2026 2027

HIGH SCHOOL PLANNER

SYRACUSE CITY SCHOOL DISTRICT

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GENERAL INFORMATION

The school counseling program is designed to ensure that students benefit from the educational program and implement career plans that will assist them in their personal and social development. It is the responsibility of all constituents involved in a student's educational journey to understand the requirements to earn a high school diploma. for graduation, whether the student earns a Regents Diploma, Regents with Honors, Regents with Advanced Designation, Regents with Advanced Designation (Mastery in Math, or Science), or Regents with Advanced Designation with Honors, Local Diploma, or Local Diploma with Safety Net Options, or with a Career and Technical Education Endorsement. School counselors review graduation requirements with students annually, and school counselors at each school are available to assist you. Please work closely with your child's school counselor in making academic decisions regarding your child. To determine the graduation requirements for your child, you must consider the type of diploma sought.

DEPARTMENT OF STUDENT REGISTRATION

The Department of Student Registration serves as the entry point to the Syracuse City School District. All students new to the District or returning to the District must be processed through Student Registration. Grade placement is determined by student age, transfer grades and/or transcripts. Students who identify a home language other than English will go through a placement process for potential English Language Learners which will include language assessment. Please remember that schools do not register students on site.

Department of Student Registration
1005 W. Fayette St.
4th Floor
Syracuse, NY 13204
315-435-4545

Hours of Operation:
Monday-Friday 8:30 AM-4:00 PM

HIGH SCHOOL CHOICE PROGRAM

The Syracuse City School District's High School Choice Program is a student-driven process that empowers parents by enabling them to make the best possible choice for their child's education. Families are encouraged to apply for up to two Career and Technical Education (CTE), Pathways in Technology Early College High School (PTECH) and/or Specialized academic programs offered at the city's five high schools.

The High School Choice program targets students who are transitioning from 8th to 9th grade. There are limited opportunities available for students entering 10th grade as well. These options are based on seat availability and are made available through recommendations provided by the Career and Technical Education (CTE) Office. *It is important to note that students entering a CTE Program at 10th grade may not be eligible to obtain a CTE Endorsement.* Here is a list of programs offered for the 2026-27 School Year

2026-27 HIGH SCHOOL CHOICE PROGRAMS OFFERED

CTE Pathways	PTECH Pathways	Civics Pathways	Additional Offerings
• Animation and Game Design • Automotive Technology • Barbering • Business Technology • Computer Forensics • Construction Technology • Cosmetology • Creative Expression & Design • Culinary Arts • Cybersecurity • Data Analytics • Electrical Trades • Emergency Medical Technician • Fire/Rescue • Forensic Science • Geospatial Technology • Health Sciences • Heating, Ventilation, Air Conditioning, and Refrigeration • Law Enforcement • Manufacturing Technology - Pre-Apprenticeship • Media Communications • Medical Assisting • Music, Movie, and Theater Production • Natural Resources • Performing Arts • Urban Teaching Preparation • Visual Arts • Welding	• Computer Chip Technology & Production • Computer Information Systems • Electrical Technology • Health Professions • Laboratory Sciences • Mechanical Technology • Remotely Piloted Aircraft Systems	• Completed within Social Studies Sequence of courses and external partnerships	• Biotechnology • International Baccalaureate (IB) • Navy/NNDCC • Advanced Placement (AP) • Syracuse University Project Advancement (SUPA) • INSPIRED Pathways • Advancement Via Individual Determination (AVID)

HIGH SCHOOL TRANSFER PROGRAM

(Corcoran, Henninger or Nottingham only)

The High School Transfer program provides students and parents/guardians the opportunity to request a transfer to one of our three comprehensive high schools. The criteria for High School Transfers include the following in priority order:

1. **Home School and Join Sibling Transfer** – a transfer to their child's home school (the school to which a student is assigned based on the current/physical home address listed in School Tool), where a sibling (brother, sister or other child residing in the same household) is enrolled and will remain for at least a year.
2. **Join Sibling Transfer Only** - a transfer to join a sibling (brother, sister or other child residing in the same household) who is enrolled in the school and will remain for at least one year.
3. **Home School Transfer Only** – a transfer to their child's home school (the school to which a student is assigned based on the current/physical home address listed in School Tool).

APPLICATION SUBMISSION AND SELECTION PROCESS

The High School Choice and Transfer applications are submitted via an online process. The online process usually opens midwinter. Currently, all 8th graders are required to complete the High School Choice and Transfer survey. The High School Transfer application submission process for students entering grades 10 and 11 is different than incoming freshmen. The High School Choice and Transfer survey and application links can be found by visiting www.syracusecityschools.com/registration during the open enrollment timeline.

PLEASE NOTE that submission of an application does not guarantee placement. Requests to enroll in a career, technical or specialized program are also **based on space availability**, and the student successfully participating in an interview and being recommended by the interview committee to enter the lottery. **Late survey submissions (existing 8th graders) or online transfer applications (existing 9th -10th graders) will not be accepted.**

To ensure a fair and equitable placement process, the Syracuse City School District will conduct a lottery when the number of students who applied to a high school choice program or who meet the transfer criteria exceeds the number of seats available. Each eligible student will be entered into our Smart Choice Lottery. Students who are entered into the lottery, but not selected will be assigned to the waitlist for the upcoming school year and required to attend their feeder or assigned high school.

