

CAZENOVIA HIGH SCHOOL



Cazenovia High School Program of Studies Guide 2018-2019

Program of Studies Table of Contents

Introduction Letter	3
Cazenovia High School Philosophy	4
<i>Summer School</i>	
<i>Community Service Requirements</i>	
Graduation Requirements	5
<i>Course Requirements</i>	
<i>Regents Examination Requirements</i>	
<i>Art/Music Requirements</i>	
Programs of Study	6
<i>College/Career Planning Seminar</i>	
<i>Independent Study</i>	
Advanced Placement (AP) Offerings	7
College Credit Courses	8
English	9 - 11
Social Studies	12 - 14
Mathematics	15 - 17
Science	18 - 22
Languages Other Than English	23 - 24
Health & Physical Education	25
Career & Technology Education	26 - 34
Agricultural Science	26 - 28
Business	29 - 30
Computer Technology	31
Family & Consumer Science	32
Technology	33 - 34
<i>Project Lead the Way</i>	
Fine Arts	35 - 39
<i>Music</i>	
<i>Art</i>	
Life Skills	40

**Cazenovia High School
31 Emory Avenue
Cazenovia, New York 13035
(315) 655-1314**

Dear Parents & Students:

The Program of Studies guide will provide you with information necessary for course selection for the 2018-2019 school year. It also serves as the description of the academic programs available at Cazenovia High School.

Students at Cazenovia High School are fortunate to have an excellent faculty and educational programs available to them. We urge you to use this guide to take advantage of these educational opportunities.

The administration, counseling staff, and faculty are available to assist you with information and suggestions regarding course selection. Please contact us if you have any questions.

Sincerely,

The Counseling Office

Notice

This Program of Studies book contains descriptions of tentative course offerings for the next academic year. Factors such as the number of students requesting a course and availability of staff determine whether or not a particular course is offered.

Cazenovia Central School District does not discriminate on the basis of age, color, religion, creed, disability, marital status, national origin, race or sex regarding its educational and employment practices. Inquiries concerning this policy of equal opportunity and questions on grievance procedures should be referred to the Superintendent of Schools, Cazenovia Central Schools, 31 Emory Avenue, Cazenovia, New York 13035, (315) 655-1317.

A PROUD TRADITION OF CHARACTER AND EXCELLENCE

The school community of Cazenovia High School has the responsibility to ensure that all students have access to and participate in a quality educational experience; that given a quality secondary school program, all students will have the opportunity to achieve; that successful completion of our program will provide students with the necessary knowledge, appreciation, skill, understandings, attitudes, and values to assume adult roles whether this means successful participation in post-secondary institutions or participating successfully in meaningful employment.

Basic Skills

Students will master the communicative and computation competencies that provide the foundation for the effective implementation of those process skills necessary to become fully integrated and creative members of a technologically based society.

Academic Achievement

An academic program will be provided for students, which will prepare them adequately for post-secondary education and/or employment. The program should be more than the acquisition of facts. It should aim at developing ideals, pursuing excellence, integrating life skills to make learning exciting and relevant, promoting creativity and critical thinking, and addressing the needs of students within the context of our rapidly changing society.

Acquisition of Life Skills

An important part of the educational process is to empower students to take charge of their own destiny. This necessitates the development of such skills as:

- *Problem solving and the ability to make appropriate decisions*
- *The ability to work in a collaborative manner with others*
- *A capacity for self-directed and lifelong learning*
- *Effective and appropriate work habits*
- *Functioning as independently as possible*

Effective Growth of the Individual

Our school is only one of the institutions, which contributes to the total growth of the individual as he/she strives to achieve a sense of self-worth and physical well-being. Helping students formulate a positive self-concept is the responsibility of the home and the community as well. Students should possess attitudes and values, which will enable them to face the future with confidence and belief in themselves while functioning as responsible members of our society.

School and Interpersonal Relationships

Our school will provide an environment for promoting social and interpersonal skills through student involvement in classes and in extra-curricular activities. Participation in these programs will promote self-worth and a strong sense of citizenship and community.

Summer School

Cazenovia High School encourages attendance of summer school for students who have failed courses or state exams. In order to qualify for credit, a student must have been enrolled in the same course during the school year.

Community Service Graduation Requirement

Students entering the high school are required to complete forty (40) hours of community service prior to graduation. The expectation is that students will complete a minimum of ten (10) hours of community service each school year. To be eligible for senior privileges, seniors must have completed thirty (30) hours of community service by the first day of senior year. Further, seniors are required to complete the full forty (40) hours by the first day of the second semester to be eligible for senior privileges.

GRADUATION REQUIREMENTS

Credits	REGENTS DIPLOMA	Credits	REGENTS DIPLOMA WITH ADVANCED DESIGNATION
4.0	English	4.0	English
4.0	Social Studies	4.0	Social Studies
3.0	Math	3.0	Math
3.0	Science	3.0	Science
0.5	Health	0.5	Health
1.0	Fine Art Requirement ***	1.0	Fine Art Requirement ***
1.0	Languages Other Than English**	3.0	Languages Other Than English or 5 unit Fine Arts or Career Tech Ed replacement
2.0	Physical Education	2.0	Physical Education
3.5	Elective Courses	1.5	Elective Courses
22.0	Minimum Required	22.0	Minimum Required

Required Regents Examinations

Regents Diploma

CC English Language Arts
 CC Algebra I
 Global History & Geography
 US History & Government
 Science (1 Regents Exam)
 Languages Other Than English (LOTE)
 (7th Grade Cumulative Exam) **

Regents Diploma Advanced Designation

CC English Language Arts
 CC Algebra I
 CC Geometry
 CC Algebra II
 Global History & Geography
 US History & Government
 Science (2 Regents Exams)
 Languages Other Than English (LOTE) or Replacement Sequence

**7th Grade (LOTE) Cumulative Examination = 1.00 credit to fulfill the minimum graduation requirement for Languages Other Than English.

It is the goal of Cazenovia High School that all students will graduate with a Regents or Regents Diploma Advanced Designation.

Students with an Individualized Education Plan (IEP) who score between a 55%-64% on any of the five required Regents exams are eligible for the safety net as established by the New York Board of Regents. If a student scores between a 55% - 64% on a Regents examination, this will enable the student with an IEP to obtain a local diploma. A local diploma is not an option for any student who does not have an IEP.

*** The courses below are those which will fulfill the Fine Art requirement for the 2018-2019 school year.

Courses	Performing Organizations:
Intro to Engineering Design/DDP – 1 credit	Women’s Choir – 1/2 credit each year
Studio Art – 1 credit	Concert Choir – 1/2 credit each year
Computer Graphics/Multi-Media – 1/2 credit	Concert Band – 1/2 credit each year
Guitar I – 1/2 credit	Orchestra – 1/2 credit each year
Guitar II – 1/2 credit	String Ensemble – 1/2 credit each year
Music Theory – 1 credit	Jazz Ensemble – 1/2 credit each year
	Wind Ensemble – 1/2 credit each year

PROGRAMS OF STUDY

Regents: Students planning on continuing their education beyond high school in any four-year college are urged to qualify for the State Regents Diploma. However, qualifying for a Regents Diploma does not guarantee entrance into college, nor does failure to qualify necessarily mean that a student will be unable to be accepted by colleges.

Honors: These courses are designed for students with high aptitude and motivation. In general, they include additional material beyond the state syllabus, move at a more rapid pace, and are labeled H. Students are recommended for this level of study by previous teachers.

The Advanced Placement and Honors selection process for the 2019 – 2020 school year is currently under review.

Special Education: The Committee on Special Education collaborates with classroom teachers, counselors, the school psychologist, and families to create an educational plan that best suits the individual student's needs. Services may include; academic support, co-taught classes, career development, and life skills.

BOCES Courses: In conjunction with the Board of Cooperative Education Services of Onondaga-Cortland-Madison Counties, Cazenovia High School students may take one or more of the following courses:

Automotive Collision Technology
Automotive Technology
Computer Technology
Construction Technology
Cosmetology
Culinary & Pastry Arts
Early Childhood Education
Health Occupations
Laboratory Technology
Welding Technology

See your Counselor for more information on the following programs:

- * Physical Therapy Professions
- * Criminal Justice
- * Medical Professions
- * Media Marketing Communications

Special Courses Offerings

College/Career Planning Seminar - (1/4 unit) - 9511

College/Career Seminar is a required course for all Juniors. Topics covered are: goal setting, self-evaluation, standardized testing, resume writing, the college search and application process.

Independent Study - Duration and Credit Flexible

Students who demonstrate an ability to work independently that wish to pursue specific areas of interest not included in the course offerings may submit proposals for Independent Study to the appropriate department leaders.

ADVANCED PLACEMENT (AP) OFFERINGS

The Advanced Placement and Honors selection process for the 2019 – 2020 school year is currently under review.

Advanced Placement:

Advanced Placement, a program sponsored by the College Board, offers introductory level college courses in various subject areas. Advanced Placement and other college level courses aligned with specific colleges provide the motivated student with a number of advantages:

1. Competitive colleges expect students to take the most challenging courses offered by the high school.
2. College credits can be earned at a fraction of the tuition cost at college.
3. The student has the opportunity to experience what will be expected of them in college.
4. Often students can earn enough credits while in high school to actually accelerate college graduation or pursue advanced degrees in less time. In some cases, Cazenovia students have earned bachelor's degrees in less than 3 years.

The cost of each exam is \$94.00 which is the responsibility of the student. These examinations are graded on a 5 point scale, 1 – no recommendation; 5 – extremely well qualified. Acceptance of these courses for college credit or college placement varies from college-to-college based on the student's exam score. Transferability of courses varies widely in scope.

English:

AP English Language (11)
AP English Literature (12)

Mathematics:

AP Calculus A/B (12)

Science:

AP Physics (11 or 12)
AP Biology (12)
AP Chemistry (12)

Social Studies:

AP World History (10)
AP United States History (11 or 12)
AP Government & Politics (12)

Computer Science:

AP Computer Science A (11 or 12)

Art:

AP Studio Art (12)

* All quoted costs are subject to change and the College Board provides a fee reduction per exam for students with financial need.

COLLEGE CREDIT COURSES

Tompkins Cortland Community College (TC3)

College French
College Spanish
Physical Setting Chemistry
AP Chemistry
Fundamentals of Accounting
Personal & Business Finance
Entrepreneurship
Advanced Drawing & Painting
Conservation-Natural Resources
AP Calculus
AP Biology
AP Physics

***Cost – FREE**

Mohawk Valley Community College (MVCC)

AP US History
AP Government & Politics

***Cost – FREE**

Rochester Institute of Technology

Design and Drawing for Production
Digital Electronics
Computer Integrated Manufacturing
Principles of Engineering

*3 credits per class through Rochester Institute of Technology (for each course passed).

*Cost: \$225.00 per course, payable on completion of the course with an 85% or above and a passing score on the RIT exam.

*All quoted costs are subject to change.

Other local college courses may be approved upon student request and school approval.

ENGLISH

English 8 - full year - 3111

The 8th grade curriculum uses a diverse selection of literature as a bridge to essential language skills. Students are exposed to various forms of fiction, non-fiction, and poetry as a means to explore literary purposes, genres, and themes. In addition to the valuable life lessons that are analyzed through literature, the language skills of vocabulary, spelling, and grammar are examined to provide students with a necessary, grade-level appropriate understanding of the English language. In preparation for the New York State English Language Arts Exam, students are well versed in reading comprehension and essay writing strategies. We will use the Pearson Common Core Literature series, which provides a myriad of literature selections and opportunities for teachers to differentiate instruction. Students will also develop expository writing skills by engaging in a guided research process. Curriculum instruction and assessments are aligned with the current New York State Common Core Standards. Summer reading is strongly encouraged to support the program and to promote lifelong learning.

