended for this course. The Geometry Regents is taken upon completion of this course.

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**Attributes and Competencies:** Well-organized, Solve Problems, Assess and Analyze Information

**Recommended Course prior to taking this course:** Algebra I Honors

**Related Courses:** Algebra II Honors

## Intermediate Algebra

1 High School Credit

Full year

Intermediate Algebra is a foundational course intended for the student who may find the rigors and expectations of the Algebra II Regents course beyond the level of their current capabilities. This class will develop the students' problem solving skills. In addition students will learn how to communicate effectively and be successful in group activities. Students will learn the fundamentals necessary to investigate, explore, discover, justify, explain, prove and apply their mathematical reasoning. The Algebra II Regents exam cannot be taken at the end of this course. There is a local final exam for students at the end of this course. A TI-84 Series graphing Calculator is recommended for this course.

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**Attributes and Competencies:** Team Player, Solve Problems, Communicator

**Recommended Course prior to taking this course:** Fundamental of Geometry or Geometry.

## **Algebra II**

**1 High School Credit**

**Full year**

This is the third regent's course in the Common Core Regents Sequence and completes the math requirements for an Advanced Regents Diploma. This upper level course fits into an overall program of mathematics studies with a rigorous academic core by extending what students have learned in the previous regents mathematics courses as well as introducing more advanced topics. These advanced topics include linear equations, inequalities, and systems, quadratic, polynomial, exponential, logarithmic, and trigonometric functions, equations, and expressions, probability and statistics. The course consists of daily homework, class-work, quizzes, and tests. The Algebra II Regents Exam is taken in June. A graphing calculator is required for this course.

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**Attributes and Competencies:** Solve Problems, Grit/Perseverance, Growth Mindset

**Recommended Course prior to taking this course:** Geometry

**Related Courses:** OCC Pre-Calculus with Trigonometry

## **Algebra II Honors**

**1 High School Credit**

**Full year**

This is the third course in the Common Core Regents Sequence and completes the math requirements for an Advanced Regents Diploma. The purpose of this course is to satisfy the Algebra II requirement of the Common Core Mathematics Standards. This rigorous academic course encompasses higher levels of thinking and more advanced problem solving. These topics include linear equations, inequalities, and systems, quadratic, polynomial, exponential, logarithmic, and trigonometric functions, equations, and expressions, probability and statistics. The course consists of daily homework, class-work, quizzes, and tests. A graphing calculator is required for this course. The Algebra II Regents is taken at the end of the year in June.

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**Attributes and Competencies:** Solve Problems, Grit/Perseverance, Growth Mindset **Recommended**

**Course prior to taking this course:** Geometry or Geometry Honors

**Related Courses:** OCC Pre-Calculus with Trigonometry

## **Consumer Finance**

**.5 High School Credit**

**Half year**

This course will fulfill a half credit for math. It is taught in the Spring Semester, and it is an independent course, not dependent on the Personal Finance Course. Consumer Finance is designed for students to apply real life math skills to their personal lives. Topics include Charge Accounts, Credit Cards, Loans, Vehicle Purchases, Housing Costs, and Insurance. These topics will prepare each student for the basic math challenges they will experience in the workplace, home, and community. This class consists of classwork/homework, quizzes, tests, and final exam in June. There is a project-based activity that will

give students a realistic experience to buying/leasing a car. Students will use a scientific or graphing calculator for this course.

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**Attributes and Competencies:** Use Their Resources to Construct Knowledge, Self-awareness, Fiscally Informed/Responsible

**Recommended Course prior to taking this course:** Two credits of math and successful completion of the Algebra I Regents Exam. **Related Courses:** Personal Finance

<b>Personal Finance</b>
.5 High School Credit <span style="float: right;">Half year</span>

This course will fulfill a half credit for math. It is taught in the Fall Semester, and it is an independent course, not dependent on the Consumer Finance Course. Personal Finance is designed for students to apply real life math skills to their personal lives. Topics include Gross Income, New Income, Record Keeping, Checking Accounts, Savings Accounts, and Cash Purchases. These topics will prepare each student for the basic math challenges they will experience in the workplace, home, and community. This class consists of classwork/homework, quizzes, tests, and a final exam in January. Students will use a scientific or graphing calculator for this course

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**Attributes and Competencies:** Use Their Resources to Construct Knowledge, Self-awareness, Fiscally Informed/Responsible

**Recommended Course prior to taking this course:** Two credits of math and successful completion of the Algebra I Regents exam. **Related Courses:** Consumer Finance

<b>***OCC Exploring Statistics</b>
1 High School Credit <span style="float: right;">Full year</span>
Onondaga Community College (OCC) MAT 118- Exploring Statistics

This is an introductory course for non-STEM majors. Topics include random sampling, graphical displays of data, measures of central tendency and dispersion, normal distribution, standard scores, confidence intervals, hypothesis testing, student distribution, two-way tables, probability, correlation and regression. This class will develop students' ability to assess and analyze information and become confident decision makers about real world information. This course consists of daily homework, classwork, quizzes, tests and a final exam in June. Students will receive 1 High School Credit and may earn 3 College Credits. A TI 84 series graphing calculator is required.

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**Attributes and Competencies:** Confident Decision Maker, Assess and Analyze Information, Communicator

**Recommended Course prior to taking this course:** Intermediate Algebra

**\*\*\*OCC Pre-Calculus with Trigonometry**

1 High School Credit

Full year

Onondaga Community College (OCC) MAT 143- Pre-Calculus

This course is designed by Onondaga Community College to provide the necessary foundation for a standard calculus course. This course provides the opportunity and challenge for students in mathematics to perform at the college level. This course will better prepare students for a college experience while in high school by teaching students how to be independent and responsible learners. Topics include absolute value and quadratic inequalities, functions and their equations, exponential and logarithmic functions and their applications, right triangle trigonometry, law of sines and law of cosines, trigonometric functions (circular) and their inverses, trigonometric identities and equations, addition and multiple angle formulas, and binomial theorem. The use of a graphing calculator is required. Students are eligible to earn 4 college credits

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**Attributes and Competencies:** Solve Problems, Grit/Perseverance, and Accountable for Their Actions  
**Recommended Course prior to taking this course:** For HS credit; Algebra II, for college credit; Pass Algebra II class and Regents Exam.