IMPORTANT NOTICE:

- Students are required to apply to a Career Technical Education, PTECH or Specialized Program *even if the program of interest is located in their feeder or neighborhood school*. If they are not interested in applying to a career technical or specialized program they will be assigned to their feeder or home school, if applicable.
- **All 8th graders currently enrolled in Frazer and Syracuse STEM@Blodgett or students who are enrolled in ELMS, Grant, McCarthy @ Beard, OASIS, or Syracuse Latin who reside in the West or Fowler quadrant only are REQUIRED** to participate in the high school choice or transfer process, because they do not have a feeder high school.
- Please visit www.syracusecityschools.com/registration for additional updates.

GRADUATION REQUIREMENTS

The New York State Education Department establishes graduation requirements for all students in public schools. The Syracuse City School District bases its requirements on the New York State Education Department requirements. To receive a high school diploma, students must meet the minimum requirements for the Regents Diploma, Regents with Honors, Regents with Advanced Designation, Regents with Advanced Designation (Mastery in Math, or Science), or Regents with Advanced Designation with Honors, Local Diploma, or Local Diploma with Safety Net Options, or with a Career and Technical Education Endorsement. These diploma programs are designed to ensure that students have the skills and knowledge necessary to continue educational options after high school or to enter the world of work.

Through school choice programs and elective choices, students have the opportunity to design a course of study that best prepares them for different goals. Students are encouraged to consider both educational and career goals in selecting courses. Except for the sequential electives that are required for Career and Technical Programs and an additional World Language or Career and Technical Education course, the requirements for a student to earn a diploma shall be those in effect when that student enters the ninth grade for the first time. When students below the ninth grade successfully complete courses offered for credit in grades nine and ten, credit is counted toward meeting the standard units required for graduation. In order to graduate from high school, students must pass the course and achieve a passing score on the end-of-course Regents assessment for that course or an identified substitute test as approved by the New York State Education Department.

The New York Board of Regents adopted the following graduation requirements for students entering high school for the Regents Diploma, Regents with Advanced Designation and the Local Diploma with CDOS Commencement Credential. A minimum passing score of 65% is required on all Regents assessments:

	Minimum Number of Credits
English	4.0
Social Studies Distributed as follows: US. History (1.0) Global History and Geography (2.0) Active Citizenship (1.0)	4.0
Science Distributed as follows: Life Science (1.0) Physical Science (1.0) Life Science or Physical Science (1.0)	3.0
Mathematics	3.0
World Languages	1.0*
Visual Art, Music, Dance, and/or Theater	1.0
Physical Education (participation each semester)	2.0
Health	0.5
Electives	3.5
Total	**22.0**

**Students with a disability may be excused from the requirement for 1 unit of credit in World Languages if so indicated on their IEP, but they must still earn 22 units of credit to graduate.*

DIPLOMA OPTIONS

	Regents Diploma for All Students		Regents Diploma via Appeal for All Students		Local Diploma via Appeal for All Students	
REGENTS EXAM or passing score on a Department approved alternative	# of Exams	Passing Score	# of Exams	Passing Score	# of Exams	Passing Score
English Language Arts (ELA)	1	65	1	1 Regents exam with a score of 60-64 for which an appeal has been granted by the district and all remaining Regents exams with a score of 65 or above	1	2 Regents exams with a score of 60-64 for which appeals have been granted by the district and all remaining Regents exams with a score of 65 or above
Math	1	65	1		1	
Science	1	65	1		1	
Social Studies	1	65	1		1	
Pathway	1 or CDOS	65	1 or CDOS		1 or CDOS	
Compensatory Safety Net	Non-Applicable		Non-Applicable		Non-Applicable	

	Regents Diploma for Students with Disability		Regents Diploma Via Appeal for English Language Learners	
REGENTS EXAM or passing score on a Department approved alternative	# of Exams	Passing Score	# of Exams	Passing Score
English Language Arts (ELA)	1	55^	1	Either the ELA Regents exam with a score of 55-59 for which an appeal has been granted by the district, and all remaining Regents exams with a score of 65 or above, OR 1 Regents exam with a score of 60-64 and the ELA Regents with a score of 55-59 for which appeals have been granted for both by the district, and the remaining Regents exams with a score of 65 or above ~
Math	1	55^	1	
Science	1	55^	1	
Social Studies	1	55^	1	
Pathway	1 or CDOS	55^	1 or CDOS	
Compensatory Safety Net	Scores of 45-54 on any required Regents exam (except ELA and Mathematics) can be compensated by a score of 65 or above on another required Regents exam including ELA and Mathematics		Non-Applicable	

**A student with a disability may appeal scores between 52 and 54 on up to two Regents examinations in any discipline and graduate with the local diploma.*

^In the event a student with a disability is unable to attain a passing score on any Regents examination, the student may be eligible for a Superintendent Determination of a local diploma.

~English Language Learners seeking an appeal for a score of 55-59 on the ELA Regents Exam are only eligible if they entered the United States in grade 9 or after and were classified as an English Language Learner when they took the test the second time.

DEFINITION

Standard Unit of Credit

The standard unit of credit for graduation is based on a minimum of 5.5 daily hours of instruction and successful completion of the requirements of the course within 180 days of school. (*NYHEN Article 65, Part 1: Compulsory education*). A semester course receives one-half credit. Successful completion of the requirements of the course, and a passing score on the end-of-course Regents test for that course is necessary for graduation. A state-approved substitute test may be used for specified Regents tests. (*See the Substitute Tests section in Appendix A*.)