English 9 - full year - 3211

English 9 provides unlimited opportunities for integrated learning; reading comprehension, vocabulary, grammar, and writing skills are taught in a context relevant to students' experiences. Through short stories, choice books, *Stotan*, and *Touching Spirit Bear*, modern authors provide insight into diverse cultures, and classic literature in the curriculum includes *Othello* and *The Odyssey*. Expectations are that each student will advance skill levels by reading high interest and complex texts and by using the process of analytical and informational writing. Summative assessment measures include paragraph and essay writing (with a strong focus on Regents preparation), narrative writing, projects, creative writing, reading comprehension, literary analysis, Socratic seminar, and an argumentative research project using NoodleTools, Google Docs and online and library resources. Course content is aligned with the latest New York State Common Core Standards and is designed to prepare students for 21st century college and career opportunities. Summer reading is strongly encouraged to support the program and to promote lifelong learning.

English 9 Honors - full year - 3221

English 9H supplements and enriches the English 9 program to develop student awareness and critical thinking. A variety of literature, including foundational classics such as *The Odyssey*, *Romeo and Juliet*, and *Fahrenheit 451*, will be studied in depth in an integrated program of language arts skills. Each unit will center on a major work with pieces related by theme, cooperative learning experiences, and creative and critical presentations. Students will complete an argumentative research paper project using NoodleTools, Google Docs and online and library resources. Course content is aligned with the latest New York State Common Core Standards and is designed to prepare students for 21st century college and career opportunities as well as the 11th grade Regents exam and further Honors/AP coursework. Summer reading is required to support the program and to promote lifelong learning.

Pre-requisites for this course are:

- *Committee recommendation based upon academic achievement, class participation, classroom citizenship, work ethic, and demonstrated interest in English (literature and writing)*
- *Academic achievement during Q1 & Q2 in English 8*
- *Review of STAR reading scores*
- *Summative scores from Q1 & Q2 in English 8*
- *Performance on 9-Honors English screening exam (date TBD)*

The Advanced Placement and Honors selection process for the 2019 – 2020 school year is currently under review.

English 10 - full year - 3311

The English 10 course covers critical thinking, analytical skills, reading comprehension, literary analysis, process writing and the art of persuasion. Students are expected to analyze theme, examine the complexity of characters and ideas, investigate the impact of figurative language and word choice, explain the structural and organizational choices that an author makes, compare and contrast artistic mediums, and draw evidence from both literature and informational texts to support ideas. In terms of writing, students will use technology (such as Google Docs and NoodleTools) and the process of writing to produce clear, concise, organized and persuasive pieces. Using the novels, *Of Mice and Men* by John Steinbeck, *Lord of the Flies* by William Golding, and *To Kill A Mockingbird* by Harper Lee, and the play *Macbeth* by William Shakespeare, we will focus on three central questions: How does society affect the individual? What kinds of circumstances are truly beyond an individual's control and which options are truly within the realm of personal choice? To what extent does power (or a lack of power) affect individuals and relationships? Major assessments include choice book projects (based on the respective units), a comparative essay, unit tests, a Socratic seminar, poetry analysis, and English Regents-based multiple choice, short answer and essay questions. Course content is aligned with the latest New York State Common Core Standards and is designed to prepare students for 21st century college and career opportunities. Summer reading is strongly encouraged to support the program and to promote lifelong learning.

English 10 Honors - full year - 3321

This course is designed for the student who has been recommended by the English department committee due to proven academic achievement, class participation, classroom citizenship, work ethic, demonstrated interest in English (literature and writing), and performance on 10-Honors English screening exam and in prior English courses. The course focuses on world literature and is divided into the following units: Man and Society, Friendship and Culture, The Tragic Hero, and The Art of Persuasion. Students are expected to analyze theme, examine the complexity of characters and ideas, investigate the impact of figurative language and word choice, explain the structural and organizational choices that an author makes, compare and contrast artistic mediums, analyze and draw evidence from both literature and informational texts. Further, students will use the process of writing and technology such as NoodleTools and Google Docs in order to write clear, concise, organized and persuasive pieces. Summative assessments include: summer reading promotional poster, Socratic seminar, formal debate, choice book projects (related to the theme in study), poetry circle and analysis, Common Core based reading comprehension, short answer and essays, AP Language and Literature based essays, creative writing, literary analysis, and final research paper. Summer reading is required to support the program and to promote lifelong learning.

Pre-requisites for this course are:

- *Committee recommendation based upon academic achievement, class participation, classroom citizenship, work ethic, and demonstrated interest in English (literature and writing)*
- *Academic achievement during Q1 & Q2 in English 9*
- *Review of STAR reading scores*
- *Summative scores from Q1 & Q2 in English 9*
- *Performance on 10-Honors English screening exam (date TBD)*

The Advanced Placement and Honors selection process for the 2019 – 2020 school year is currently under review.

English 11 - full year - 3411

English 11 focuses on American literature (select short stories and poems, Arthur Miller's *The Crucible*, Reginald Rose's *12 Angry Men*, F. Scott Fitzgerald's *The Great Gatsby*, etc.) in conjunction with the integration of listening and speaking skills with reading and writing for information and understanding. 11th grade English students will closely examine selected texts for literary elements, critical analysis and evaluation, author purpose, and social interaction. After reading *12 Angry Men*, students will participate in formal debates and write speeches based on research. Students will also complete an argumentative research paper-using NoodleTools, Google Docs and online and library resources. Each of the units concentrates on ELA tasks (with a focus and structure centered on the Common Core Learning Standards adopted by New York State), provides cooperative learning opportunities, and encourages creative and analytical culminating tasks. Upon completion of this course, students will be well prepared for both the Common Core English Language Arts Regents Exam and also college level reading and writing. Summer reading is strongly encouraged to support the program and to promote lifelong learning.

AP English Language (11) - full year - 3591

The grade 11 AP English Language and Composition course is designed to help students become skilled readers of prose written in a variety of rhetorical contexts and to become skilled writers who compose for a variety of purposes. Both their writing and their reading should make students aware of the interactions among a writer's purposes, audience expectations, and subjects as well as the way generic conventions and the resources of language contribute to effectiveness in writing. The goals of an AP English Language and Composition course are diverse because the college composition course is one of the most varied in the curriculum. The college course provides students with opportunities to write about a variety of subjects and to demonstrate an awareness of audience and purpose. But the overarching objective in most first-year writing courses is to enable students to write effectively and confidently in their college courses across the curriculum and in their professional and personal lives. Summer reading is required to support the program and to promote lifelong learning. Students may receive college credits for acceptable scores on the AP Exam. In addition to preparation for the AP Exam in May, students will also prepare for the required Common Core English Language Arts Regents Exam which is administered in June.

Pre-requisites for this course are:

- *Committee recommendation based upon academic achievement, class participation, classroom citizenship, work ethic, and demonstrated interest in English (literature and writing)*
- *Academic achievement during Q1 & Q2 in English 10*
- *Review of STAR reading scores*
- *Summative scores from Q1 & Q2 in English 10*
- *Performance on AP Language English screening exam (date TBD)*

The Advanced Placement and Honors selection process for the 2019 – 2020 school year is currently under review.

English 12 - full year - 3511

The 12th grade English course is a course designed to expose students to college level critical thinking, critical reading, and writing in multiple genres. The year begins with personal narrative writing as students work to create and polish their college admissions essays. This is followed by a study of *Into the Wild*, John Krakauer's piece of investigative journalism on the life of Chris McCandless, culminating in a piece of MLA-sourced writing. Students will then study the podcast *Serial*, as an exercise in logical analysis and the ethics of journalism; they'll end the unit with the presentation of a digital portfolio in which they argue their opinion of the case (and of the degree of bias present in the narration) based on the evidence presented. This is followed by a PBL (project-based learning) unit, in which students will be asked to create a research question and thesis, delineate a task analysis for their research, investigate the answers to their question using traditional and non-traditional (investigative) means of research (polls, interviews, surveys, etc.), and present their findings to an authentic audience in the form of an APA-, MLA- or Chicago Style-sourced presentation (students choose the method of sourcing based on their topic). Finally, the year wraps up with another literature-focused unit of the instructor's choosing (nonfiction or drama). Also included in the last unit is a Reading Workshop component in which students choose books to read and complete dialectical journals in conversation the instructor and with classmates. Course content is aligned with the latest New York State Common Core Standards and is designed to prepare students for 21st century college and career opportunities.

AP English Literature (12) - full year - 3491

This class is intended for the student who wishes a demanding curriculum and has proven achievement in prior English courses (as recommended by their prior English teacher). Additionally, an entrance test is required for admission. All students in this class are required to sit for the AP Exam at the end of the year. The course focuses on preparing students for college-level work in reading, writing, and discussion. Possible works studied include (but are not limited to) Zora Neale Hurston's *Their Eyes Were Watching God*, William Shakespeare's *Hamlet*, Arthur Miller's *Death of a Salesman*, and F. Scott Fitzgerald's *The Great Gatsby*. The class also entails a study of poetry and short stories. Students are required to demonstrate productive discussion and analysis skills. Types of writing studied and practiced include creative writing, literary analysis, persuasive and expository writing and poetry. Summer reading is required to support the program and to promote lifelong learning. Students may receive college credits for acceptable scores on the AP Exam.

Pre-requisites for this course are:

- *Committee recommendation based upon academic achievement, class participation, classroom citizenship, work ethic, and demonstrated interest in English (literature and writing)*
- *Academic achievement during Q1 & Q2 in English 11*
- *Review of STAR reading scores*
- *Summative scores from Q1 & Q2 in English 11*
- *Performance on AP Literature English screening exam (date TBD)*

The Advanced Placement and Honors selection process for the 2019 – 2020 school year is currently under review.

SOCIAL STUDIES

The purpose of the Cazenovia Social Studies program is to prepare young people to become informed citizens and full participants in society. The curriculum is designed to lead them to become active contributors to their community, nation and world. New York State requires the completion of the social studies courses for grades 8, 9, 10, 11, and 12 listed below or approved alternatives.

United States & New York History (8) - full year - 4111

The program for grade 8 is the second year of a chronologically organized history of the development of the United States from 1865 to present, with a focus on New York State at appropriate points. The curriculum emphasizes geography, history, the dynamics of change, economic and political development as well as global relationships. All grade 8 students will take a comprehensive assessment covering material and skills from grades 7 and 8 in June. This course is required for all students.

Global History & Geography I (9) - full year - 4211

Global History & Geography II (10) - full year - 4311

The program for grades 9 and 10 is a two-year chronological study of World History and Geography. Students in grade 9 will concentrate on ancient civilizations to the French Revolution. Students in grade 10 will study the French Revolution to the present. The curriculum emphasizes geography, history, and the dynamics of change, traditional and modern culture, economic development and global relationships. All grade 10 students will take the NYS Comprehensive Regents exam covering material from grade 10. These courses (or the related AP course in Grade 10) are required for all students.