**Related Courses:** SUPA Calculus or OCC Math 118 - Exploring Statistics.

**\*\*\*SUPA Calculus I**

1 High School Credit

Full year

Syracuse University Project Advanced- SUPA MAT 296

Approximate cost \$460

*but any student who receives free or reduced lunch is automatically entitled to a 60% reduction in cost and can receive up to 90% reduction with further financial aid eligibility*

MAT 295 is the first course in a three-semester Calculus sequence. This sequence is designed for mathematics, science and engineering majors and for those students in other majors who intend to take more advanced courses in mathematics. This course covers functions, limits, differentiation, and integration as well as applications such as curve sketching, optimization, and computation of areas, volumes, and arc lengths. The course consists of daily homework, classwork, quizzes, tests, and a final exam in June.

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**Attributes and Competencies:** Solve Problems, Ask Higher Level Questions, Grit/Perseverance

**Recommended Course prior to taking this course:** OCC Pre-Calculus with Trigonometry

**Related Courses:**Calculus II (MAT 296) Currently not offered at PV Moore High School.

# MUSIC DEPARTMENT

## [Course Selection List](#)

### [MUSIC DEPARTMENT](#)

[Symphonic Band](#)

[Wind Ensemble](#)

[Music in Our Lives](#)

[Music Theory](#)

[Music Theory II](#)

[Vocal Jazz Ensemble](#)

[Concert Chorale](#)

### **Music in Our Lives**

1 High School Credit

Full year

This class will explore and interpret different aspects of Music Theory, History, and Performance. The year will be divided into units chosen from the following: Basic Music Theory and Notation, Music History and Listening, Music in Protest, Beginning Piano/Guitar, and a unit on Hamilton: An American Musical. All units will have an exam or final project attached at the end.

Regular and consistent attendance and independent work skills are required for success in this course.

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**Attributes and Competencies:** Well-organized, Self-manage, Accountable for Their Actions

### **Music Theory**

1 High School Credit

Full year

This course is designed to provide the student with the fundamentals of music theory, which includes the learning of major and minor scales, key signatures, chord construction, music intervals, part-writing, basic modulation techniques, secondary dominants non-chord tones, rhythmic studies, ear training, melodic dictation and analysis of a variety of musical excerpts. Development of keyboard skills to enhance the student's mastery of the course material. Students must be able to read music at a basic level or obtain advice and/or recommendation of instructor if student is unsure.

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**Attributes and Competencies:** Well-organized, Use Their Resources to Construct Knowledge, Innovative and Creative

### **Music Theory II**



1 High School Credit

Full year

The study of Music Theory II is a continuation of the concepts brought forth in Music Theory I, plus an in-depth study of music concepts of various music eras and music styles. It is largely a project based course that puts into practice the concepts of Music Theory I and II. In addition, students in this course will be expected to achieve mastery in the following areas of study: Modulation, Diminished Triads/Seventh Chords with leading tone functions, Musical Form, Orchestration, Diatonic 7th Chords, Chromatic Chords: Neapolitan 6th, Augmented Triad, Augmented 6th Chords, 9th, 11th, 13th Chords, Jazz and contemporary harmonization and orchestration, Improvisation, Intro to 20th Century music.

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**Attributes and Competencies:** Use Their Resources to Construct Knowledge, Assess and Analyze Information, Productive

**Recommended Course prior to taking this course:** Prerequisites: Successful completion of Music Theory I.

### Vocal Jazz Ensemble

1 High School Credit

Full year

To perform ensemble music in both the jazz idiom and standard choral repertoire. Students will learn the stylistic components in performing vocal jazz music. Students will learn the art of scat singing. Students will learn a repertoire of performance level material to perform both in the school community and occasionally the community at large. Students will also prepare and perform Concert Chorale repertoire. Participation in this ensemble will ensure eligibility for All-County and All-State Opportunities

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**Attributes and Competencies:** Team Player, Assess and Analyze Information, Innovative and Creative

### Concert Chorale

1 High School Credit

Full year

Ideal for students looking to gain an introduction to vocal and choral music, or for those with a choral background. Basic musicianship skills will be covered (music reading, music sight-singing) along with regular school performances and performances in the community. Repertoire covered will be of varied styles. Technology used: Use of Google Classroom and Remind app. All students welcome to join

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**Attributes and Competencies:** Team Player, Assess and Analyze Information, Self-manage  
Recommended Course prior to taking this course:

### Wind Ensemble

1 High School Credit

Full year

The Wind Ensemble is designed to be an advanced placement ensemble for the students in the band program who are serious performers and have a desire to be challenged with music that will stretch the individual and group to the upper level of band literature and performance standards. Levels 4-6 music will be the performance goal of the ensemble with the goal of the program being to perform at the festival level for NYSSMA. Students are challenged to prepare advanced solos in preparation to attend NYSSMA events including All-County, Area All-State Festivals and Conference All-State. Musicianship skills are developed to a more advanced level that approaches the level of artistry for individuals and the ensemble. A variety of music styles by various composers will include marches, programmatic music, lyrical and rock ballads, serious concert repertoire, as well as lighter styles of music. All students will be provided the opportunity to advance their level of performance. The student is expected to practice their instruments and attend lessons that are on a rotation schedule, with a focus on rhythmic accuracy, music reading and ensemble playing for example. Four or five band concerts are scheduled per year. All concerts are required performances.

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**Attributes and Competencies:** Team Player, Assess and Analyze Information, Productive

## Symphonic Band

1 High School Credit

Full year

The symphonic band is a high school entry-level band in which students will develop reading and performance skills as a follow-up to their middle school experience. The basics of music performance are emphasized and through the band experience students learn to perform music for concerts that include a Fall Concert, Winter Concert, Cabaret Concert, and a Spring Concert. Various styles of band repertoire are rehearsed by various composers. Band music repertoire will include marches, pop and jazz style band arrangements, rock style music for band, classic music, and standard band repertoire. Students are provided the opportunity to audition for All-County, as well prepare solos for the May NYSSMA solo festival. All students will be provided the opportunity to advance their level of performance through their band experience. Lessons are not intended to be another band music rehearsal but will be a time for students to work with the director and other students to develop their music skills such as playing better in tune, rhythmic accuracy, music reading and ensemble playing. Four or five band concerts are scheduled per year. As per the handbook, all concerts are required performances. Lessons that are scheduled on a rotation basis in small group or ensemble fashion.