Pathways:

A student must either complete all the requirements for the CDOS Commencement Credential at http://www.p12.nysed.gov/specialed/publications/2016-memos/cdos-graduation-pathway-option.html; or

- Pass an additional math Regents examination in a different course or Department Approved Alternative; or
- Pass an additional science Regents examination in a different course or Department Approved Alternative; or
- Pass an additional social studies Regents examination in a different course or Department Approved Alternative; or
- Pass an additional English assessment in a different course selected from the Department Approved Alternative list; or
- Pass a Department approved Civics Pathway assessment, following successful completion of an approved Civics Pathway program; or
- Pass a Department approved CTE pathway assessment, following successful completion of an approved CTE program; or
- Pass a Department approved pathway assessment in the Arts; or
- Pass a Department approved pathway assessment in a World Language

See Multiple Pathways at: http://www.p12.nysed.gov/ciai/multiple-pathways/

See Department Approved Alternatives at http://www.p12.nysed.gov/assessment/hsgen/archive/list.pdf

Appeals:

Appeals are subject to local district approval. More information on the appeal to graduate with a lower score on a Regents examination can be found at http://www.p12.nysed.gov/ciai/gradreq/Documents/CurrentAppealForm.pdf

INFORMATION ON AN APPEAL TO GRADUATE WITH A LOWER SCORE ON A REGENTS EXAMINATION

Beginning with students entering grade 9 in 2005, all students who have taken and passed certain courses in preparation to take a Regents examination and have a 65-course average but whose highest score on the Regents assessment is below but within three points of the 65-passing score (62-64) may appeal to graduate with a local or Regents diploma using this lower score. Students who are granted one appeal from their local school district under this provision shall earn a Regents diploma. Students who are granted two appeals under this provision shall earn a local diploma. Through this appeal, the student seeks a waiver of the graduation assessment requirement in this subject area. For more information see: http://www.p12.nysed.gov/ciai/gradreq/CurrentAppealForm.pdf

The low pass (55-64) option for general education students to earn a local diploma has been phased out and students who entered high school in 2008 and thereafter no longer have access to this option. There may still be students in the K-12 system that entered grade 9 in 2007 or earlier and still have access to this option.

SPECIAL ENDORSEMENTS

Honors: A student earns a computed average of at least 90 on the Regents examinations applicable to either a Regents diploma or a Regents diploma with advanced designation. No more than 2 Department approved alternatives can be substituted for Regents examinations and the locally developed Checkpoint B LOTE examination is not included in the calculation.

Mastery in Math and/or Science: A student meets all the requirements for a Regents Diploma with Advanced Designation AND earns at score of 85 or better on 3 math Regents examinations and/or 3 science Regents examinations.

Technical Endorsement: A student meets the requirements for either a local diploma, a Regents diploma or a Regents diploma with advanced designation AND successfully completes a Department approved CTE program including the 3 part technical assessment.

New York State Next Generation Standards

ELA: The June 2026 ELA Regents Exam will be the first aligned to the Next Generation ELA Standards.

Roadmap and Implementation Timeline | New York State Education Department (nysed.gov)

Next Generation Learning Standards | New York State Education Department (nysed.gov)

Mathematics: The 2023 cohort of students beginning Algebra 1 in 9th grade will receive mathematics instruction aligned to the New York State Next Generation Standards for all their course work in high school. https://www.nysed.gov/sites/default/files/programs/curriculum-instruction/nys-next-generation-mathematics-p-12-standards.pdf

World Language exempt students: Students with a disability may be excused from the requirement from the required units of credit in World Language if so, indicated on the IEP but must still earn 22 units of credit to graduate. A World Language exempt student who seeks a Regents diploma with advanced designation, does NOT have to complete the 5-unit sequence in the Arts or CTE in lieu of World Language in order to meet the assessment requirements for the Advanced Diploma.

For more information about other Regents diploma options visit: http://www.p12.nysed.gov/part100/pages/1005.html#regentsdiploma

Regent with Advanced Designation

Depending on the pathway a student chooses the Regents diploma with advanced designation assessment requirements may be met in a multiple ways. Students seeking the Regents diploma with advanced designation may choose from the following assessment options:

Traditional Combination	ELA, Global History and Geography, US History and Government, 3 mathematics, 2 sciences, (1 must be life science and 1 must be physical science) = 8 Assessments. In addition, the student must choose either 2 additional credits in World Language and the locally developed Checkpoint B World Language Exam OR a 5-unit sequence in the Arts or CTE
Pathway Combination (other than STEM)	ELA, 1 social studies, 3 math, 2 science (1 life science, 1 physical science), 1 Pathway (other than science or math) or complete the requirements for the CDOS Commencement Credential = 7 (+CDOS) or 8 assessments. In addition, the student must choose either 2 additional credits in World Language and the locally developed Checkpoint B World Language Exam OR a 5-unit sequence in the arts or CTE
STEM (Mathematics) Pathway Combination:	ELA, 1 social studies, 4 math, 2 Science (1 must be life science and 1 must be physical science) = 8 Assessments In addition the student must choose either 2 additional credits in World Language and the locally developed Checkpoint B World Language Exam or a 5-unit sequence in the Arts or CTE
STEM (Science) Pathway Combination:	ELA, 1 social studies, 3 math, 3 sciences (1 must be life science and 1 must be physical science) = 8 Assessments In addition the student must choose either 2 additional credits in World Language and the locally developed Checkpoint B World Language Exam OR a 5-unit sequence in the Arts or CTE

*A student with a disability may appeal scores between 52 and 54 on up to two Regents examinations in any discipline and graduate with the local diploma. See http://www.p12.nysed.gov/ciai/gradreq/CurrentAppealForm.pdf

^In the event a student with a disability is unable to attain a passing score on this examination the student may seek a Superintendent's Determination of a local diploma. See http://www.p12.nysed.gov/specialed/ publications/superintendent-determination-of-graduation-with-a-local-diploma.htm

Local Diploma

A Local Diploma is offered to students with disabilities with an individualized education program or section 504 Accommodation Plan, and all students through appeal who have passed three required Regents exams with a score of 65 or better and two Regents exams with a score of 62-64 for which an appeal is granted by the local district per Commissioner's Regulation 100.5(d)(7). There are also options for students with disabilities and English language learners.