United States History & Government (11) - full year - 4411

Grade 11 is a chronologically organized course focusing on the Constitution and United States history since 1865. The emphasis in this course is on the United States as an industrial nation. Constitutional and legal issues are developed as well as issues of international involvement. All 11th grade students must pass the New York State Regents examination. This course or the related AP course is required for all students.

Participation in Government (12) - half year - 4511

One semester of the grade 12 program is a course in Participation in Government. This course emphasizes the interaction between citizens and government at all levels; local, state and federal. The development of student participation in the processes of government is encouraged. This course is required for all students. Other avenues to satisfy this requirement are the selective Madison County Government Internship Program or the AP Government & Politics course.

Economics (12) - half year - 4521

One semester of the grade 12 program is a course in economics and economic decision-making. This course includes the basic economic concepts and understandings which all persons need to function effectively and intelligently as citizens and participants in the economy of the United States and the world. This course or the elective AP Government & Politics course alternative is required for all students.

ELECTIVES:

Global History & Geography 9 Honors - full year - 4221

This course covers all the material contained in the 9th grade Regents Global History & Geography course with greater depth and rigor. Enrichment activities requiring more mature conceptual and analytical skills will be featured. This course involves rigorous assignments including more advanced readings requiring strong reading comprehension skills. Students are expected to actively contribute to class discussions. Selection will be based on teacher recommendations, performance on grade-wide exams and overall record of performance in current and past history courses. Students accepted into this course will be required to complete a summer project for final enrollment.

The Advanced Placement and Honors selection process for the 2019 – 2020 school year is currently under review.

AP World History (10) - full year - 4312

This course covers all the material contained in the 10th grade Regents Global History & Geography course with greater depth plus additional topics of importance to prepare students for the Advanced Placement World History exam. Enrichment activities requiring more mature conceptual and analytical skills will be featured. This course involves rigorous assignments, and students are expected to actively contribute to class discussions. Selection will be based on teacher recommendations, performance on grade-wide exams and overall record of performance in current and past history courses. Students accepted into this course will be required to complete a summer project for final enrollment.

This course is conducted according to the guidelines of the College Board and leads to the Board's nationally administered exam. A fee is charged for the exam. Successful completion of the course and exam may lead to the granting of college credit. The course is equivalent to an introductory college course in World History and is designed to provide students with the skills and knowledge for continued studies in college. This course is extremely rigorous and includes extensive reading and writing assignments. Students who complete this course must also pass the Global History and Geography Regents exam for course and graduation credit.

The Advanced Placement and Honors selection process for the 2019 – 2020 school year is currently under review.

AP United States History (11 & 12) - full year - 4412

(MVCC – free potential credit)

Juniors may take this course to fulfill their 11th grade Social Studies requirement. Selection will be based on teacher recommendations, performance on grade-wide exams and overall record of performance in current and past history courses. Each student selected will be required to complete a summer project before final acceptance. The course is conducted according to the guidelines of the College Board and leads to the Board's nationally administered standardized exam. A fee is charged for the exam. After successful completion of the course, colleges may grant credit or exempt the student from taking introductory American History.

The program is designed to provide students with the analytical skills and factual knowledge necessary to deal critically with problems and materials in American history. The program prepares students for intermediate and advanced college courses by making demands upon them equivalent to those of full year introductory college courses. Students learn to assess historical materials and to weigh evidence and interpretations presented in historical scholarship. This course is extremely rigorous and includes extensive reading and writing assignments. Juniors who complete the course are also required to pass the US History & Government Regents exam to graduate.

The Advanced Placement and Honors selection process for the 2019 – 2020 school year is currently under review.

AP U.S. Government & Politics (12) - full year - 4512

(MVCC – free potential credit)

This course covers material contained in the 12th grade Participation in Government and Economics courses plus numerous additional topics of importance to prepare students for the Advanced Placement U.S. Government & Politics exam. Enrichment activities requiring more mature conceptual and analytical skills will be featured. This course involves rigorous assignments, and students are expected to actively contribute to class discussions. Selection will be based on teacher recommendations and performance on grade-wide exams, state exams and AP exams during grades 10 and 11.

This course is conducted according to the guidelines of the College Board and leads to the Board's nationally administered exam. A fee is charged for the exam. Successful completion of the course and exam may lead to the granting of college credit. The course is equivalent to an introductory college course in Government and Politics and is designed to provide students with the skills and knowledge for continued studies in college. This course is extremely rigorous and includes extensive reading and writing assignments. Students who complete this course will receive course and graduation credits in lieu of the Participation in Government and Economics courses.

The Advanced Placement and Honors selection process for the 2019 – 2020 school year is currently under review.

Madison County Government Internship Program (12) - half year - 4621

The Madison County Government Internship Program is a selective program for seniors. Students will attend meetings, seminars and Board of Supervisors meetings in Wampsville approximately twice a month. Each student will be assigned to work with a Town Supervisor or County Department Head. The students will keep a notebook of their activities, do a final project determined by the student and the advisor and participate in a mock Board of Supervisors meeting. The program supervisor will determine the final grade. Participants are selected by the Social Studies Department based on applications completed by students during the spring of their junior year. This course will satisfy the Participation in Government requirement.

MATHEMATICS

A scientific calculator is required for Math 8. Instruction utilizing the graphing calculator will begin in ninth grade. Some graphing calculators will be available for use, but it is strongly recommended that students have their own calculator. The TI-84 Plus graphing calculator is recommended by the Math Department and should be purchased before a student enters ninth grade. A graphing calculator is required for the Common Core Algebra I, Geometry and Algebra II Regents examinations and for the following courses: Pre-Calculus, Pre-Calculus Honors, and AP Calculus.

Math Lab is available for students who are mandated by state regulations for academic support. Mandatory placement in Math Lab will occur if a student hasn't met state standards based on the Math 7 and Math 8 assessments, not passed the CC Algebra I Regents, or met other graduation requirements. Students will be scheduled in small groups and will be provided with individualized instruction to help reinforce the concepts necessary to accomplish their math goals.

Math 8 - full year - 5111

Math 8 consists of a general review of basic skills, including work with decimals, fractions, and statistics through practical applications as stated in the Common Core Curriculum. This course will also include an Introduction to Geometric Principles and an Introduction to Algebra consisting of work with integers, linear equations, coordinate graphing, exponents, square roots, and functions. The NYS Grade 8 assessment test will be given in April. A local final exam for this course is given in June.

*** A scientific calculator is required for this course.**

CC Algebra I R - full year - 5227

CC Algebra I R contains topics from the Math Common Core Curriculum of New York State. This is the first course of three high school math courses (Algebra I, Geometry, Algebra II) that are built around the eight Common Core Mathematical Practices. A local final exam will be given in addition to the Common Core Regents exam for this course.

*** A TI-84 Plus graphing calculator is highly recommended for this course.**

CC Algebra I H - full year - 5228

CC Algebra I H contains topics from the Math Common Core Curriculum of New York State, however the pacing of this course differs from that of 9R in order to give students a more rigorous understanding of the concepts. This is the first course of three high school math courses (Algebra I, Geometry, Algebra II) that are built around the eight Common Core Mathematical Practices. A local final exam will be given in addition to the Common Core Regents exam for this course.

*** A TI-84 Plus graphing calculator is required for this course.**

Pre-requisites for this course are:

7th Graders to CC Algebra I Honors

- *Successful completion of Math 7XL for 7th graders*
- *Minimum quiz and test average of 90%*
- *Teacher Recommendation*

8th Graders to CC Algebra I Honors

- *Students in Math 8 must have a 97% test average*
- *Teacher Recommendation*

The Advanced Placement and Honors selection process for the 2019 – 2020 school year is currently under review.

CC Geometry R - full year - 5323

CC Geometry R contains topics from the Math Common Core Curriculum of New York State. This is the second course in mathematics as mandated by New York State. This course will employ an integrated approach to the study of Geometry including; transformational geometry, congruence of triangles, similar triangles, direct and indirect proofs, and the relationships/properties of geometric figures such as triangles, quadrilaterals, and circles. A local final exam will be given in addition to the Common Core Regents exam for this course.

*** A TI-84 Plus graphing calculator is highly recommended for this course.**

CC Geometry H - full year - 5333

CC Geometry H contains topics from the Math Common Core Curriculum of New York State. This is the second course in mathematics as mandated by New York State. This course will employ an integrated approach to the study of Geometry including; transformational geometry, congruence of triangles, similar triangles, direct and indirect proofs, and the relationships/properties of geometric figures such as triangles, quadrilaterals, and circles. This course offers more in-depth work and challenging problems to give students a more rigorous understanding of the concepts. A local final exam will be given in addition to the Common Core Regents exam for this course.

***A TI-84 Plus graphing calculator is highly recommended for this course.**

Pre-requisites for this course are:

CC Algebra I Honors to CC Geometry Honors

- *Successful completion of Algebra I 9H*
- *Minimum overall test average of 90%*
- *Teacher Recommendation*

CC Algebra I Regents to CC Geometry Honors

- *Successful completion of Algebra I Regents*
- *Minimum overall test average of 97%*
- *Teacher Recommendation*

The Advanced Placement and Honors selection process for the 2019 – 2020 school year is currently under review.

CC Algebra II - full year - 5414

This course is an integrated approach to the study of the Common Core Algebra II curriculum. A local final exam for this course is given in June.

***A TI-84 Plus graphing calculator is highly recommended for this course.**

CC Algebra II R - full year - 5423

CC Algebra II R contains topics from the Math Common Core Curriculum of New York State. This is the third course in mathematics as mandated by New York State. A local final exam will be given in addition to the Common Core Regents exam for this course.

***A TI-84 Plus graphing calculator is highly recommended for this course.**

CC Algebra II H - full year - 5433

CC Algebra II H contains topics from the Math Common Core Curriculum of New York State. This course will contain more in-depth work and challenging problems to give students a more rigorous understanding of the concepts. This is the third course in mathematics as mandated by New York State. A local final exam will be given in addition to the Common Core Regents exam for this course.

***A TI-84 Plus graphing calculator is highly recommended for this course.**

Pre-requisites for this course are:

CC Geometry Honors to CC Algebra II Honors

- *Successful completion of CC Geometry H*
- *Minimum overall test average of 90%*
- *Teacher Recommendation*

CC Geometry Regents to CC Algebra II Honors

- *Successful completion of CC Geometry R*
- *Minimum overall test average of 97%*
- *Teacher Recommendation*

The Advanced Placement and Honors selection process for the 2019 – 2020 school year is currently under review.

CC Math Through Project Based Learning (PBL) - full year - 5442

This is a Project Based Learning course designed to incorporate topics from the New York State Mathematics Common Core Curriculum. PBL Math is a course designed for students needing a third credit of mathematics to meet graduation requirements or as an elective for those students seeking to deepen their understanding and application of mathematical concepts. It may be taken as a math elective by a junior or senior. Some examples of topics covered are; Probability, Statistics, Algebra Applications and Function Analysis.

Advanced Math Concepts - full year - 5513

This course will prepare students for a credit bearing math course their freshman year in college. Topics include; Number Theory; Polynomials, Exponents, Rational Functions; solving Linear, Quadratic, and Rational Equations; Systems of Equations, and Functional Analysis. This course is designed for students who have expectations of taking a college math course (as required by many colleges) but may plan to pursue studies, in college, not mathematically or scientifically oriented.

Pre-Calculus Honors - full year - 5521

Pre-Calculus Honors is designed for students with a strong aptitude and interest in math. The course contains topics in college algebra and extensive study of functions, and a full introduction to Calculus, which includes limits, continuity and derivatives.