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**Attributes and Competencies:** Team Player, Assess and Analyze Information, Productive

## PE/HEALTH DEPARTMENT

[Course Selection List](#)

[PE/HEALTH DEPARTMENT](#)

[Physical Education](#)

[Health](#)

\*\*\*Eligible for college credit

### **Physical Education**

.5 High School Credit

Half year

*Once every 4 days*

Physical education is an integral part of students overall education. The high school physical education classes are the culmination of all that students have previously learned and an introduction to several new activities. The major emphasis at this level is to develop a positive attitude toward health, fitness and wellness giving the students a variety of indoor and outdoor activities including lifetime fitness, individual & team sports/activities. Physical education is a requirement by the New York State Education Law and the regulations of the Commissioner of Education.

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**Attributes and Competencies:** Team Player, Self-awareness, Accountable for Their Actions

**Recommended Course prior to taking this course: none**

### **Health**

.5 High School Credit

Half year

The need for empathy, compassion and personal accountability has never been greater in our society. Information learned in health education affects attitudes and ultimately behaviors. This course focuses on wellness and the balancing of our physical, mental and social health. This is a skills based course with a focus on decision making and goal setting. Topics covered include traditional health topics with the addition of current health issues of local and national concern. Students will be asked to complete a 4 hour community service project during the semester. Homework will consist of google classroom short assignments or worksheets almost daily and a few short term projects. A cumulative final exam will be given at the conclusion of the semester. This course is required for graduation.

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**Attributes and Competencies:** Self-manage, Self-awareness, Empathy

## SCIENCE DEPARTMENT

[Course Selection List](#)

[SCIENCE DEPARTMENT](#)

[Environmental Science](#)

[Earth Science Regents](#)

[Meteorology](#)

[Geology](#)

[Applied Chemistry](#)

[Applied Physics](#)

[Anatomy & Physiology](#)

[Regents Chemistry](#)

[Living Environment \(Regents Biology\)](#)

\*\*\*Eligible for college credit

[\\*\\*\\*CCC Biological Principles I & II](#)  
[\\*\\*\\*SUPA General Biology](#)  
[\\*\\*\\*AP Chemistry](#)  
[\\*\\*\\*SUPA Forensic Science](#)  
[\\*\\*\\*OCC General Physics I](#)  
[\\*\\*\\*CCC Honors Earth Science/Physical  
Geology](#)

### **Environmental Science**

1 High School Credit

Full year

The course begins with a review of Science skills such as metric measurement, graphing and the scientific method. The rest of the year is focused on Earth systems & cycles, adaptation & evolution, environmental issues & solutions there is a strong connection between course content and the local environment. This course involves a lot of hands-on lab activities to ensure student success in later Science courses.

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**Attributes and Competencies:** Solve Problems, Use Their Resources to Construct Knowledge, Assess and Analyze Information

**Related Courses:** Living Environment (Regents Biology)

### **Earth Science Regents**

1 High School Credit

Full year

This course includes the following topics: Astronomy (study of outer space), Geology (study of rocks, earthquakes, volcanoes and plate tectonics) and Meteorology (study of the atmosphere, climate and climate change). This course will use hands-on experimentation, activities, multimedia projects with a presentation aspect, and direct instruction. Students will be enabled to learn the ‘how’ and ‘why’, not just the ‘what’ of science. The Earth Science Regents exam consists of a written portion and lab portion. New York State requires successful completion of 30 laboratory assignments (equivalent to 1200 minutes) to be eligible to take the Earth Science Regents exam.

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**Attributes and Competencies:** Use Their Resources to Construct Knowledge, Inquisitiveness, Informed  
**Related Courses:** Regents Biology or Chemistry

### **Living Environment (Regents Biology)**

1 High School Credit

Full year

Biology is the study of living things. Students are provided with an awareness of the natural world, basic scientific concepts, stimulation of inductive reasoning and a basic understanding of biological processes and generalizations. The course covers topics such as cellular functions, body systems, ecology and

biochemistry. As with all Regents Science courses, there is a 30 lab (1200 minute) requirement for students to be eligible for the Regents exam.

---

**Attributes and Competencies:** Solve Problems, Assess and Analyze Information, Inquisitiveness

**Related Courses:** Applied or Regents Chemistry

## Regents Chemistry

1 High School Credit

Full year

Regents Chemistry is an exploratory course, which allows students to discover the fundamental principles of chemistry, which shape the world we live in. Students will be expected to demonstrate growth and increased competence in other skill areas, which will include, but not be limited to: communication, cooperation with peers, research techniques, problem solving, and appreciation of science and learning in general. Topics include: Matter and Energy, Atomic Structure, Nuclear Chemistry, Periodic Table, Bonding, Chemical Formulas and Equations, Stoichiometry, Behavior of Gases, Kinetics and Equilibrium, Acids and Bases, Redox and Electrochemistry, and Organic Chemistry. All students will take a statewide Regents exam in June, provided they complete the 1200 minute lab eligibility requirement.

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**Attributes and Competencies:** Solve Problems, Assess and Analyze Information, Ask Higher Level

Questions

**Recommended Course prior to taking this course:** Regents Biology and Algebra

**Related Courses:** AP Chemistry or Regents Physics

## Meteorology

.5 High School Credit

Half Year

One thing we all agree upon: the weather in CNY is interesting! This 1/2 year course begins with an overview of weather variables and how they are measured: barometric pressure, relative humidity, fronts and air masses. From there, we learn to make weather maps, forecasts and investigate how extreme weather events are created. The course concludes with a study of climate, climate change and current research into the impact of climate change and our society.

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**Attributes and Competencies:** Solve Problems, Use Their Resources to Construct Knowledge, Assess and Analyze Information

## Geology

.5 High School Credit

Half Year

This half year course is an investigation into the resources and the changing nature of the Earth's crust. We begin with the study of rocks and minerals, how they are created and the value they have in our

society. From there, we investigate plate tectonics, earthquakes and volcanoes. The course concludes with an exploration of Earth's history including determination of geologic age and the evolution of life.

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**Attributes and Competencies:** Solve Problems, Use Their Resources to Construct Knowledge, Assess and Analyze Information

### **Applied Chemistry**

1 High School Credit

Full year

Applied Chemistry is an exploratory course which allow students to discover the fundamental principles of chemistry. This course has been developed for a wide variety of students. Students not quite ready for Regents chemistry will gain valuable knowledge and skills that will provide a seamless transition into Regents Chemistry next year. Students will be expected to demonstrate growth and increased competence in other skill areas, which will include, but are not limited to: communication, cooperation with peers in a lab setting, mathematical problem solving, and an appreciation of science and learning.