Non-Diploma High School Exiting Credentials

Students with disabilities who complete the requirements of their Individualized Education program (IEP) and participate in the New York State Alternative Assessment (NYSAA) are awarded the Skills and Achievement Commencement Credential or the Career Development and Occupational Students (CDOS) Commencement Credential.

TEST REQUIREMENTS

In addition to course requirements, the New York Board of Regents has prescribed testing standards for graduation from high school to ensure students have mastered the skills that are necessary for success in school and preparation for life.

Students must take all applicable end-of-course New York Board of Regents assessments following course instruction. Students who successfully complete a course and who achieve a passing score on the end-of-course Regents assessment or a state approved substitute test for that course will be one step closer to their graduation requirements. All students enrolled in a course that has a Regents assessment must take the test even if they have met their Regents requirement for that subject area.

ENGLISH	MATHEMATICS
English	Algebra 1 Geometry Algebra 2
SCIENCE	**SOCIAL STUDIES**
Chemistry Earth Science Living Environment Physics	Global History & Geography US History & Government

TESTING ACCOMMODATIONS

Testing accommodations may be available to students with disabilities who have IEPs, Section 504 plans or students with English language learners/multilingual learners, and former English language learner/multilingual learner designations for up to two years. Details of testing accommodations for the Regents assessments are available at each high school.

For more information see: https://www.nysed.gov/bilingual-ed/english-language-learner-and-multilingual-learner-assessment-testing-accommodations

TRANSFER STUDENTS

Students who start 11th grade in a New York State high school for the first time in the 2002-2003 school year or later must pass specific tests to get a high school diploma. This rule does not apply to students taught at home according to section 100.10 of this Part in New York State or who have been to a registered or non-registered public or private high school in New York State.

To get a diploma, these students must pass the English exam, a math Regents exam, a U.S. history and government Regents exam, a science Regents exam, or other approved options. The principal can excuse a student from taking the global history and geography Regents exam, which is usually taken before the student starts 11th grade.

Students who start 12th grade in a New York State high school for the first time in the 2004-2005 school year or later must also pass specific tests to get a high school diploma. This rule does not apply to students taught at home according to section 100.10 of this Part in New York State or who have been to a registered or non-registered public or private high school in New York State.

To get a diploma, these students must pass the English exam, a math Regents exam, a U.S. history and government Regents exam, or other approved options. The principal can excuse a student from taking the science Regents exam and the global history and geography Regents exam, which are usually taken before the student starts 12th grade.

If students who transfer are excused from taking certain state tests, it will be noted on their school record. For more information, visit: http://www.p12.nysed.gov/part100/pages/1005.html#transCredit

OTHER GENERAL REQUIREMENTS FOR A REGENTS OR A LOCAL HIGH SCHOOL DIPLOMA

The State learning standards in technology may be met either through a course in technology education or through an integrated course combining technology with mathematics and/or science. A commencement-level course in technology education may be used as the third unit of credit in science or mathematics but not both.

The learning standards for parenting may be met either through a separate course in parenting or through integration in a course in health or family and consumer sciences.

GRADING SCALE

The grading system is numerical with a passing grade of 65. All credit-bearing classes are included in the class grade point average (GPA) and rank computation. Class rank is a calculated summary of a student's academic record compared to those of other students in the same class.

CLASS RANK

SSCSD School Board Policy, 7223 states, the Board of Education recognizes its responsibility to determine class rank and designate student honors such as class valedictorian and salutatorian. The following guidelines are to be used when computing class rank for high school seniors:

1. Rank all final marks for grades 9, 10, 11, and summer school.
2. College level courses offered in high school (AP, IBO, SUPA, OCC, ESF, etc.) will be weighted at one and one tenth (1.1) times regular high school courses for the purpose of determining cumulative grade point average for class rank, provided that all course requirements are completed including attempting any examination associated with the course.
3. Weighted by units -- e.g., 1 X 1/4 unit; 2 X 1/2 unit; 4 X 1 unit
4. Rank by Decile (10% of class – decline)
5. Reports - Alpha order or Deciles (rank order)
6. Each grade given for each unit whether earned at the middle school or high school level, will be used, and given equal weighting in computing the final class ranking.
7. The first draft of the class ranking is sent to the high schools by September 30 of each year.
8. To identify salutatorian and valedictorian, the top ten ranking students should be re-computed immediately after the second marking period of the senior year.

HOMEBOUND SERVICES

Homebound services are divided into four areas. Medical Homebound, "Operation School" Homebound, Disciplinary Placed Homebound and Approved Out of District Homebound. For more information on Homebound Services, please contact Student Support Services at 435-6350 and Health Services for Medical Homebound and Operation School at 435-4859.

HIGH SCHOOL CURRICULUM

GENERAL INFORMATION

The information in this guide is designed to help students and parents with the selection of courses for ninth through twelfth grades. Students should study this publication and consult with their parents, school counselors, and teachers in planning their individual program of study. School counselors can help with planning by reviewing test scores and records of past achievements and by discussing current interests and long-term goals. School counselors also have up-to-date information available about various training programs, schools, colleges, universities, and employment possibilities.