Pre-requisites for this course:

CC Algebra II Honors to Pre-Calculus Honors

- *Successful completion of Algebra II H*
- *Minimum overall test average of 90%*
- *Teacher Recommendation*

CC Algebra II Regents to Pre-Calculus Honors

- *Successful completion of Algebra II R*
- *Minimum overall test average of 97%*
- *Teacher Recommendation*

The Advanced Placement and Honors selection process for the 2019 – 2020 school year is currently under review.

Pre-Calculus - full year - 5512

Pre-Calculus is a full year course designed for the college bound senior. Major topics include: The Theory of Equations, Relations and Functions, Polynomial Functions, Exponent and Logarithmic Functions, Applications of Trigonometry, Matrices, Vectors, and an Introduction to Calculus. Students who successfully complete this course should be prepared to take an applications oriented Calculus course in college.

AP Calculus (AB) - full year - 5611

(TC3 – free potential credit)

AP Calculus consists of work in calculus and related topics comparable to a first semester college calculus class. The goal of this course is to develop a solid and rigorous foundation in the subject and the successful completion of the Calculus AB Advanced Placement exam given in May. Topics include: a review of limits and continuity (taught in Pre-Calculus H), the derivative and its application, the integral and its applications, exponential and logarithmic functions, volumes of solids of revolution and solving first order separable differential equations. Since a graphing calculator is required for the AP exam its use is an integral part of the course. Following the AP exam an additional unit on integration by substitution is presented. A locally developed exam is given in June.

Pre-requisite for this course:

- *Pre-Calculus Honors*

The Advanced Placement and Honors selection process for the 2019 – 2020 school year is currently under review.

SCIENCE

The science program at Cazenovia Central School is designed to help students become scientifically literate with the ability to think and act rationally. There is a strong emphasis on laboratory work at all levels. The course offerings are designed to meet the needs of students with a wide range of interests and abilities.

All New York State public school students will be required to accumulate 3 credits of science. One of the required credits must include a Regents level science with a passing grade on the final Regents exam.

Enrollment in honors sections is dependent on a set of criteria developed by the high school science department and is most often based on a combination of test scores and a department recommendation.

Honors Overview

The Advanced Placement and Honors selection process for the 2019 – 2020 school year is currently under review.

Accelerated science students are first identified in the 7th grade as having the advanced math and science skills necessary to succeed in the Physical Setting Earth Science Honors class. Problem solving skills, as well as the application of course content, are expected of students enrolled in this class. Its focus is to use the comprehension of content as a stepping stone towards the application of knowledge. These students need to have a great work ethic to make the adjustment in expectations between the 7th and 9th grade. Seventh grade students who are identified as possessing these characteristics will be placed into Physical Setting Earth Science Honors using a combination of math and science scores to identify skills needed for success. These 7th grade students must also be concurrently enrolled in the accelerated math program in the Middle School.

It is our educational philosophy that anyone may challenge himself/herself to pursue an Advanced Placement or Honors class at any time throughout their high school experience; to successfully transition from Regents to Honors or AP the student must demonstrate a high proficiency in science. Each individual science course will use an approved set of criteria when considering honors placement.

Recommendation(s) for placement in any honors / AP classes in the high school will be based upon the science exam averages, math exam averages, and classroom performance rubric. At that time, a letter will be sent home indicating that your son/daughter has met the requirements for placement in an honors / AP class.

It should be noted that, upon completion of four quarters of school, recommendation(s) will be reviewed to determine if the criteria for a specific course is still being met and that the placement in that course is still considered to be valid. If changes in placement are necessary, an additional letter will be sent home notifying the parents of the change.

Physical Science 8 - full year - 6111

This course presents a variety of science topics in physics, chemistry, earth science and a brief look into life science. A strong emphasis is placed on learning through hands-on activities. The curriculum is presented with methods that foster the development of good fundamental science skills such as graphing, identifying relationships between variables, interpreting data, critical thinking, drawing conclusions, and the handling of lab apparatus. At the conclusion of 8th grade science, students will take the New York State 8th grade Science Assessment Test which is a cumulative science test covering science skills and content learned in grades 5-8.

Physical Setting Earth Science - full year - 1.25 units (6 periods/cycle) - 6211

The Physical Setting Earth Science course follows the NY State Regents syllabus. The course will focus upon the areas of Astronomy, Meteorology, Earth History, Geology, and Earth/Crust dynamics, with an emphasis on gaining a working understanding of interacting earth processes. Students will be expected to complete scientific analysis, inquiry, and design; utilize mathematical concepts/scientific inquiry; be able to process information from a variety of media and modeling sources; and make conceptual connections through systems thinking and interdisciplinary problem solving as outlined in the NYS Physical Setting/Regents Earth Science Core Curriculum. The final exam for students enrolled in Regents Earth Science is the New York State Regents for Earth Science. This course requires 1200 minutes of lab credit with satisfactorily completed lab reports in order to take the Regents exam.

Physical Setting Earth Science H - full year - 1.25 units (6 periods/cycle) - 6225

Honors Earth Science is a course for those students who have demonstrated a strong aptitude and ability in science. Eligibility for this course will be limited and is based on the criteria listed in the honors section overview. The course will follow the basic framework of the New York State Regents curriculum, with a much greater degree of in-depth understanding of chemistry and physics principles related to Earth Science concepts. This expanded coverage will be accomplished through the use of supplemental reading, investigation of related topics and independent projects. The final examination is the New York State Regents Exam in Earth Science.

Pre-requisites for this course:

8th Grade Science to Earth Science Honors:

- *Ranking based on a 97% science average (not considering retakes) – weighted 50%, 97% math exam average (not considering retakes) – weighted 25%, and a classroom performance rubric completed by the science department – weight 25%*

7th Grade Science to Earth Science Honors:

- *Successful completion of accelerated Math 7/8 and maintain a 90% assessment average in 7th grade science*

The Advanced Placement and Honors selection process for the 2019 – 2020 school year is currently under review.

Living Environment (Biology) Regents - full year - 1.25 units (6 periods/cycle) - 6311

The curriculum for Living Environment is based upon the New York State Regents Living Environment standards. All students will gain an understanding of fundamental biological concepts. Special areas of study include: cell biology, evolution, genetics, reproduction and development, human anatomy and physiology and ecology. Course content involves extensive use of scientific vocabulary. The final exam for students enrolled in Regents Living Environment is the New York State Living Environment Regents. This course requires 1200 minutes of lab credit with satisfactorily completed lab reports including the four state required labs, in order to take the Regents Exam.

Living Environment (Biology) Honors - full year - 1.25 units (6 periods/cycle) - 6321

(TC3 – free potential credit)

Living Environment Honors is a course for those students who have demonstrated a strong aptitude and ability in science. Eligibility for this course will be limited and based on teacher recommendations and science grades in Earth Science. The course will follow the basic framework of the New York State Regents standards, with a much greater degree of in-depth understanding of the extended areas of the Regents course. This in-depth coverage will be accomplished through the use of supplemental reading, investigation of related current topics and biotechnology, and independent projects. There is a strong emphasis on student-designed investigations, which culminate in extensive lab write-ups. The final examination is the New York State Regents exam in Living Environment.

Pre-requisites for this course:

Earth Science Regents to Living Environment Honors:

- *Ranking based on a 97% science average (not considering retakes) – weighted 50%, 97% math exam average (not considering retakes) – weighted 25%, and a classroom performance rubric completed by the science department – weight 25%*

Earth Science Honors to Living Environment Honors:

- *Ranking based on a 90% science average (not considering retakes) – weighted 50%, 97% math exam average (not considering retakes) – weighted 25%, and a classroom performance rubric completed by the science department – weight 25%*

The Advanced Placement and Honors selection process for the 2019 – 2020 school year is currently under review.

Chemistry In The Community - full year - 1 unit (4 periods/cycle) - 6411

This chemistry course is designed to help students realize the importance and application of chemistry in their personal and professional lives. Students will be able to use chemistry knowledge to think through and make informed decisions about issues involving science and technology. Eight units will be covered that focus on chemistry related technological issues currently confronting our society and the world. The unit topics are water, chemical resources, petroleum, food, nuclear chemistry, atmospheric chemistry, personal chemistry and chemical industry. The course teaches science using many laboratory experiments that use "hands on" ideas to allow students to discover science in a way that accommodates different learning styles.

Physical Setting Chemistry Regents - full year - 1.25 units (6 periods/cycle) - 6421

(TC3 – free potential credit)

Regents Chemistry is a course designed for those students wishing to continue their studies of science in a technical or college and who wish to complete a Regents science major. It attempts to integrate laboratory and classroom work to explain the basic concepts of modern chemistry and to prepare them for further studies in chemistry and other college level science courses. The course requires good mathematical ability in order to successfully manipulate the equations and formulas needed to solve the problems encountered in the course. Each student must successfully complete 1200 minutes of Chemistry lab credit in order to be eligible to take the Regents exam.

Pre-requisites for this course:

Math:

- *Successful completion of CC Geometry Regents*
- *Concurrent enrollment in CC Algebra II or higher*

Science:

- *Successful completion of Living Environment Regents or Honors*

Physical Setting Chemistry Honors - full year - 1.25 units (6 periods/cycle) - 6423

(TC3 – free potential credit)

Phy. Set. Honors Chemistry is a course designed for those students who have demonstrated a strong aptitude in both science and math. Eligibility for this course will be limited and based on teacher recommendation as well as science and math examination averages. This course will follow the basic framework of the New York State Regents standards with a much greater degree of in-depth understanding of chemistry concepts. While critical thinking and problem solving skills are integral parts of any introductory chemistry course, the Chemistry Honors curriculum will involve more complex problem solving and therefore will rely more heavily on a student's mathematical skills. Each student must successfully complete 1200 minutes of Chemistry lab credit in order to be eligible to take the Regents exam, which will act as the final exam of the course.

Pre-requisites for this course are:

Math:

- *Concurrent enrollment in CC Algebra II or higher*

Science:

Living Environment Regents to Phy. Set. Chemistry Honors:

- *Ranking based on a 97% science average (not considering retakes) – weighted 50%, 97% math exam average (not considering retakes) – weighted 25%, and a classroom performance rubric completed by the science department – weight 25%*

Living Environment Honors to Phy. Set. Chemistry Honors:

- *Ranking based on a 90% science average (not considering retakes) – weighted 50%, 97% math exam average (not considering retakes) – weighted 25%, and a classroom performance rubric completed by the science department – weight 25%*

The Advanced Placement and Honors selection process for the 2019 – 2020 school year is currently under review.

Physical Setting Physics Regents - full year - 1.25 units (6 periods/cycle) - 6511

This course is based on the New York State Regents syllabus. Areas considered include mechanics, waves and light, electricity and atomic and nuclear physics. Techniques of instruction include: laboratory experiments, class discussion, problem solving, outside reading, computer simulations and drills and audio visual aids. An effort is made to introduce the subject matter in terms of historical context and with regard to the social science. Interested students will be encouraged to study topics of special interest in depth. Each student must complete 1200 minutes of lab credit to be eligible to take the Regents exam.