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**Attributes and Competencies:** Team Player, Solve Problems, Assess and Analyze Information

**Recommended Course prior to taking this course:** Regents Earth Science & Regents Biology (passing scores in both the class & the Regents)

**Related Courses:** Regents Chemistry or Applied Physics

### **Applied Physics**

1 High School Credit

Full year

Physics investigates the interaction of matter and energy. Topics covered include mechanics, dynamics, Newton's laws, friction, trajectories, circular motion, gravity, energy, momentum, waves, ray optics, electricity and magnetism, quantum theory and nuclear physics. The main objective is to provide a basic knowledge of the main concepts of physics and to develop a systematic approach to solving problems. Students will have to use algebraic equations to find solutions that predict the outcome of events and create some lab reports.

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**Attributes and Competencies:** Well-organized, Solve Problems, Assess and Analyze Information

**Recommended Course prior to taking this course:** Algebra/Biology/ Chemistry **Related**

**Courses:** College physics, Engineering, Electronics

### **Anatomy & Physiology**

1 High School Credit

Full year

Human Anatomy and Physiology is a full year elective science course which will integrate class work, dissection and various other laboratory experiences to present the human body as a marvel of biological engineering. It is aimed to help students interested in getting a certification or college degree in the health sciences and to understand the vocabulary and technologies used in this field. The topics discussed will be

an overall study of the total systemic approach to the human body in both structure and function. Injuries, disorders and diseases of the body will also be discussed.

Lab work is integrated into this class. Please be aware, students are required to run animal dissections. Interactive dissections are available but are only used in conjunction with an actual dissection and cannot replace the experience.

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**Attributes and Competencies:** Learn and Work in an Interconnected Digital World, Use Their Resources to Construct Knowledge, Assess and Analyze Information

**Recommended Course prior to taking this course:** Student must be a junior or senior. Student must have already passed both course and the Regents examinations in Earth Science & Life Science

(Biology), Students' Life Science (Biology) class grade and Regents exam grade should be at least 80% or higher. Students should have a good attendance record.

**Related Courses:** AP Biology, College Biology, SUPA Forensic Science, College Physics

**\*\*\*CCC Honors Earth Science/Physical Geology**

1 High School Credit

Full year

Cayuga Community College (CCC) GEOL 110- Physical Geology

In this course, students will study the processes at work on, in, and around the Earth- Geology, Meteorology, and Astronomy. Students will also develop skills to investigate and develop models that account for change brought on by these processes. In addition to Regents credit, students completing this course will also earn college credit through Cayuga Community College for Physical Geology- 110. Topics in this course include those from Regents Earth Science, with the addition of advanced topics and concepts not taught in Regents Earth Science. Students are required to meet all Regents science requirements, including lab eligibility, and will take the Earth Science Regents Exam. Students will also take a final exam for Physical Geology-110 to receive college credit. Students will be required to complete a summer project prior to starting the course, and a year-long research project to be completed during the course.

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**Attributes and Competencies:** Well-organized, Assess and Analyze Information, Self-manage

**Recommended Course prior to taking this course:** 8th grade Regents Biology or Physical Science

**Related Courses:** Honors Biology/College Biology

**\*\*\*CCC Biological Principles I & II**

1 High School Credit

Full year

Cayuga Community College (CCC) Bio 103 & 104

Students in Bio 103 will explore major concepts within biology, utilizing advanced exposure to hands on techniques and "Wet labs" where students must measure, evaluate and handle a wide variety of lab samples. Topics include cell structure, classification, a survey of the three domains of life, emphasizing

the eukaryotes, molecular and biochemical pathways of photosynthesis and cellular respiration. Students will begin an independent research project.

Students in Bio 104 the second of the sequence comprises an in depth study of human physiology including homeostasis, and all human systems. Genetics and evolutionary concepts are studied as well as ecological concepts and human impacts on the environment. Students will complete and present their independent research project.

**Attributes and Competencies:** Assess and Analyze Information, Ask Higher Level Questions, Inquisitiveness

**Recommended Course prior to taking this course:** Regents Living Environment

**Related Courses:** Other advanced science electives

### \*\*\*SUPA General Biology

1 High School Credit

Full year

Syracuse University Project Advanced- SUPA BIO 121/BIO 123/BIO 124

Approximate cost \$920 Approximant Cost

*but any student who receives free or reduced lunch is automatically entitled to a 60% reduction in cost and can receive up to 90% reduction with further financial aid eligibility*

This is a required 8 credit entry-level course for biology majors in college and is a two course sequence (Fall & Spring Semester) comprising a survey of essential biological concepts ranging from the molecular and cellular level to global ecology. Students will explore the nature of science and the diversity of organisms within a framework of major themes including the flow and regulation of energy and genetic information within living systems, and evolution, which is the central and unifying concept of biology and the framework around which the understanding of other concepts in this course is constructed. Units include plant structure and function, human and comparative animal anatomy and function, as well as ecology. This is a rigorous inquiry based class with regular exposure to wet laboratory experiences that require students handle biological materials using glassware, accurate measuring equipment, and tools safely in the classroom.

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**Attributes and Competencies:** Assess and Analyze Information, Ask Higher Level Questions, Inquisitiveness

**Recommended Course prior to taking this course:** Regents Living Environment & Regents Chemistry

**Related Courses:** Interested advanced level science electives

### \*\*\*AP Chemistry

1 High School Credit

Full year

College Board Advanced Placement (AP)

Exam costs \$94

Approximant Cost

AP chemistry is a rigorous college level course designed to take the place of two semesters of inorganic chemistry. Students should have successfully complete Regents chemistry and have a strong foundation in



math. Students are expected to be diligent in their efforts to maintain the fast pace of the course. There is a summer assignment that consists of a question packet and a “things to know” packet. Students are expected to work on these throughout the summer so they will have the skills needed to succeed throughout the school year. There is a test on the first day of class based on the summer assignment.

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**Attributes and Competencies:** Well-organized, Assess and Analyze Information, Grit/Perseverance  
**Recommended Course prior to taking this course:** Regents Chemistry

**\*\*\*SUPA Forensic Science**

1 High School Credit

Full year

Syracuse University Project Advanced (SUPA) CHE 113

Approximate cost \$448

*but any student who receives free or reduced lunch is automatically entitled to a 60% reduction in cost and can receive up to 90% reduction with further financial aid eligibility*

SUPA Forensic Science is a 4 credit course which includes a separate laboratory section. It is a college level chemistry class which focuses on the application of scientific methods and laboratory techniques to crime and law. Recent advances in scientific methods and principles have had an enormous impact upon science, law enforcement and the criminal justice system. In this course, scientific methods specifically relevant to crime detection and analysis will be presented. Emphasis is placed upon understanding the science underlying the techniques used in collecting, preserving and evaluating physical evidence. Students interested in this course may also be interested in forensic science as a career, medicine/health sciences, law enforcement or becoming a lab technician. "

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**Attributes and Competencies:** Solve Problems, Self-manage, Ask Higher Level Questions **Required**

**Course prior to taking this course:** Regents Chemistry or a student concurrent in Regents Chemistry this is a Syracuse University requirement.