UNIT OF STUDY

180 minutes of instruction per week throughout the school year, or the equivalent *(NYSED/P-12/Part 100 Regulations/100.1 Definitions)*.

UNIT OF CREDIT

Credits are earned by:

1. The mastery of the learning outcomes set forth in a New York State-developed or locally developed syllabus for a given high school subject, after a student has had the opportunity to complete a unit of study in the given subject matter area; or
2. A passing score of at least 85 percent or its equivalent on a department-approved examination in a given high school subject without the completion of a unit of study, and the successful completion of either an oral examination or a special project *{section 100.5(d)(1)}*

ACADEMIC YEAR

The regular academic year is at least 180 days, divided into two semesters. Courses are generally one year in length, and students receive a final grade and one standard unit of credit at the end of the school year for each course successfully completed. Some courses, however, are individually designed for one semester only. A one-semester course receives one-half credit.

FULL DAY OF SCHOOL

The daily sessions for pupils in grades seven through 12 shall be a minimum of five and one-half hours including time spent by students in actual instructional or supervised study activities, exclusive of time allowed for lunch, and including hourly units of time spent by all teachers authorized by section *3604(8) of the Education Law*.

SCHOOL DAY

The high school day begins at 7:25 am and ends at 1:59 pm. STEAM High School begins at 8:20am and ends at 2:59 pm. There are seven 48 minute content-related periods of instruction per day. Lunch consists of two or three periods a day (depending upon the school), outside of the seven content-related periods.

ACCESS TO COURSES

Courses are offered at each high school based on student selection and interest. Therefore, all courses may not be offered at each site. School Counselors will work very closely with students and parents to develop high school plans where suitable replacements can be made for courses not offered.

COURSE REGISTRATION

Courses listed will be included in the curriculum for the upcoming school year if there is sufficient enrollment and available staff. Grade levels listed for courses indicate the grade(s) in which the course is normally taken. All students will be expected to maintain the full-day schedule of classes required to meet the minimum standards necessary for graduation and New York Board Education Department regulations.

PLACEMENT/PROMOTION PROCEDURE

Recommendations concerning instructional placement of students are the responsibility of the teacher and other professional staff directly involved with the students. The final decision concerning placement, however, rests with the principal. Promotion at the high school level is based on the guidelines listed:

- Students who are promoted from grade 8 will be placed in grade 9.
- Students in high school progress toward graduation on a course by-course basis. Students take courses based upon academic performance, academic needs, graduation requirements, and previous credits earned.
- Students MUST successfully pass a course with a 65 or above in order to earn the necessary credit needed to meet graduation requirements.
- Graduation requirements for students shall be those in effect at the time the student entered the ninth grade for the first time.
- High School enrollment status will be based on SED requirements for collecting and reporting student enrollment and achievement data by entry year cohort.

SUMMER SCHOOL PROGRAM

The high school summer program provides for credit courses to be taken in order for students to accelerate their program of study or to repeat courses not successfully completed during the regular school year. All course offerings are subject to having sufficient enrollment and certified teaching staff. All students taking a summer school course that requires an end-of-course Regents assessment must take the Regents test scheduled during summer school unless the student has already passed the test. Students who have not passed a state assessment may be required to enroll in an available summer remediation program.

WEIGHTED CREDIT

College level courses offered in high school (AP, IBO, SUPA, OCC, ESF, Dual Credit CTE Course, etc.) will be weighted at one and one tenth (1.1) times regular high school courses for the purpose of determining cumulative grade point average for class rank, provided that all course requirements are completed including attempting any examination associated with the course. Students must attempt examinations associated with college level courses (AP, IBO) to have the course(s) designated on their transcripts.

OTHER COURSE OPPORTUNITIES

Currently, Syracuse City School District offers 15 Advanced Placement and over 30 Dual Enrollment courses throughout its five comprehensive high schools. Corcoran High School is the home to the International Baccalaureate Programme; and in addition, the school district is a site for Project Lead the Way. PLTW offers five courses through this STEM-based initiative. These programs offer students an opportunity to take advantage of rigorous college level curriculum taught at the high school level.

22 UNITS REQUIRED FOR GRADUATION

Cohort Year 2, 5.5 Units including:	
1.0 Unit	English
1.0 Unit	Social Studies
0.5 Unit	Physical Education

Cohort Year 3, 11 Units including:	
2.0 Units	English
2.0 Units	Social Studies
1.0 Unit	Physical Education
1.0 Unit	Math
1.0 Unit	Science

Cohort Year 4, 16.5 Units including:	
3.0 Units	English
3.0 Units	Social Studies
1.5 Units	Physical Education
2.0 Units	Math
2.0 Units	Science

ADVANCED PLACEMENT (AP)

Advanced Placement is a College Board program that offers students the opportunity to take college-level courses while they are enrolled in high school. Students have the opportunity to learn a subject in greater depth, develop analytical reasoning skills, and develop study skills necessary for success at the college level. All high schools in Syracuse City School District participate in the Advanced Placement program. Students and parents may contact the guidance department of the respective high school to obtain additional information and a list of the AP courses that are offered. Parents are strongly encouraged to assist their student with AP course selections.

AP teachers are available to answer course content and requirement questions. The College Board also publishes a booklet, *Advanced Placement Course Description*, for each course. This booklet describes the content of the AP course and provides sample examination questions. Additional information is available at www.collegeboard.org.