Pre-requisites for this course:

- *Passing the NYS Regents Chemistry exam*
- *80% Q1 and Q2 exam average in Regents Chemistry*
- *Concurrent enrollment in CC Algebra II Regents or higher*

AP Physics - full year - 1.25 units (6 periods/cycle) - 6524

(TC3 – free potential credit)

The Enriched Physics course is a college level, non-calculus introductory course with a concentration in Newtonian Mechanics. It is designed to meet the needs of those planning careers in engineering, Physics or Chemistry and prepares them to take Advanced Placement Physics 1. Students wishing to take AP Physics should have well-developed critical thinking skills and be highly motivated to learn and solve advanced problems which demand the application and use of math skills. This is a college level course requiring college level thinking skills. Each student must complete 1200 satisfactory lab minutes in order to be eligible to take the Regents exam. Only students who take the AP exam will receive a weighted final average. All students will be expected to take the New York State Physics Regents exam as a final exam.

Pre-requisites for this course:**Math:**

- *Concurrent enrollment in Pre-Calculus or higher*

Science:**Chemistry Regents to AP Physics:**

- *97% Q1 and Q2 exam average in Regents Chemistry*

Honors Chemistry to AP Physics:

- *90% Q1 and Q2 exam average in AP Chemistry*
- *Science Department Recommendation*
- *All students enrolled must take the AP Physics exam in May*

The Advanced Placement and Honors selection process for the 2019 – 2020 school year is currently under review.

AP Chemistry - full year - 1.25 units (6 periods/cycle) - 6432

(TC3 – free potential credit)

The Advanced Placement Chemistry course is intended as a second year course in chemistry for students who have already successfully completed a year of high school level chemistry such as Regents or Honors Chemistry. This course is equivalent to a typical college level General Chemistry course. The course will be taught at a level designed to enable students to receive college credit via the Advanced Placement exam in Chemistry. The AP Chemistry curriculum is built upon the foundations of chemistry that should have been mastered in a high school level chemistry course. Therefore, successful completion of Honors Chemistry is a prerequisite for this course. Laboratory investigations and development of competence in problem solving are an integral part of the course.

Pre-requisites for this course:**Math:**

- *Concurrent enrollment in Pre-Calculus or higher*

Regents Chemistry to AP Chemistry:

- *Successful completion of Regents Chemistry*
- *90% Q1 and Q2 exam average in Regents Chemistry*
- *Science Department Recommendation*
- *All students enrolled must take the AP Chemistry exam in May*

Honors Chemistry to AP Chemistry:

- *Successful completion of Honors Chemistry*
- *90% Q1 and Q2 exam average in Honors Chemistry*
- *All students enrolled must take the AP Chemistry exam in May*

The Advanced Placement and Honors selection process for the 2019 – 2020 school year is currently under review.

AP Biology - full year (6 periods/cycle) - 1.25 units - 6391

(TC3 – free potential credit)

AP Biology is a college level course which will involve an in depth examination of the living world. Topics studied will include: cell structure and function, human anatomy and physiology, reproduction and development, genetics, evolution, ecology and biotechnology. Students will be preparing for the AP exam by using a hands-on teaching approach with lab experiments, which develop and support a major portion of the curriculum. Experiments encourage the use of modern biological techniques and methods of analysis to learn course material. Students will be drawing from their current understanding of chemistry and biology in order to synthesize information and solve problems. Students enrolled in this course are expected to have a strong understanding of basic chemical and biological principles. Students enrolling in this course should have well developed critical thinking and writing skills with the motivation to learn and solve advanced type problems.

Pre-requisites for this course:

Math:

- *Concurrent enrollment in Pre-Calculus or higher*

Science:

- *Successful completion of Biology Regents, Chemistry Regents or Honors*
- *Student acceptance into AP Biology is based on their previous science course grades*
- *Q1 and Q2 grades in their current science course*
- *Science Department Recommendation*
- *All students enrolled must take the AP Biology exam in May*

The Advanced Placement and Honors selection process for the 2019 – 2020 school year is currently under review.

Environmental Science - full year - 1 unit - 6611

Environmental Science is a senior year elective designed to explore our living and nonliving environment and provide students with the scientific principles, concepts and methodologies required to understand the interrelationships of the natural world. This course will also allow students to identify and analyze environmental problems, both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving or preventing them. Topics may include, but are not limited to: ecology, biology, chemistry, limnology, mineralogy, oceanography, endangered species, soil science, atmospheric science, human impact on the environment, and population biology. Most topics covered will examine interaction between human society and the natural world and explore causes and solutions to environmental problems. This course is a lab- oriented course with the possibility of long-term lab projects. Students enrolled in the course would have a high interest in science and willingness to "get their hands dirty" as well as do library research.

Pre-requisites for this course:

- *Successful completion of Earth Science and Living Environment*

LANGUAGES OTHER THAN ENGLISH

Language and communication are at the heart of the human experience. Learning other languages and understanding the culture of the people who speak them is a 21st century skill that is vital to success in the global environment in which our students will live and work. America's continued global leadership will depend on our students' abilities to interact with the world community both inside and outside our borders. Language education not only contributes to students' career and college readiness, it also helps develop the individual as language learners take on a new and more invigorating view of the world.

The three modes of communication are stressed in our program:

- Interpersonal, or two-way interaction with someone else;
- Interpretive, the ability to understand and interpret a one-way aural or written text;
- Presentational, the ability to present information in either a written or oral format.

These modes reflect how people communicate in real life.

French and Spanish courses are offered in grades 7-12 for Regents or Advanced Regents credit. Students may also study other foreign languages through the Independent Study Program. Additionally, students may participate in the Foreign Language Co-Op Program in the Middle School or High School.

Any student may begin a first or second foreign language in grades 8-12 after consultation with their school counselor. The prerequisite for all succeeding levels is a grade of 65 or better in the preceding level.

Students who began language in the Middle School and pass the 7th grade cumulative exam will be placed in the Level 2R course in 8th grade. If a student fails the exam in 7th grade, they will be placed in the Level 1R course in 8th grade. Students at Cazenovia High School take a Spanish or French cumulative examination at the end of Level 4.

Unlike other subject areas, the core curriculum for languages other than English does not change as a student progresses through grade levels. Rather, the changes that occur are keyed to the depth of knowledge and range of understanding that a student demonstrates about the topics listed as follows.

Topics of study from the NYS syllabus are: Personal Identification, House and Home, Services, Family Life, Community/Neighborhood, Physical Environment, Meal Taking/Food/Drink, Health and Welfare, Education, Earning a Living, Leisure, Public and Private Services, Shopping, Travel and Current Events.

French & Spanish - Grades 5, 6 & 7

Students begin to learn to communicate in the language about topics such as school, home and community. Listening comprehension and speaking skills are stressed. Learning about the people who speak the language is also an integral part of the course. A cumulative examination is given at the end of 7th grade. Students earn 1.00 high school credit upon receiving a grade of 65 or higher on the exam.

French 1 Regents - 7112 & Spanish 1 Regents - 7152

Students begin to learn to communicate in the language about topics such as school, home and community. Listening comprehension and speaking skills are stressed. Learning about the people who speak the language is also an integral part of the course.

French 2 Regents - 7122 & Spanish 2 Regents - 7162

Communications skills are developed through expansion of topics presented in Level 1. Reading and writing skills receive more emphasis. Cultural knowledge continues to be developed.

French 3 Regents - 7212 & Spanish 3 Regents - 7252

At this level students become able to discuss, read and write about their own experiences as well as the daily life and values of the people who speak the language. Students should be able to express themselves using the basic structures of the language.

French 4 Regents - 7312 & Spanish 4 Regents - 7352

This course is designed to strengthen students' communication skills and knowledge of more complex structures. A cumulative examination is administered at the end of level 4R. Passing this exam meets the state requirement for a Regents Diploma with Advanced Designation.

Advanced French - 7411 & Advanced Spanish - 7451

This course is designed to introduce new elements of conversation and culture as well as refine and strengthen students' skills in speaking, listening, reading, writing, and grammar. Cultural topics of study include art, music, cinema, cuisine, history, literature and French speaking countries in the world. The course is conducted primarily in French and Spanish respectively.

College French - 7512 & College Spanish - 7552

(TC3 – free potential credit)

College level courses are available for seniors through Tompkins Cortland Community College. This course is offered for high school and/or college credit (up to 6 **FREE** college credits possible). During the fall semester College Intermediate French I (201), and Intermediate Spanish I (201) will be offered. During the spring semester Intermediate French II (202) and Intermediate Spanish II (202) will be offered.

Throughout the year, students will strengthen their communication skills and will study more complex grammatical structures. In addition, the following countries and cultural topics will also be studied including the relationship and influences of these cultures with the United States.

French 201/202

(France/la Francophonie)

Haiti

History of France III and IV

Les Misérables

Literature (Poetry, Novel, Short Stories)

Art

Contemporary Issues in Society – Daily Current

Event Videos

Spanish 201/202

(Spain/Latin America)

History

Geography

Contemporary Politics

Literature

Poetry

Immigration Issues

Independent Study Of Other Foreign Languages - 7611

Students who meet the pre-requisites stated below, and who wish to study a foreign language other than French or Spanish for which materials are available and a tutor can be located, will be allowed to pursue independent study in that language.

Pre-requisites:

1. A student in grades 8-12
2. Permission of the Language Department Leader, his/her parents, and his/her school counselor.
3. Willingness to obtain help from a community resource person at the student's expense (if such help is necessary). This tutor must be certified to teach that language in New York State.
4. Successful completion (grades of C- or better) of the previous years' courses (all subject areas).

For each year in which the student completes the required course content with a grade C- or better, the student will receive one unit of credit toward his high school diploma. However, the student may not use this language as a major course of study. The student will provide any remuneration for the tutor's services. The school will be responsible for providing the materials needed to study the language, any equipment necessary to use materials, and reporting of progress. Students interested in pursuing this program should talk with the Language Department Leader. Courses such as Latin, German, and Italian have been offered most recently.

LOTE Co-Op Program

Students who have been recommended by their language teachers may take part in the Co-Op Program in the Middle School or High School. As a participant in this program, a student may: work with an individual to help them with their language skills, work with small groups of students in a foreign language class, aid teachers or students in preparing materials, teach a language mini-course to interested students, or participate in any way which is appealing to the student and agreeable with a language teacher. Credit will be given based on the amount of time spent achieving the predetermined goal.

HEALTH

Jr. High Health 8 - half year - 9611

This course is required of all eighth graders and lasts twenty weeks. The main focus of the course is on the interrelationship between the human organism and its environment. Emphasis is placed on the establishment and practice of habits, which will enhance that relationship, thus making for a higher quality of life. Topic areas may include: substance abuse, sexuality, safety and first aid, diseases, AIDS, mental health, social health, consumer/public health, growth and development and environmental health.

Sr. High Health - half year (1/2 unit) - 9621

This one-semester course is required in order to graduate. In an academic setting, the course works toward developing understandings of the nature of health and wellness, its maintenance, and threats to it. Emphasis is given to the role of the individual in the community health spectrum, and the community's responsibility to each individual. A pervasive theme is studying and discussing prevalent issues at a preventive level and solving individual health problems through logical and rational thought, and developing skills of communication, decision making, self-management, stress management and personal advocacy. Students design goals for their lives using their own health status as a starting point. These goals serve as an underlying focus of the course. Possible topics considered in the course may include: substance abuse prevention, life's stresses, suicide, death and dying, sexuality, disease prevention, AIDS, mental health, social health, human development, parenting and emergency/safety education.