**Related Courses:** Anatomy & Physiology, AP Biology, College Physics

**\*\*\*OCC General Physics I**

1 High School Credit

Full year

Onondaga Community College (OCC) PHY103

\$11.00 review book

Description: A full year course of basic, non-calculus (algebraic) General Physics emphasizing fundamental concepts and physics principles with a problem solving approach. The skills of mathematical analysis, equation manipulation, vector addition, formal lab reports will be introduced and enhanced by covering subjects of Kinematics, Newton’s Laws, Work and Energy Momentum, Motion in a plane, Rotational Motion, Electricity, Electrical circuits, Magnetism, Wave phenomenon, Light, and Quantum Mechanics.

Prerequisites: Concurrent enrollment in math three or a grade of at an 80 in the course. Regents biology and/or chemistry with a grade of at least an 80.

Student Learning Outcomes:

Upon completion of this course, the successful student will be able to;

1. Demonstrate a basic understanding of concepts and principles by correctly stating basic terms, definitions, physical laws and principles.
2. Demonstrate the ability to apply each principle and/or law and use basic computational skills in solving simple one-concept problems.
3. Demonstrate the ability to analyze complex physical problems involving one or more physical principles and several computational steps, and correctly solve for one or more unknown quantities.
4. Demonstrate the ability to apply principle taught in the classroom laboratory situation. This includes making accurate measurements, performing accurate analytic and graphical analysis and explanation of results and combining these in a written report.
5. To pass the college exam along with the New York State Regents exam in physics.

**Attributes and Competencies:** Well-organized, Solve Problems, Assess and Analyze Information

**Recommended Course prior to taking this course:** Trigonometry

**Related Courses:** Engineering

## SOCIAL STUDIES DEPARTMENT

### SOCIAL STUDIES DEPARTMENT

[Global 9](#)

[Global 9 Honors](#)

[Global 10](#)

[United States History and Government](#)

[Participation in Government](#)

[Economics](#)

[Sociology](#)

[Psychology](#)

[\\*\\*\\*AP United States History](#)

[\\*\\*\\*AP United States Government](#)

[\\*\\*\\*AP World History](#)

[\\*\\*\\*SUPA-Foundations of Human Behavior](#)

\*\*\*Eligible for college credit

### **Global 9**

1 High School Credit

Full year

Ninth grade is the first half of a two-year global history sequence focusing on the study of the world beyond the United States and Canada. Students will examine global patterns and compare and contrast societies and their interactions over time. Using a chronological approach, freshmen will examine: Global Methodology and Geography, Prehistory and Ancient Civilizations, Post Classical Civilizations, Global Interactions and the First Modern Age up to 1750 C.E. Students are

expected to build the skills necessary to better comprehend, analyze and evaluate the issues in today's world and to become a global citizen.

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**Attributes and Competencies:** Assess and Analyze Information, Self-manage, Grit/Perseverance

**Recommended Course prior to taking this course:** none

**Related Courses:** Global 10

### **Global 9 Honors**

1 High School Credit

Full year

The course provides opportunities for students to engage in the Pre-AP World History and Geography areas of focus: valuing evidence, drawing from sources, and creating disciplinary arguments. The course provides opportunities for students to become real historians and work with the Pre-AP shared principles of: close observation and analysis, evidence-based writing, higher-order questioning and academic conversation.

Consistent homework completion, discussion skills, strong writing skills, analytical thinking and a mature attitude are all prerequisites for this course. Students can expect 1 hour of HW reading from a collegelevel textbook. Analytical essays and stimulus-based quizzes and exams will also be a part of a student's grade. A local final exam will be given at the end of the year.

Global 9 Honors will be an introduction to AP World History. The course is split over two years with the 9th grade portion covering up to the 1500s. Global 9H is a suggested prerequisite to AP World History in 10th grade. The second half of the course is taught in 10th grade and covers the 1500s through the modern era. At the end of 10th grade, students will take the AP Exam that covers 10th grade content only. Ninth grade content is not covered but the skills in reading, writing and historical analysis they learn this year will help them immensely with the exam in the next year.

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**Attributes and Competencies:** Assess and Analyze Information, Self-manage, Grit/Perseverance

**Recommended Course prior to taking this course:** none

**Related Courses:** AP World History

### **Global 10**

1 High School Credit

Full year

The global history and geography core curriculum is designed to focus on the five social studies standards, common themes that recur across time and place, and eight historical units. This curriculum provides students with the opportunity to explore what is happening in various regions, civilizations, and countries at a given time. In addition, it enables students to investigate issues and themes from multiple perspectives and make global connections. In Global II, students will study the world, excluding the United States, from 1750 to modern day.

**Attributes and Competencies:** Use Their Resources to Construct Knowledge, Assess and Analyze Information, Culturally Aware

**Recommended Course prior to taking this course:** Global 9

**Related Courses:** US 11

## **United States History and Government**

1 High School Credit

Full year

U.S. History and Government is a survey course which provides an in-depth study of American history through political, economic, social and geographic lenses. The course is designed to help students deepen their understanding of United States history through the examination of major events, people, and themes. Students will be developing critical thinking skills as well as advancing their ability to analyze sources.

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**Attributes and Competencies:** Informed, Civic Minded, Accountable for Their Actions

## **Participation in Government**

.5 High School Credit

Half year

This course provides students with opportunities to develop the knowledge required to be active citizens. This course reviews the Constitution, the workings of federal, state and local governments, and the rights and responsibilities of citizenship. The goal is to encourage students to become involved in the political process, and their communities as they grow into adults. We discuss current events and public issues, developing skills to analyze information that is available, process all the points of view, and form opinions that are based on evidence and thoughtful engagement with others. This course involves a large amount of discussion among students, and research that evaluates news/media bias, and teaches students to critically think about the information they are receiving from any and all sources.

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**Attributes and Competencies:** Assess and Analyze Information, Informed, Civic Minded

**Recommended Course prior to taking this course:** U.S. History is recommended prior to this course, as it will provide a sturdy base for the process of American government.