Students may gain advanced standing and/or earn college credit through their performance on the Advanced Placement examinations that are given each year in May. Students registering for AP courses should review their selections with the school counselor to be sure the proper credit will be awarded. A limited number of AP courses serve as replacements for high school courses. All AP examinations (except Studio Art and Music Theory) contain both multiple choice and free response questions that require essay writing and problem solving. In Studio Art, students submit portfolios of their work instead of taking an exam. In administering the AP program, the following guidelines have been established:

1. Any student should be afforded the opportunity to take an AP class without having to make application. The College Board does offer student selection guidelines related to standardized test scores and prerequisite courses.
2. AP courses prepare students to take the AP examinations in the spring. Students are encouraged to take the AP exam. The exams serve as a nationally accepted standard for rigorous college level courses.
3. Funds may be made available to qualified students enrolled in an AP course who wish to take the AP examination and need financial assistance with the examination fee.
4. Students are responsible for verifying granting of college credit for successful completion of any course with the colleges or universities they choose to attend. Some information on a school's AP credit policy can be found at http://collegesearch.collegeboard.com/apcreditpolicy/index.jsp.
5. Some AP courses may require the completion of summer assignments.

Advanced Placement Examinations

Advanced Placement examinations are offered in the following subjects:

Art

History of Art

Studio Art – Drawing, 2-D Design, or 3-D Design

Language Arts

English Language and Composition

English Literature and Composition

Mathematics

Calculus AB

Calculus BC

Statistics

Music

Music Theory

Science

Biology

Chemistry

Environmental Science

Physics 1

Physics C (Mechanics)

Physics C (Electricity and Magnetism)

Social Studies

African American Studies

European History

Human Geography

Comparative Government

Psychology

United States Government and Politics

United States History

World History

DUAL ENROLLMENT

In the Dual Enrollment Program, students may take courses that meet requirements for high school graduation while simultaneously earning college credit. Grades are awarded according to the policies of the college, and credit earned for the courses taken may sometimes be transferred to other public colleges in New York. Students are responsible for verifying granting of college credit for successful completion of any course with the colleges or universities they choose to attend. Some dual enrollment courses will be offered during the regular school day.

Admission Requirements

Dual enrollment applicants must:

- Complete the student application process,
- Be prepared for demands of a college course,
- Complete the required college application materials,
- Take required placement tests prior to admission in a course,
- Meet college and university prerequisites for course enrollment

Tuition Costs

Tuition costs are set by the college and are required for courses offered. Currently, Syracuse City School District will absorb the cost for those with tuition and fees.

Credit Awarded

College credit will be awarded to students on a High School semester basis upon successful completion of the course work. The college course grade will be used in computing the student's high school grade point average. The grades earned for dual enrollment courses are weighted. Please note that the credit does not automatically transfer to other schools and universities, and the student is responsible for verifying the policies and practices of the college or university of his/her choice before seeking acceptance. Additional information may be obtained from the guidance office at your school.

Dual Enrollment agreements have been established with the following institutions of higher education:

ONONDAGA COMMUNITY COLLEGE - COLLEGE CREDIT NOW

http://www.sunyocc.edu/index.aspx?menu=870&id=5664

The Onondaga College Credit Now (CCN) Program allows high school students to gain a head start on college by earning college credit for select Onondaga courses that are offered by their high school at NO COST. The courses are delivered at their high school as part of their normal school day and are taught by qualified high school teachers. Courses transfer to many other colleges and universities across NYS and throughout the country.

CCN students are officially students at Onondaga Community College and may take advantage of the many resources at the college including the Library and tutoring centers. CCN offers more course options than Advanced Placement (AP) and International Baccalaureate (IB) programs. In addition, CCN assesses the work of an entire semester for each student and is not dependent on one high stakes test. The Onondaga College Now Program meets the very highest of program standards and is nationally accredited by the National Alliance of Concurrent Enrollment Partnerships (NACEP).

SUNY COLLEGE OF ENVIRONMENTAL SCIENCE AND FORESTRY

http://www.esf.edu/outreach/esfhs/ or http://www.esf.edu/outreach/esfhs/documents/newATaGlanceNEW1617.pdf

ESF in the High School classes have the opportunity for field trips to ESF's main campus in Syracuse, NY and to our regional campuses in the Adirondacks and field stations across NY State. In-school presentations and demonstrations by ESF faculty, staff and students are also available. Students participating in the Global Environment class are eligible to participate in the Environmental Summit, held each Spring at SUNY-ESF. At the Summit students can present their individual or group research in an oral or poster presentation.

SYRACUSE UNIVERSITY http://supa.syr.edu/

Syracuse University courses offered through Project Advance are open to qualified seniors who have shown high self-motivation and academic achievement, i.e., a recommended 'B' average or better in the subject area and overall (GPA), and who have the recommendation of their teachers, school administrators, and guidance personnel. Some courses are open to select juniors as well. To be eligible to take an SU course through SUPA, students must meet any prerequisites required (see Course Details at the end of this document for a list of courses and their prerequisites). Exceptions to this policy require prior approval from the appropriate SU Project Advance administrator and University faculty coordinator. High school students who take an SU course through Project Advance are held to the same academic standards as matriculated SU students. In advising students, counselors should keep in mind that regularly matriculated, full-time SU students are considered to be carrying a full course load if they register for 12-15 credits per semester (or 3 or 4 courses). Given the rigor and the additional preparation required for these SU courses, students should be advised against taking more than 2-3 SU courses per semester to ensure that they will be successful in their studies, particularly if they are taking other advanced courses and involved in multiple extracurricular activities.

BRYANT AND STRATTON COLLEGE – JUMP START PROGRAM

High School Juniors and Seniors can get an early start on college by taking courses for college credit while still in high school through the Jump Start Program. This program can save a student time and money, while becoming more familiar with college-level work and gives them a change to explore career interests in more in depth.