PHYSICAL EDUCATION

New York State Law requires all students to take a full year of physical education at each grade level. The physical education program at Cazenovia is designed to promote the physical, social and emotional well-being of the students, by offering them the widest range of activities and experience possible and in addition provides more co-educational and lifetime activities. By taking into account individual needs and interests, we hope to add to the overall interest and enjoyment in the physical education program.

Physical Education 8 - Fall (9721), Spring (9722)

Physical education in grade 8 is geared toward the development of fundamental skills. Objectives of the program include neuromuscular development and team sport strategies through participation in individual and team sports such as soccer, flag football, volleyball, softball, track and field, basketball, team handball, dance, badminton, and tennis. Cooperative games and Project Adventure activities are used to develop trust, team building skills, increase character education, and to enhance self-esteem.

Physical Education 9-12 - (1/4 unit each semester) - Fall (9771), Spring (9772)

The primary emphasis of this program will be on recreational and lifetime activities. Field trips will be used to explore community resources as opportunities for participation in activities and to complement units taught. The opportunity for team sport activities will still be retained.

Earning two credits of Physical Education in grades 9-12 is mandatory for graduation.

AGRICULTURAL SCIENCE

A student seeking a Regents Diploma with Advanced Designation may replace their Foreign Language with a 5-unit sequence of Agricultural Science classes.

The 5-unit Agriculture Science Sequence includes:

- Basic Agriculture Science (1)
- Advanced Agriculture Science (1)
- Career & Financial Management (1/2)
- Other Agriculture Classes (2 1/2)

Courses Offered 2018-19	Anticipated Courses Offered 2019-2020
Basic Agricultural Science (1)	Advanced Agricultural Science (1)
Conservation & Natural Resources (1)	Animal Science (1)
Equine Science (1)	Agricultural Engineering (1/2)
Agricultural Mechanics (1/2)	Biotechnology (1/2)
Food Science & Technology (1/2)	Maple Production (1/2)
Metal Fabrication (1/2)	Plant Science (1/2)
Small Animal Care (1/2)	Small Animal Care (1/2)
	Veterinary Science (1/2)

Career & Financial Management - half year (1/2 credit) - 8011

This course is required for all CTE majors. See Business Department course listings for a description.

Basic Agricultural Science - full year (1 credit) - 6911

Basic Agriculture is an introduction to Agriculture Science and its many applications. Units of study include Woodworking, Soil Science, Fruit & Vegetable Production, Dairy Foods, and Poultry Production. Students learn from a variety of hands-on classroom activities such as growing fruits and vegetables, learning how to use power tools, soil testing, and incubating and hatching chicken eggs.

Recommended for students in grades 9 - 12

Conservation & Natural Resources - full year (1 credit) - 6951

(TC3 – free potential credit)

Conservation & Natural Resources is a growing career field and a growing area of concern with anyone involved in the environment and agriculture. Students learn the importance of managing our resources through units in ecology, forestry, wildlife management, water quality, navigation, and outdoor survival. Class activities include water and soil analysis, land surveying, tree identification, orienteering, and a variety of field trips.

Recommended for students in grades 10 - 12

Equine Science - full year (1 credit) - 6942

Students learn equine anatomy and how to care for horses, donkeys, and other equine. Units of study include Basic Anatomy, Nutrition, Care of the Feet & Legs, Conformation & Selection, Reproduction & Genetics, and Tack & Equipment. Classroom activities include bone and tissue classifications, forelimb and organ dissections, feed nutrient analysis, and horse evaluation..

Recommended for students in grades 10 - 12

Agricultural Mechanics - half year (1/2 credit) - 6921

Students learn the fundamentals of small gas engines and other related mechanical skills. Units of study include two and four-cycle engine operations, small engine systems, engine troubleshooting, maintenance and repair of small engines, and electrical systems. Class activities include a tear-down and rebuild of four-cycle engines and troubleshooting both two and four-cycle engines.

Recommended for students in grades 9 – 12

Food Science & Technology - half year (1/2 credit) - 6962

Students will study the science behind the development and creation of new food products. Units of study include the food industry, food safety, major nutrients, and product development. Students will learn how food scientists test for food nutrients, process cheese and fruit jams, and will create new food products.

Recommended for students in grades 9 - 12

Metal Fabrication - half year (1/2 credit) - 6922

This course focuses on welding and its modern applications. Welding techniques covered will include arc welding, MIG welding, TIG welding, and gas welding. Students will learn the skills associated with arc welding, along with cutting, bending and drilling metal, and how to apply these welding techniques.

Recommended for students in grades 10 - 12

Small Animal Care - half year (1/2 credit) - 6943

This course introduces students to the care and management of many small animal species. Students will study the care of dogs, cats, rabbits, small mammals, rodents, and exotic pets (birds and reptiles.) Classroom activities include testing the learning aptitudes of puppies, animal breed identification, parasite comparison using microscopes, pet food analysis, and animal first-aid.

Recommended for students in grades 9 - 12

Courses Anticipated to be Offered in 2019-2020

Advanced Agricultural Science - full year (1 credit) - 6912 (Anticipated in 2019-2020)

In this course, the units of study build on those in the Basic Agriculture Science course and students learn how scientific principles apply to agriculture in a number of areas. Class activities include producing dairy products such as ice cream and cheese, tissue culturing a variety of plant species, advanced woodworking, and metalworking.

Pre-requisite for this course: Basic Agricultural Science, 12th Grade (senior elective), or teacher permission.

Recommended for students in grades 10 - 12

Animal Science - full year (1 credit) - 6941 (Anticipated in 2019-2020)

This course is designed to help students understand basic animal anatomy, physiology, and health management for large animals. Classroom activities include dissections of multiple animal systems, cell and tissue comparisons, feed nutrient testing, and general care practices. This is a great class for students interested in careers of animal management, veterinary medicine, and zoology.

Recommended for students in grades 10 - 12

Agricultural Engineering - half year (1/2 credit) - 6925 (Anticipated in 2019-2020)

This course focuses on mechanical engineering in agriculture and builds skills learned in the Ag Mechanics course. Units of study include Agricultural Structures, Electrical Systems, Plumbing Systems, and Masonry. Class activities include building a scale pole-barn, learning the operation of many power tools, wiring branch electrical circuits, soldering copper piping, surveying, and building foundations.

Recommended for students in grades 10 - 12

Biotechnology - half year (1/2 credit) - 6971 (Anticipated in 2019-2020)

(TC3 – free potential credit)

Biotechnology, the application of technology to living processes, has become an important tool in agriculture science. Students in this class will study plant and animal improvement methods, applications of biotechnology, and genetic engineering. Class activities will include gel electrophoresis, DNA extractions, plant propagation and tissue culture, and the production of biodiesel.

Recommended for students in grades 10 – 12

Plant Science - half year (1/2 credit) - 6931 (Anticipated in 2019-2020)

Students will study the production and management of plants in a number of horticultural applications. Units of study include plant structures and processes, plant reproduction, floriculture, landscape design, and turf grass management. Class activities include creating floral arrangements, microscopic comparison of plant tissues, developing landscape designs, growing a variety of plants in the greenhouse, and field trips to local nurseries and greenhouse productions.

Recommended for students in grades 9 - 12

Maple Production - half year (1/2 credit) - 6961 (Anticipated in 2019-2020)

An introduction to managing a maple operation, this course includes managing a productive sugar bush to produce quality maple products. Classroom activities include field trips to local maple productions, identifying maple trees, tree management, sap collection, product marketing, and producing maple syrup, candy, sugar and other maple products.

Recommended for students in grades 9 - 12

Veterinary Science - half year (1/2 credit) - 6944 (Anticipated in 2019-2020)

This introductory course into Veterinary Science builds on the care and management of animals learned in the Small Animal Care class. Students in this course learn the skills needed to work in a veterinary office as an assistant or in preparation for further education in medicine. Units include clinical exams, hospital procedures, office management, laboratory techniques and veterinary forensics. Activities include learning how to properly bandage, give injections, and create blood films, how to read films and sediment slides with microscopes, how to dispense medication, and how to investigate crimes involving animals.

Pre-requisite for this course: Small Animal Care, Animal Science, Equine Science or teacher permission.

Recommended for students in grades 10 - 12

BUSINESS

Career & Financial Management - half year (1/2 unit) - 8011

This half-year course takes a practical approach to help students learn to master skills essential for success in the real world. The course will also teach you how to manage your personal finances. It covers everything from interviewing to credit cards. Industry professionals in student interested areas come in as guest speakers to discuss their careers and answer questions.

Recommended for students in grades 9 - 12

Fundamentals Of Accounting - full year (1 unit) - 8651

(College Fundamentals of Accounting, Level I – TC3 – free potential credit)

This course provides students with the opportunity to develop skills necessary to complete the accounting cycle for any kind of business. This course aims to show students how accounting information is an integral part of the decision-making process, both inside and outside the firm. Students will gain a solid accounting background needed to complete further studies in accounting and entrepreneurship in the future. Play Monopoly and learn to journalize! Free college credit!

Recommended for students in grades 11 - 12

Personal Business & Finance - full year (1 unit) - 8631

(TC3 – free potential credit)

This interactive, problem oriented course will inform you of the various personal financial decisions you will face and help you make smart life choices! It provides students with the confidence and understanding needed to obtain personal financial and life satisfaction. A MUST TAKE for every high school student while earning free college credit!

Recommended for students in grades 11 - 12

21st Century Leadership - half year (1/2 unit) - 8626

The purpose of this course is to develop attitudes, skills and behaviors necessary to build good character and become an “effective” leader. The major focus of the course and curriculum centers on the following: Character education, team building, leadership training, and service learning/community service. Students will participate in a traditional classroom setting for four consecutive class periods, and the next class students will engage in team building or travel to local organizations and participate in service learning/community service initiatives.

Recommended for students in grades 11 - 12

Sports & Entertainment Marketing - half year (1/2 unit) - 8641

This introductory course emphasizes basic sports management and marketing skills. We touch upon sports media, public relations and advertising, communication, managerial decision making and sports tourism. Students plan and execute the community wide Birdie Tourney and work directly with the Syracuse Crunch and other local sports teams to learn about the industry.

Recommended for students in grades 10 - 12

Fashion Marketing - half year (1/2 unit) - 8642

This project based course focuses on the fashion industry and the merchandising of fashion related products. Topics include an overview of the fashion industry, the evolution, trends and movement of fashion, merchandising, promotion, and career development. Students will study current fashion trends, popular designers, and design their own stores and product line as a final project.

Recommended for students in grades 10 - 12

Entrepreneurship - half year (1/2 unit) - 8625

(TC3 – free potential credit)

Did you know most of the wealthiest people in the world are entrepreneurs? This class will give you the chance to develop your true entrepreneurial skills. You will have the chance to plan out and market your very own business ideas in a small team. Real entrepreneurs from the community and Syracuse will come into class to judge your ideas and award prizes for each project. You get to create your own invention too! In this class, you will also learn the basics of how to succeed in the real world – all while earning free college credit!

Recommended for students in grades 10 - 12

Intro To Keyboarding & MS Office Fundamentals - half year (1/2 unit) – 8611

Students will be using Microsoft Office XP applications to complete a variety of projects. Word, Excel, PowerPoint, Prezi, and Photoshop. At the end of the semester, you will learn how to type so fast that your essays will be done in minutes. A fun and practical class to take before going off to college.