## **Economics**

.5 High School Credit

Half year

Economics is a required one-semester course designed for seniors. The course introduces students to macroeconomic and microeconomic theory. The main emphasis is on the U.S. economy. Topics covered include: introductory concepts and terms, supply and demand, monetary/fiscal policy poverty and welfare and investments.

- Skills taught/utilized in this course:
- Interpret/analyze graphs
- Investment strategies

- Motives and assessment of fiscal and monetary policy
- How economic data influences your life

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**Attributes and Competencies:** Assess and Analyze Information, Productive, Fiscally Informed/Responsible

**Recommended Course prior to taking this course:** none

**Related Courses:** none

## Sociology

.5 High School Credit

Half year

Sociology is a half-year elective course centered on the behavior of people in groups. Topics included are socialization, institutions, social interactions, social change, collective behavior and competition in society. Activities include research, group activities, simulations, and testing.

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**Attributes and Competencies:** Ask Higher Level Questions, Self-awareness, Empathy

**Recommended Course prior to taking this course:** Recommended for Juniors or Seniors **Related**

**Courses:** Most students split the course with psychology

## Psychology

.5 High School Credit

Half year

This course focuses on the study of human behavior. As an introduction to the field of psychology, this course includes consideration of psychological principles, terminology, major theories, careers, methods of experimentation, and practical applications. Special topics include personality and child development, problem-solving, group dynamics, states of consciousness (focusing on the importance of sleep) and emotions.

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**Attributes and Competencies:** Use Their Resources to Construct Knowledge, Ask Higher Level Questions, Self-awareness

**Recommended Course prior to taking this course:** Recommended for Juniors or Seniors **Related**

**Courses:** Most students take this in correlation with sociology

## \*\*\*AP United States History

1 High School Credit

Full year

College Board Advanced Placement (AP)

Exam costs \$90

Approximant Cost

AP U.S. History is designed to be the equivalent of a two-semester introductory college or university U.S. history course. In AP U.S. History students investigate significant events, individuals, developments, and processes in nine historical periods from approximately 1491 to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources;

developing historical arguments; making historical comparisons; and utilizing reasoning about contextualization, causation, and continuity and change over time. The course also provides seven themes that students explore throughout the course in order to make connections among historical developments in different times and places: American and national identity; migration and settlement; politics and power; work, exchange, and technology; America in the world; geography and the environment; and culture and society.

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**Attributes and Competencies:** Well-organized, Use Their Resources to Construct Knowledge, Assess and Analyze Information

**\*\*\*AP United States Government**

1 High School Credit	Full year
College Board Advanced Placement (AP)	Exam costs \$90
	Approximant Cost

AP U.S. Government and Politics provides a college-level, nonpartisan introduction to key political concepts, ideas, institutions, policies, interactions, roles, and behaviors that characterize the constitutional system and political culture of the United States. Students will study U.S. foundational documents, Supreme Court decisions, and other texts and visuals to gain an understanding of the relationships and interactions among political institutions, processes, and behaviors. Students will also engage in disciplinary practices that require them to read and interpret data, make comparisons and applications, and develop evidence-based arguments. In addition, they will complete a political science research or applied civics project.

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**Attributes and Competencies:** Well-organized, Assess and Analyze Information, Civic Minded

**\*\*\*AP World History**

1 High School Credit	Full year
College Board Advanced Placement (AP)	Exam costs \$90
	Approximant Cost

Advanced Placement World History is designed for those advanced students who wish to prepare for the demands of college by developing their reading, writing and critical thinking skills, while simultaneously earning both Regents and possible college credit. The course mirrors an introductory full-year college course in its rigor, assignments and expectations. Specifically, the course emphasizes global patterns over time and place, comparing within and among societies and putting culturally diverse ideas and values into historical context. The course will cover the time period from approximately 1450 C.E. to the present. It requires superior skills in reading and writing as well as sophisticated analysis of historical material. Note: The estimated fee for the required AP exam in May is \$90. Students will also receive Regents credit for Global History and Geography II upon successful completion of the course and the Regents exam in June.

**Attributes and Competencies:** Assess and Analyze Information, Ask Higher Level Questions, Grit/Perseverance, Culturally Aware

**Recommended Course prior to taking this course:** Global History & Geography I Honors

**Related Courses:** AP United States History

## TECHNOLOGY DEPARTMENT

### Course Selection List

#### TECHNOLOGY DEPARTMENT

[Production Systems \(Basic Woodworking\)](#)

[Manufacturing Productions II \(Mass Production Woodworking\)](#)

[Video Editing and Creation](#)

[Design and Drawing for Production Automotive](#)

[Repair and Maintenance -](#)

[Transportation Land](#)

[Small Engine Repair- Transportation Systems](#)

[Foundations of Technology and Engineering](#)

[Foundations of Technology and Engineering 2](#)

[Residential Structures \(Construction\)](#)

[Engineering Theory and Applications](#)

[\\*\\*\\*CCC College Computer Aided](#)

[Drafting CAD](#)

[Electricity and Electronics](#)

*\*\*\*Eligible for college credit*

### **Production Systems (Basic Woodworking)**

.5 High School Credit

Half year

Production Systems is an introductory level course focused on the processing and conversion of rough cut lumber to a finished product. Throughout the course, students will be introduced to common tools and equipment found in a wood production lab, and how to safely and effectively use each tool. Students will create multiple projects in the class that may include: scroll saw ornament, pens, wooden joinery box, and others.

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**Attributes and Competencies:** Solve Problems, Innovative and Creative, Productive

## **Manufacturing Productions II (Mass Production Woodworking)**

.5 High School Credit

Half year

Manufacturing Productions continues to build upon the knowledge and skills covered in Production Systems I, allowing student to apply information for mass production. Students will focus on the design of a product, increasing workflow production through jigs, fixtures, and automation, and the differences between Push, and Pull manufacturing. At the end of the course, students will mass produce a project that was developed throughout the duration of the course.

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**Attributes and Competencies:** Team Player, Well-organized, Solve Problems **Recommended**  
**Course prior to taking this course:** Production Systems I

## **Video Editing and Creation**

.5 High School Credit

Half year

In this course students will learn to take video footage and add their own effects to create clips for entertainment purposes. The Adobe Creative Cloud Software Products will be used in this class to make student visions come to life. Storyboarding, script writing, shot framing, lighting, and genre studies will be some of the topics covered besides the editing process.