Please see your school counselor for more information.

SMART SCHOLARS
(SUNY ESF, SUPA)

Funded by a grant through the New York State Education Department in conjunction with the Syracuse City School District and Onondaga Community College (OCC), high school students are eligible to take classes on campus at OCC. The program has been implemented to help students accelerate the completion of their high school requirements while earning college credits simultaneously. Students at ITC and Nottingham are taking classes on a part-time basis while still enrolled in high school. Students can take classes free of charge with the cost of their textbooks covered as well.

Students are expected to attend classes regularly, display maturity and responsibility, and complete their work just like every other OCC student. Students who participate in the Smart Scholars program have the opportunity to fulfill elective and general education requirements early which can decrease the number of semesters needed to complete their Associate's degree at OCC and transfer to a four-year institution or enter the workforce

PROJECT LEAD THE WAY

Project Lead the Way provides a comprehensive approach to STEM Education. Through activity-, project-, and problem-based curriculum, PLTW gives students in high school a chance to apply what they know, identify problems, find unique solutions, and lead their own learning. For educators, our engaging, rigorous teacher professional development model provides tools to empower students and transform the classroom into a collaboration space where content comes to life. Syracuse City School District offers engineering-based courses to high school students throughout the city.

PLTW's success in preparing students with the knowledge and skills they need to succeed has been recognized by colleges and universities. Fortune 500 businesses, and numerous national organizations including Change the Equation, the Social Impact Exchange, and more.

INTERNATIONAL BACCALAUREATE PROGRAMME

The IB programs focus on developing critical thinking, curiosity, and skills for success, with the goal of creating "inquiring, knowledgeable and caring young people" who help build a better world. The IB emphasizes connecting classroom learning to real-world contexts through inquiry-based approaches and a focus on developing an international mindset and intercultural understanding. The IB curricula are based on a rigorous, integrated academia beginning in grade 9 and 10 with the Middle Years Programme for all students, and students can choose to continue with the Diploma or Career-Related Programme.

IB Middle Years Programme: The Middle Years Programme is a challenging framework that encourages students to make practical connections between their studies with a global minded perspective. MYP courses are aligned with the NYS Standards, and preparation for NYS Regents exams. The coursework, tasks and Personal Project are designed so that students can successfully continue with either the IB CP, or IB DP pathways; the MYP is completed throughout grades 9 and 10.

- MYP Personal Project: Students will complete a Personal Project to explore an area of personal interest. It is a student-centered, independent learning experience culminating in a final with an exhibition to showcase interdisciplinary connections and student achievement.

IB Career-Related Program: The CP follows the aims of an IB education while working in collaboration with the CTE pathways offered at Corcoran. The CP is a framework of international education that incorporates the values of the IB into a unique programme addressing the needs of students engaged in career-related education. The programme leads to further/higher education, apprenticeships or employment, with globally minded perspectives and experiences. The CP is completed throughout grades 11 and 12.

- Reflective Project: This project challenges students to identify, explore, and evaluate an ethical dilemma arising from career-related studies and experiences.
- Personal and Professional Skills: A two-year course that focuses on developing personal and professional skills through five themes: personal development, intercultural understanding, effective communication, thinking processes, and applied ethics. The course helps students develop transferable skills for higher education and careers by linking learning across the other CP core requirements.

IB Diploma Programme: The IB Diploma Program curriculum is based on a rigorous, integrated curriculum that culminates with IB exams. The overall purpose of the Programme is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world. Students interested in the IB Programme choose one course from each of the six subject groups of the IB Curriculum. The subject groups are Language & Literature, Language Acquisition, Individuals & Societies, Sciences, Mathematics, and the Arts. In addition to the IB classes, IB Diploma candidates also complete a Theory of Knowledge class, the Extended Essay, and activities and a project in Creativity, Action, Service (CAS). Students can receive up to 30 college credits. The DP is completed throughout grades 11 and 12.

ONLINE LEARNING

Online learning offers innovative and flexible solutions to assist students who need to recover course credit because of extenuating circumstances or who desire to graduate with their class but lack one or two credits that are not available for completion in a traditional setting. Online curriculum offerings are provided in a structured school lab or community center environment.

GENERAL EDUCATION DEVELOPMENT

The TASC Test Assessing Secondary Completion™ is the new national High School Equivalency Exam. Aligning with College and Career Readiness standards, students can study at their own pace for assessments in reading, writing, mathematics, science, and social studies. Test-takers benefit from the flexibility and affordability of the TASC test. This provides you with the best chance for success.

NEW YORK STATE SEAL OF BILITERACY (NYSSB)

https://www.nysed.gov/world-languages/new-york-state-seal-biliteracy-nyssb

New York State boasts a rich linguistic and cultural heritage, with students speaking over 200 languages. The NYSSB is an award given by a high school, school district or county office of education that formally recognizes students who have attained a high level of proficiency in two or more world languages (one of which must be English) by high school graduation. The NYSSB is awarded by the Commissioner to students who meet the criteria established by the Board of Regents and who attend schools that voluntarily agree to participate in the program. This award is denoted by a seal affixed to the student's diploma and a notation on the student's high school transcript. To earn the NYSSB, students must demonstrate Intermediate High proficiency in English and the required level of proficiency in one or more world languages set forth by the NYS Learning Standards for World Languages. Students can earn points toward the NYSSB in several ways, including:

- Completing coursework in English and/or a World Language with an average of 85% or better;
- Completing a Home Language Arts Program with an average of 85% or better;
- Earning a set score on an approved assessment in English and/or a world language;
- Demonstrating successful completion of coursework from a nation outside the U.S.; and
- Completing and presenting a Culminating Project in English and/or a world language that demonstrates the required level of proficiency in all three modes of communication (Interpretive, Interpersonal, and Presentational)

SEAL OF CIVIC READINESS

https://www.nysed.gov/standards-instruction/seal-civic-readiness-information

The Seal of Civic Readiness is a formal recognition from the New York State Board of Regents and New York State Department of Education that a student has attained a high level of proficiency in terms of civic knowledge, civic skills, civic mindset, and civic experiences. The Seal of Civic Readiness distinction on a high school transcript and diploma:

- shows the student's understanding of a commitment to participatory government; civic responsibility and civic values;
- demonstrates to universities, colleges, and future employers that the student has completed an action project in civics or social justice; and
- recognizes the value of civic engagement and scholarship.