Recommended for students in grades 9 - 12

COMPUTER SCIENCE

Exploratory 8 Computer Technology - 10 weeks - 7911

This is a 10-week course designed to insure that all 8th grade students have the basic skills required to use computers and the Internet as a part of their instructional program at Cazenovia High School. Components include: basic use of Google applications, Prezi, Photoshop, and computer programming. This course is required for all students and is a part of the 8th Grade Exploratory Program.

Intro to Computer Applications - half year (1/2 unit) - 7921

This course introduces students to computer applications for designing and developing multimedia. Topics include: HTML coding, website development, Photoshop techniques, 3D modeling, motion graphics, and video editing. The course is designed for students with no to little previous experience with computers or coding and is recommended as a first course in the computer technology sequence.

Recommended for students in grades 9 - 12

Computer Graphics & Multimedia - half year (1/2 unit) - 7931

This course is the advanced version of Computer Applications. Student will design and develop multimedia using various programs including, After Effects, Premiere, Photoshop, Illustrator, and more. Concepts will be learned by completing advanced tutorials and part of the course may include an independent study format. Students will be expected to complete a portfolio for their final evaluation. Successful completion of Computer Applications is a pre-requisite for this course.

Recommended for students in grades 9 - 12

Intro To Computer Programming - half year (1/2 unit) - 7951

This course is an introduction to the world of computer programming. Students will learn how to program with JAVA in order to develop solutions to problems. JAVA is a major programming language used in every major industry segment and is present in a wide range of devices, computers, and networks. JAVA can be found in laptops, data centers, game consoles, scientific supercomputers, cell phones, the Internet and much more.

Recommended for students in grades 10 - 12

AP Computer Science A - full year (1 unit) - 7953

This course is for those interested in pursuing Computer Science in higher education and or as a career. The course will cover advanced programming concepts, using JAVA, that will align with AP standards. Students will have the option of taking the AP Computer Science A test for college credit. Successful completion of Introduction to Computer Programming is a pre-requisite for this course.

Recommended for students in grades 11 - 12

FAMILY AND CONSUMER SCIENCE

The fundamental role of the Family and Consumer Sciences program is to provide basic information and skills necessary in meeting daily living experiences.

Grade 8 Home & Career Skills - 10 weeks - 8121

This course is designed to help students explore various career areas and see the characteristics and requirements needed for each. Students will have the opportunity to look at themselves, their interests and abilities, their thinking and learning styles and other characteristics and see how they relate to one or more career areas of their choice. This course is required for ALL eighth grade students as part of the exploratory program.

Food And Nutrition Core - half year (1/2 unit) - 8311

Students will learn the basic foundation of food preparation through the essential nutrients and food groups. Students will also develop the skills needed to prepare healthy, nutritious meals for independent living. The focus of this course is to teach basic cooking skills to allow students to live a healthy lifestyle.

Recommended for students in grades 10 - 12

Culture And Foods - half year (1/2 unit) - 8322

This course will introduce students to the cultural patterns and influences; as well as, different food preparation methods of various regions of the United States and countries of the world. A variety of foods will be prepared that will help students develop skills and provide opportunities to understand the culinary differences around the world.

Recommended for students in grades 11 - 12

TECHNOLOGY

A student seeking a Regents Diploma with Advanced Designation may replace their Foreign Language with a 5-unit sequence of Technology/PLTW Pre-Engineering/Computer Technology classes.

A 5 Unit Technology Sequence includes:

- Career & Financial Management (1/2)
- Design & Drawing for Production (1)
- Other Technology/PLTW Pre-Engineering/Computer Technology classes (3.50)

Courses Offered 2018-19	Anticipated Courses Offered 2019-2020
Intro to Engineering Design/DDP (1)	Intro to Engineering Design/DDP (1)
Computer Integrated Manufacturing (1)	Computer Integrated Manufacturing (1)
Digital Electronics (1)	Principles of Engineering (1)
Engineering Design & Development (1)	Engineering Design & Development (1)
Housing & Interior Design (1/2)	Housing & Interior Design (1/2)

Career & Financial Management - half year (1/2 unit) - 8011

This course is required for all technology majors. See Business Department course listings for a description.

Housing & Interior Design - half year (1/2 unit) - 8381

This course offers students an opportunity to study housing design and the factors that influence housing decisions. Students will learn about space planning and housing design by designing a small residential space, building a small scale model of that design, and then designing the interior spaces for color schemes, the selection of materials for floors, walls, decorative furnishings, and furniture design. Several field trips will help to reinforce the main course concepts.

Recommended for students in grades 10 - 12

Project Lead The Way: Pre-Engineering Education Program

Project Lead the Way courses involve using **state-of-the-art** technology equipment and software and is taught in a **laboratory setting** that involves projects rather than lectures to learn the material. Classes focus on **problem solving** and encouraging students to work in teams. Students who complete the five-course sequence will have a better understanding of engineering studies and the requirements of a career in engineering. Almost all courses are offered for college credit, and PLTW students are eligible for many scholarships across the US including scholarships from **Clarkson University & RIT!**

For more information regarding courses in this program visit www.pltw.org, or talk to your Technology teacher or school counselor.

Introduction To Engineering Design/DDP - full year (1 unit) - 8511

This course is geared toward students who want to explore the fields of engineering and design. This course is for students who enjoy being creative and designing things. In this course, students will incorporate the use of math, science, and art skills into a hands-on experience where they can utilize some of the world's best software and hardware while learning about the design process. Students will have the opportunity to use equipment, such as the 3D printer and laser cutter to build some of their designs as well. This course guides you from the initial design of an idea to the final implementation of that design.

This course follows the New York State syllabus for Design and Drawing for Production and meets the graduation requirement for one unit of art/music.

Students may also opt to take the RIT final exam and receive 3 college credits from RIT!

Recommended for students in grades 9 - 12

Computer Integrated Manufacturing (CIM) - full year (1 unit) - 8521

Did you take DDP, design things, and wish you could make models of your designs? Learn how in CIM. This course builds upon the solid modeling skills developed in DDP. Students will use CNC equipment to solve problems by constructing actual models of their three-dimensional designs and use industrial robots to automate the process.

Students may also opt to take the RIT final exam and receive 3 college credits from RIT!

Pre-requisite for this course:

- *Teacher Recommendation*

Recommended for students in grades 10 - 12

Digital Electronics - 1 year (1 unit) - 8551

Ever wonder what makes all the gadgets in your life work? Students will be introduced to digital circuits found in video games, watches, calculators, digital cameras, and thousands of other devices. Students will study the application of digital logic and how digital devices are used to control automated equipment. This course is an important course of study for a student exploring a career in engineering or engineering technology.

Students may also opt to take the RIT final exam and receive 3 college credits from RIT!

Recommended for students in grades 10 - 12

Engineering Design & Development - 1 year (1 unit) - 8591

In this course, students will work in teams of two to four to design and construct the solution to an engineering problem (original, taken from a database of problems, or a national challenge), applying the principles developed in the four preceding courses. Students will maintain a journal as part of a portfolio of their work. Each team will be responsible for delivering progress reports and making final presentations of their project to an outside review panel. The completed portfolio will be invaluable as students apply to college.

Pre-requisites for this course:

- *Seniors*
- *Teacher Recommendation*

Recommended for students in grades 10 - 12

Courses Anticipated to be Offered in 2019-2020

Principles of Engineering - 1 year (1 unit) – 8531 (Anticipated in 2019-2020)

Engineers play a part in designing, building, improving and replacing almost everything you use in your daily life. This is a broad based, hands-on problem solving course which will enable students to design and build working models of solutions in many engineering areas. We may also take part in engineering competitions held each year in conjunction with *SUNY ESF* and *SENSIS Corporation*.

Students may also opt to take the RIT final exam and receive 3 college credits from RIT!

Recommended for students in grades 10 - 12

FINE ARTS

Music

Music 8 - 10 weeks - 7711

This course deals with the enjoyment and understanding of music through playing instruments, listening, and actively participating in other music activities. This course is required for all 8th grade students as part of the exploratory program.

Guitar I - half year (1/2 unit) - 7721

This half-year-course provides students who have had minimal guitar experience, such as is provided in Exploratory 8 Music class, to further pursue their playing skills and knowledge of music. Students will learn basic guitar and music reading skills using the acoustic guitar to study a variety of musical styles. Classical, folk, pop and song-leading styles will be explored. Guitars are provided and students must possess the ability to properly care for the school-owned instruments. Due to the possibility of a variety of skill levels among students enrolled in the class, self-directed practice time may be required in and out of class. This course can be used to fulfill a portion of the Music/Art requirement.

Recommended for students in grades 9 - 12

Guitar II - half year (1/2 unit) - 7722

A continuation of Guitar I with an emphasis on advanced skills including finger-picking, classical style, and improvisation. Guitar I and Guitar II are prerequisites for Music Theory.

Pre-requisites for this course:

- *Successful completion of Guitar I*
- *Teacher Recommendation*

Recommended for students in grades 9 - 12

Music Theory - full year (1 unit) - 7731

(TC3 – free potential credit, pending TC3 approval)

Music Theory is a course for students who wish to gain a better understanding of the theoretical principles and rules in the art of music. This course is necessary for those students who wish to pursue a major in music. Music Theory can be used to fulfill the Art/Music requirement. * Concurrent credit through Tompkins Cortland Community College is available (MUSI 108 – Music Theory I)

Pre-requisite for this course:

- *One full year of a junior high or high school performing ensemble or Guitar I and Guitar II*

Recommended for students in grades 9 - 12

Advanced Music Theory - full year (1 unit) - 7732

This is an independent-study course for students who wish to study advanced traditional harmonic practices.

Pre-requisites for this course:

- *Successful completion of Music Theory*
- *Teacher Recommendation*

Recommended for students in grades 10 - 12

PERFORMING ORGANIZATIONS

The Music Department invites ALL students at Cazenovia Junior Senior High School to participate in major performing organizations. Students wishing to participate in instrumental organizations should contact the Band or Orchestra Directors. Performing ensembles offer our young musicians the opportunity to develop musical knowledge and understanding at varying levels of difficulty through the rehearsal and performance process.

Chamber Choir - full year (1 unit) - 7743

This select choral group is comprised of mixed voices which perform at school programs, exchange concerts, and community events. An audition is required. Credit is given for daily rehearsals.

Pre-requisites for this course:

- *Successful completion of an audition*
- *Teacher Recommendation*

Recommended for students in grades 10 - 12

Women's Choir - full year (every other day - 1/2 unit) - 7744

Women's Choir is open to all girls in the high school in grades 9-12. The group performs at school programs, community events, as well as concert performances.

Recommended for students in grades 9 - 12

Concert Choir - full year (every other day - 1/2 unit) - 7745

Concert Choir is open to boys in grades 9-12 and girls in grades 10-12. The group performs at school programs, exchange concerts and community events. (9th grade girls in Wind Ensemble or String Ensemble may take Concert Choir).