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**Attributes and Competencies:** Learn and Work in an Interconnected Digital World, Assess and Analyze Information, Self-manage

**Related Courses:** Computer Aided Drafting - CAD

## **Design and Drawing for Production**

1 High School Credit

Full year

Students will be introduced to basic hand drafting while learning areas of technical drafting such as orthographic projection, pictorial drawings, and section views. Students will not only gain a command of the drawing process, but a thorough understanding of how to communicate through their drawings. The second part of the course concerns itself with design, students are provided with opportunities to experience critical thinking, problem solving, and decision making. Students will gain an understanding of the design process from the conception of an idea to the creation of a final product, as is used by the industry.

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**Attributes and Competencies:** Well-organized, Solve Problems, Assess and Analyze Information

## **Automotive Repair and Maintenance - Transportation Land**

.5 High School Credit

Half year

This course provides students with the opportunity to learn to perform the routine care and maintenance of the personal automobile. Students will explore and repair the various systems needed to operate a land



vehicle. The NY State Inspection process, oil changes, brake changes and tire repair are some examples of class activities.

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Attributes and Competencies: Solve Problems, Productive, Self-reliance Related Courses: Production Systems or BOCES

### **Small Engine Repair- Transportation Systems**

.5 High School Credit

Half year

In this course students will tear down, troubleshoot, and repair small engine equipment and recreational machines. Students will study and experiment with air, marine, and space systems through several small projects for the second half of the course.

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Attributes and Competencies: Well-organized, Solve Problems, Self-reliance Related Courses: Production Systems or BOCES

### **Foundations of Technology and Engineering**

1 High School Credit

Full year

This course is designed to prepare students for a four year, intensive high school engineering pathway. Students will be taught the design process in full through lessons and the creation of class projects. Tools and techniques learned in this course will provide the foundation skills for the next classes. Time will be spent learning drafting by hand, which will give students the skills needed to take CAD in the following year. Can be taken during your Junior year.

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**Attributes and Competencies:** Solve Problems, Assess and Analyze Information, Innovative and Creative

Recommended Course prior to taking this course:

**Related Courses:** Engineering Applications/Electricity Electronics

### **Residential Structures (Construction)**

.5 High School Credit

Half year

This course will teach students how to build a home from the foundation to the roof. The main aspects of construction will be covered such as site preparation, masonry, framing, plumbing, electrical, siding, roofing, and stairs. Time will be spent on the design of a home and creating 3-D models of that design using current architectural software.

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**Attributes and Competencies:** Well-organized, Solve Problems, Assess and Analyze Information  
**Recommended Course prior to taking this course:** Design and drawing or Woodworking Productions are recommended, not required

### **\*\*\*CCC College Computer Aided Drafting CAD**

1 High School Credit      Full year Cayuga Community College (CCC) ENGR 126-Computer Aided Drawing

This is an introductory course to CAD (Computer Aided Drafting) utilizing AutoCAD, Inventor, and Chief Architect software. The course will cover basic drawing commands used to construct detailed, blueprint-styled drawings. Time will also be spent on architectural design, students will draw floor plans, create elevations, and design interior layouts using 3-D modeling software. College CAD will earn students 3 credit hours from Cayuga Community College.

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**Attributes and Competencies:** Well-organized, Learn and Work in an Interconnected Digital World, Innovative and Creative

**Recommended Course prior to taking this course:** Design and Drawing for Production

**Related Courses:** Foundations of Engineering, Electricity and Electronics

### **Engineering Theory and Applications**

.5 High School Credit

Half year

This course is a rigorous mix of both Engineering Design and the Physics behind each design that makes it work perfectly. The materials covered will better prepare students who are serious about the field of engineering. Projects in this course will allow students to design prototypes using math, science, and technology together to create optimal solutions. This course is designed for Juniors and Seniors.

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**Attributes and Competencies:** Solve Problems, Assess and Analyze Information, Innovative and Creative

**Recommended Course prior to taking this course:** Foundations of Technology 1, CAD, and Trigonometry (Can be Concurrent)

**Related Courses:** Electricity and Electronics

### **Electricity and Electronics**

.5 High School Credit

Half year

This course will give students the basic electrical skills that employers in the technical fields have been begging for. Most devices used today are electronic in one way or another, this course will help students understand how they work and how to build or fix them. Students will be taught to analyze, troubleshoot, design, and build simple circuits. Projects will involve things like digital electronics, frequency generators, motion sensors, and electrical schematics.

**Attributes and Competencies:** Learn and Work in an Interconnected Digital World, Solve Problems, Inquisitiveness

**Related Courses:** Foundations of Technology and Engineering 2, CAD

## DISTANCE LEARNING and ONLINE COURSES

Through CiTi, Cayuga and Onondaga Community Colleges

<b>***CCC Distance Learning BIO 103 General Biology I</b>
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1 High School Credit
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Half year
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**Cayuga Community College**

**Eligible for 4 credit hours**

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

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**Attributes and Competencies:** BIO 103 is a SUNY Gen Ed course **Recommended**

**Course prior to taking this course:**

**\*\*\*CCC Distance Learning BIO 104 General Biology II**

1 High School Credit

Half year

**Cayuga Community College**

**Eligible for 4 credit hours**

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

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**Attributes and Competencies:** BIO 103 is a SUNY Gen Ed course **Recommended**

**Course prior to taking this course:**

**\*\*\*CCC Distance Learning BIO 209 Nutrition ONLINE**

1 High School Credit

Half year

**Cayuga Community College**

**Eligible for 3 credit hours**

Appropriate for science majors and non-majors, also students pursuing a career in healthcare professions. Examines the fundamentals of nutrition, including nutrient composition of foods, physiological factors influencing nutritional needs, behavioral considerations related to food intake, nutrient digestion, assimilation, and storage; energy requirements, life cycle requirements, weight management, diet therapy, fad diets, manufactured food, methods used in dietary assessment and nutrition research.

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**Attributes and Competencies:** BIO 209 is a SUNY Gen Ed Course

**\*\*\*CCC Distance Learning CJ 111 Introduction to Justice Systems**

1 High School Credit

Half year

**Cayuga Community College** **Eligible for 3 credit hours**

An introductory course in symbolic logic. Students will be introduced to the basic principles of logical Comprehensive survey of justice systems including historical, organizational, social, functional and administrative aspects. Provides the background and principles to introduce students to succeeding specialized courses.

**\*\*\*CCC Distance Learning CJ 220 Criminology**

1 High School Credit **Half year**

**Cayuga Community College** **Eligible for 3 credit hours**

Studies the causes of crime and detection and treatment methods. Also covers the historical approach and modern methods.

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**Recommended Course prior to taking this course:** CJ 111 Introduction to Justice System

**\*\*\*CCC Distance Learning COMM 130 Human Communication ONLINE**

1 High School Credit **Half year**

**Cayuga Community College** **Eligible for 3 credit hours**

This course introduces students to communication studies. It surveys topics in human perception, language, relationships, face-to-face and mediated communications. Models for effective communication are explored for various contexts and cultures.

**\*\*\*CCC Distance Learning CS 235 Web Page Design and Development**

**ONLINE**

1 High School Credit **Half year**

**Cayuga Community College** **Eligible for 3 credit hours**

Course provides experience in planning and developing a web page. Students work with HTML and DHTML programming language, web browser, and web page editor as tools to develop a web application. Also introduces CSS and Java Script programming to add dynamic components to web pages.

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**Recommended Course prior to taking this course:** Recommend Background BUS 225-Micro

Application Software or related computer experience.

**\*\*\*CCC Distance Learning ECON 102 Personal Finance**

1 High School Credit **Half year**

**Cayuga Community College****Eligible for 3 credit hours**

For students who desire knowledge in managing their personal finances. Topics include budgeting, savings, borrowing, home purchasing, automobile purchasing; life, auto and home insurance, health, disability and retirement programs; estate planning, and investing.

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**\*\*\*CCC Distance Learning ENTR 200 The Entrepreneurial Process ONLINE**

1 High School Credit

Half year

**Cayuga Community College****Eligible for 3 credit hours**

Covers the role of social and economic entrepreneurship and its impact on local, regional, national, and global cultures and economies. Students will evaluate the skills and commitment necessary to successfully operate an entrepreneurial venture, and will review the challenges and rewards of entrepreneurship as a career choice, as well as entrance strategies to achieve the goal. Students can explore areas and projects of interest individually and in teams.

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**\*\*\*CCC Distance Learning HLTH 104 Personal Health ONLINE**

1 High School Credit

Half year

**Cayuga Community College****Eligible for 3 credit hours**

In-depth course in maintaining lifelong good health examines emotional health, drug education, family health, personal fitness, disease, consumer and environmental health.

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**\*\*\*CCC Distance Learning PSY 101 Introductory Psychology and \*\*\*CCC Distance Learning PSY 101 Introductory Psychology ONLINE**

1 High School Credit

Half year

**Cayuga Community College****Eligible for 3 credit hours**

Basic orientation to the psychology of human behavior. Studies the aims and methods of psychological investigation and measurement, and biological and social influences on behavior. Also focuses on learning, motivation, emotion, perception, and personality development.

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**Attributes and Competencies:** PSY 101 is a SUNY Gen Ed Course

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**\*\*\*CCC Distance Learning SOC 101 Introductory Sociology and \*\*\*CCC Distance Learning SOC 101 Introductory Sociology ONLINE**

1 High School Credit

Half year

**Cayuga Community College**

**Eligible for 3 credit hours**

Introduces sociology as a science concerned with relationships, institutions, organizations, and the physical environment. Outlines the major theories as a basis for sociological perspectives on social issues. 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.

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**Attributes and Competencies:** SOC 101 is a SUNY Gen Ed Course

**\*\*\*OCC Distance Learning ASL 101 American Sign Language I**

1 High School Credit

Half year

**Onondaga Community College**

**Eligible for 3 credit hours**

This course is designed for students with little or no previous knowledge of American Sign Language. Students acquire basic grammar and lexical skills that will enable them to communicate in routine social or professional situations within an authentic cultural context. Topics may include, but are not limited to, the following: biographical information, relationships, preferences, leisure activities and making plans for the future.

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**Attributes and Competencies:** ASL 101 is a SUNY GenEd course

**\*\*\*OCC Distance Learning ASL 102 American Sign Language II**

1 High School Credit

Half year

**Onondaga Community College**

**Eligible for 3 credit hours**

This course is the sequel to American Sign Language I. It builds upon the basic grammatical, linguistic, communicative and cultural concepts learned in ASL 101. Students learn to communicate in the context of an increasing number of daily life topics. Topics may include, but are not limited to the following: daily routines, hobbies, food, clothing and other belongings, health and emergencies, and the workplace.

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**Attributes and Competencies:** ASL 102 is a SUNY Gen Ed course.

**Recommended Course prior to taking this course:** Prerequisite ASL 101 American Sign Language I

**\*\*\*OCC Distance Learning COM 210 Public Speaking**

1 High School Credit

Half year

**Onondaga Community College**

**Eligible for 3 credit hours**

Public Speaking is a course designed to acquaint the student with the basic theories and skills of public discourse. Course content includes the importance of audience analysis and adaptation, how to choose an appropriate topic, organization, speech purpose and delivery, and critical analysis of discourse. Word study, effective language use, effective non-verbal skills and critical listening skills are also stressed.

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**Attributes and Competencies:** COM 210 is a SUNY Gen Ed course.

**\*\*\*OCC Distance Learning PHI 108 Ethics**

1 High School Credit

Half year

**Onondaga Community College**

**Eligible for 3 credit hours**

An introductory course to basic problems about the application of concepts of right, wrong, good and bad to persons and their actions. Topics covered may include major ethical traditions, relativism, morality and religion, and the foundations of moral obligation.

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**Attributes and Competencies:** PHI 108 is a SUNY Gen Ed Course.

**Related Courses:** PHI 107 is a required course for a Computer Science Associates Degree at OCC.

**\*\*\*OCC Distance Learning PHI 103 Critical Thinking**

1 High School Credit

Half year

**Onondaga Community College**

**Eligible for 3 credit hours**

The aim of this course is to equip students with the capacity to critically consider various claims, arguments, and other purported reasons for belief and action. Students will learn to identify and construct arguments; discern whether the premises of arguments support their conclusions, and discover many common valid and invalid argument forms. Students will also learn to identify common logical fallacies in real-world examples; evaluate and construct arguments for should conclusions (e.g., arguments with the conclusion that such-and -such should be done); analyze analogies; and identify common heuristics and related cognitive biases.

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**Attributes and Competencies:** PHI 103 is a SUNY GenEd course



**\*\*\*OCC Distance Learning ANT 152 Introduction to Cultural Anthropology**

1 High School Credit

Half year

**Onondaga Community College**

**Eligible for 3 credit hours**

This course provides students with an introduction to the cultural and social systems that humans have devised over time and space, using a comparative anthropological perspective. The course will also focus on using the methods, theories, and concepts of cultural anthropology to understand and explain the cultural diversity seen around

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**Attributes and Competencies:** ANT 152 is a SUNY Gen Ed course