Recommended for students in grades 9 - 12

String Ensemble - full year (every other day - 1/2 unit) - 7762

This is a SELECT chamber music course for string players (violin, viola, cello and string bass). Audition is required. Students perform at school concerts as well as community events. Credit is given for a rehearsal 2 periods per 4-day cycle. Students in both String Ensemble and Orchestra receive only one lesson per five-day cycle.*

Pre-requisites for this course:

- *Successful completion of an audition*
- *Teacher Recommendation*

Recommended for students in grades 9 - 12

Orchestra - full year (every other day - 1/2 unit) - 7763

Full Orchestra is open to all string students in grades 9-12. This group performs at school programs and concerts. Credit is given for a rehearsal 2 days per 4 day cycle and one lesson per five-day cycle, as well as concert performances.*

Recommended for students in grades 9 - 12

Jazz Ensemble - full year (every other day - 1/2 unit) - 7773

The Jazz Ensemble is a select group of high school musicians interested in performing jazz and stage band music. Credit is given for a rehearsal 2 periods per 4-day cycle as well as concert performances. Enrollment is based upon audition and/or teacher approval. Students in both Concert Band or Wind Ensemble and Jazz Ensemble receive one lesson per five-day cycle.*

Pre-requisites for this course:

- *Successful completion of an audition*
- *Teacher Recommendation*

Recommended for students in grades 9 - 12

Wind Ensemble - full year (every other day - 1/2 unit) - 7774

The Wind Ensemble is available to students in grades 9-12 by audition and/or teacher approval. Students must demonstrate an advanced level of performance ability on their instrument and have a history of good practice habits and rehearsal etiquette. Students will be expected to prepare NYSSMA level V and VI repertoire and will be responsible for written and composition assignments. Students will perform in at least 2 concerts a year and Pep Band and Marching Band. Credit is given for a rehearsal 2 periods per 4-day cycle and one lesson per five-day cycle.*

Pre-requisites for this course:

- *Successful completion of an audition*
- *Teacher Recommendation*

Recommended for students in grades 9 - 12

Concert Band - full year (every other day - 1/2 unit) - 7772

The Concert Band is available to all band students in grades 9-12. Students will be expected to prepare NYSSMA level III and IV repertoire and will be responsible for written and composition assignments. Students will perform in at least 2 concerts a year and Pep Band and Marching Band. Credit is given for a rehearsal 2 periods per 4-day cycle and one lesson per five-day cycle.*

Recommended for students in grades 9 - 12

Junior High Band - full year (every other day) - 7771

Junior High Band is open to all band students in grades 7 and 8. All band students receive one lesson per five-day cycle. There will be at least two required performances per year.

Junior High Chorus - full year (every other day) - 7742

Junior High Chorus is open to all singers in grades 7 and 8. The chorus performs at school programs and concerts. Students previously not in chorus must see teacher prior to enrollment.

Junior High Orchestra - full year (every other day) - 7761

Junior High Orchestra is open to all string players in grades 7 and 8, and orchestra students receive one lesson per five-day cycle*. The ensemble plays at least two concert performances during the school year.

*** The lesson requirement may be waived for students who study privately and submit a lesson waiver.**

ART

Exploratory Art - 10 weeks - 7811

This 10 week course provides students with an introduction to art. Topics include a thorough review and application of the elements and principles of design, exploration in a variety of modes and media in art, and an examination of the question: What is art? Students will begin to develop critical thinking and problem solving skills necessary for creative performance in the visual arts.

Studio Art - full year (1 unit) - 7821

In this full year course, students are provided the opportunity to learn about the nature, function, and techniques in the visual arts. In this comprehensive course, a proficiency in creative expression will be developed through exploration, experimentation, skill development, and self-expression through a variety of processes, materials, and media. Areas of study will include the origins and history of art, elements and principles of design, art criticism, and the exploration and development of skills and techniques in drawing, painting, printmaking, and three dimensional art. In addition, students will develop presentation skills and learn how to organize and develop a body of work for a portfolio and exhibition. This course is a prerequisite for the other high school art courses and fulfills the NYS Regents graduation fine arts requirement.

Recommended for students in grades 9 - 12

Studio Drawing & Painting I - full year (1 unit) - 7831

This full year course provides an introduction to the processes of drawing and painting. Students will explore and develop skills and techniques in a variety of drawing and painting media with an emphasis on self-expression and compositional design. In addition to studio work, students will engage in learning activities in the areas of art history, art criticism, and aesthetics in order to enrich their understanding and development in the visual arts. A sketchbook and art portfolio will be maintained throughout the year.

Pre-requisite for this course:

- *Studio In Art*

Recommended for students in grades 10 - 12

Studio Sculpture I - full year (1 unit) - 7841

This full year course provides the students with an opportunity to learn about the origins, history, and processes of sculpture. Through a series of units, students will explore, experiment, and develop skills and techniques in modeling, casting, construction, carving, installing, and other processes pertaining to sculpture. Each student will be required to develop and maintain an electronic portfolio for the purpose of documenting completed sculpture.

Pre-requisite for this course:

- *Studio In Art*

Recommended for students in grades 10 - 12

Studio Photography I - full year (1 unit) - 7851

This one-year course is designed for students to begin learning the fundamentals of artistic photography. Students will learn the process of photography, both analogue and digital. They will work in both the traditional darkroom and the virtual digital darkroom. Students will explore the many fields and history of photography including pinholes, alternative, digital media, and the evolution of our visual world. Students are required to create a portfolio of their work. Students need to have access to both a digital and a film camera. This course requires the ability for students to work outside of class independently and to meet deadlines effectively.

Pre-requisites for this course:

- Successful completion of Studio Art or Computer Applications and Computer Graphics and Multi Media

Recommended for students in grades 10 – 12

Advanced Drawing & Painting - full year (1 unit) - 7832

(TC3 – free potential credit)

This full-year course is designed for students seeking further study in the processes of drawing and painting and the development of a commencement portfolio for submission to colleges. Exploration and experimentation in dry and wet painting media, mixed media and collage, as well as the continual development of knowledge and skills in the use of the elements and principles for compositional design will be the focus of study in this course.

* Concurrent credit through Tompkins Cortland Community College is available (Art 115 Painting I)

Pre-requisites for this course:

- *Successful completion of Drawing & Painting I*
- *Portfolio Review*

- *Recommendation from the Art Department*
- **Recommended for students in grades 11 - 12**

Advanced Sculpture - full year (1 unit) - 7842

This full-year course is designed for students seeking further study in the processes of sculpture and the development of self-expression in the three-dimensional arts. Students are expected to work independently in an area of interest under the advisement of an instructor. A series of eight sculptures and the continuation of an electronic portfolio will be the focus of study in this course.

Pre-requisites for this course:

- *Successful completion of Sculpture I*
- *Recommendation from the Art Department*

Recommended for students in grades 11 - 12

Advanced Studio Photography - full year (1 unit) - 7852

This one-year course is designed for students seeking further study in the processes of photography.

At this level, students are expected to study independently in an area of interest and aptitude under the advisement of an instructor. Students are required to maintain a comprehensive and well organized commencement portfolio and an artist statement. Successful completion of a Level I course is required for enrollment with permission of the instructor.

Pre-requisites for this course:

- *Successful completion of Photography I*
- *Recommendation from the Art Department*

Recommended for students in grades 11 - 12

AP Studio Art - full year (1 unit) - 7822

AP Studio Art students present selected materials from the work they have done during the AP course (or high-quality work from previous years) for evaluation in early May to the AP board (an independent group of artists and teachers). The portfolio consists of 24 pieces of art that fall into three required sections that carry equal weight; quality, concentration, and breadth. The purpose is to insure that all students demonstrate to the AP readers that they possess mastery across a broad range of subjects. The works presented for evaluation may have been produced in art classes or on the student's own time, and may cover a period of time longer than a single school year. No more than 50% of work should be used from previous courses, so this means a student will be creating a quality piece of artwork approximately every 1½ weeks.

In general, class work will progress as a series of structured independent studies, with individual coaching from the teacher, as students work to develop conceptual and technical mastery. Throughout the year, students will be working on both the "Breadth Section" and the "Concentration Section" of his or her portfolio. For pieces in the "Concentration Section", teacher and student will together agree on a direction and scope, after which time the student will work independently on a body of work investigating a strong visual idea. As work progresses, the teacher will constantly monitor progress and engage students in individual coaching.

Students will be required to meet deadlines and participate in oral, and occasionally written, critiques. Each semester, students will also participate in an individual critique with the teacher. The purpose of critiques is to help students learn to analyze and discuss their own and others' work. Additionally, each student will be required to complete weekly sketchbook assignments to show evidence of further research, experimentation and growth.

Pre-requisites for this course:

- *A 94% or higher average in Advanced Drawing & Painting*
- *Portfolio Review*
- *Recommendation from the Art Department*

Recommended for students in grade 12

Independent Study - (variable credit) - 7891

This course is designed for students who have exhausted all other art courses in a particular area of art. In this course, the students are expected to develop and refine their ideas, concepts and skills under the advisement of an instructor with an emphasis on experimentation. Areas of study available to students include drawing, painting, printmaking, mixed media, collage, sculpture, photography, and computer graphics. Continuation of each student's commencement portfolio is required.

Pre-requisites for this course:

- *Permission of Instructor*
- *Recommendation from the Art Department*

Life Skills

12:1:1 Life Skills Program (Grades 7-9)

The purpose of the Life Skills program is to provide students with Special Needs a foundation for the management of individual, family, work, and community roles and responsibilities. The emphasis of the high school program is focused on daily living skills, vocational, functional academics, and community-based activities. Mathematics, science, English, and social studies, are the core courses that are integrated throughout the program. Students will also learn how to do basic life skills such as cooking, laundry, and shopping. The ultimate goal for each student in the Life Skills class is the successful application of independent living skills and work skills in his or her community. The Life Skills class has been created to teach non-diploma Special Needs students the job of daily life and living within their community

12:1:1 Life Skills Program (Grades 10-12)

The purpose of the Life Skills program is to provide students with Special Needs a foundation for the management of individual, family, work, and community roles and responsibilities. The emphasis of the high school program is focused on daily living skills, vocational, functional academics, and community-based activities. Mathematics, science, English, and social studies, are the core courses that are integrated throughout the program. Students will also learn how to do basic life skills such as cooking, laundry, and shopping. The ultimate goal for each student in the Life Skills class is the successful application of independent living skills and work skills in his or her community. The Life Skills class has been created to teach non-diploma Special Needs students the job of daily life and living within their community

Life Skills Basic English (Grades 8-12)

This course will cover traditional grammar usage, study skills, library research, and oral communication. It also explains the basic steps in the writing process, with an aim toward writing clear, accurate sentences. The emphasis of the class will be on helping students approach literature and writing at a pace appropriate to their abilities. Students will read a variety of literature and write in response to the literature. Students will learn about the writing process in order to foster confidence in developing a written voice, use of mechanics and enhanced vocabulary. Course content uses a prioritized New York State Common Core curriculum in order to meet individual student needs.

Life Skills Basic Math (Grades 8-12)

This course will cover the basic concepts and computational skills associated with real-life situations. Topics covered will include: operations of whole numbers, decimals and fractions, measurement, ratio and proportion, percent, elementary geometry, graphs, probability, and counting and using money. Course content uses a prioritized New York State Common Core curriculum in order to meet individual student needs.

Life Skills Basic Social Studies (Grades 8-12)

Social Studies is the study of the world's peoples, places, and environments. Particular emphasis is placed on applying geographic concepts and skills to help students gain an understanding on how events that happened in the past and occur throughout the world impact their community and daily lives.

Life Skills Basic Science (Grades 8-12)

This course will focus on basic principles and introduces students to aspects of the living world. Students are exposed to elements of the earth, physical, and life sciences, as well as the basic similarities and differences of the structure and function of all living things. A major goal of this course is to encourage students to be aware of science in the world around them and of current events that deal with scientific issues.