All students wishing to pursue the Seal of Civic Readiness must complete all the required criteria as outlined by the New York State Department of Education. Students in the Syracuse City School District are offered the opportunity to complete most of the criteria by taking and passing the SOC 452 CIVICS PATHWAY course. This course can also be taken in eleventh grade if a student's schedule permits them to do so/

INDIVIDUAL ARTS ASSESSMENT PATHWAY (IAAP)

https://www.nysed.gov/standards-instruction/individual-arts-assessment-pathway-iaap

The Individual Arts Assessment Pathway is a formal recognition from the New York State Board of Regents and New York State Department of Education that a student has completed a 3-credit sequence in the arts and has shown measurable growth over this period. Successful completion of the Individual Arts Assessment Pathway:

- Demonstrates a commitment to a specific field in the arts. Students must choose to complete all three credits in one field – music, art OR dance.
- Recognizes that a student has shown demonstrable growth in the arts, measured by district Fine Arts educators through locally curated assessment rubrics. Students are expected to reflect on their growth periodically throughout the pathway.

All students wishing to pursue the Individual Arts Assessment Pathway must complete all the required criteria as outlined by the New York State Department of Education. The Director of Fine Arts will communicate biyearly with school counselors with updates on student progress and retention.

ENGLISH

ENGLISH COURSES OF STUDY

GRADE 9 (Core Credit)
English 9 (1.0)
English 9-IB Language and Literature MYP Y4 (1.0)

GRADE 10 (Core Credit)
English 10 (1.0)
English 10-IB Language and Literature MYP Y5 (1.0)
AP Seminar (1.0)

GRADE 11 (Core Credit)
English 11 (1.0)
IB Language and Literature SL-I (1.0)
IB Language and Literature HL-I (1.0)
*AP Language and Composition (1.0)
*AP Literature and Composition (1.0)

GRADE 12 (Core Credit)
English 12 (1.0)
SUPA English 12 (1.0)
IB Language and Literature SL-II (1.0)
IB Language and Literature HL-II (1.0)
*AP Language and Composition (1.0)
*AP Literature and Composition (1.0)
Multicultural Literature (1.0)
Collegiate Writing (1.0)

**AP Language and Composition and Literature and Composition can be taught in either order; schools can decide the progression.*

ENGLISH ELECTIVES (Elective Credit)
Short Stories/Poetry (0.5)
Creative Writing (0.5)
Word Power (0.5)
Cinema/Film (0.5)
Journalism/Newspaper I (0.5)
Journalism/Newspaper II (0.5)

DUAL ENROLLMENT ENGLISH ELECTIVES (Elective or Core Credit)
OCC Composition and Literature I (0.5)
OCC Composition and Literature II (0.5)
ESF Writing and the Environment (0.5)
ESF Public Speaking (0.5)
OCC Public Speaking (0.5)
SUPA Writing Culture (0.5)
SUPA Presentational Speaking (0.5)
SUPA College Learning Strategies (0.5)

Students must earn 4 Core English credits and pass the NYS Regents in English to meet NYS graduation requirements. Students may choose any of the core credit options listed for their grade with the following stipulations:

- *Entering twelfth grade students who have not yet passed the NYS Regents Exam in ELA must take English 12.*
- *Twelfth grade students who have passed the NYS Regents Exam in ELA with a 65 or better may take any of the Core Credit options listed above for Grade 12 or the Dual Enrollment Electives listed above (would need two to earn a full credit). Students should consult with their English teacher, School Counselor, and/or family to assist them in that decision.*
- *Eleventh grade students who have earned proficiency (score of 85+or above passing, at the school's discretion) on the NYS Regents Exam in ELA may take any of the Core Credit options listed for Grade 11, Multicultural Literature, Collegiate Writing, or the Dual Enrollment Electives listed above, as the participating Institutions of Higher Education allow (would need two to earn a full credit). School counselors should consult with IHE's to confirm which courses are allowable. Students should consult with their English teacher, School Counselor, and/or family to assist them in that decision.*
- *Students entering grades 9 through 11 should be placed in their grade level appropriate core ELA course. If students are entering 12th grade and are receiving a core ELA course for the first time, they should be placed in English 11.*

ENG 101 ENGLISH 9 *(1.0 Credit)*

This course requires students to think deeply about both fiction and non-fiction while emphasizing academic language skills that are considered essential for college and career readiness: close analytical reading of complex texts, text-dependent questioning, and effective classroom discussion. This course offers a blend of classic and contemporary works from authors of diverse backgrounds. **Offered at all High Schools** *(NCAA Approved)*

ENG 101_IB ENGLISH 9: LANGUAGE & LITERATURE MYP YEAR 4 *(1.0 Credit weighted)*

This course is intended to emphasize academic language skills considered essential for college and career readiness: close analytical reading of complex texts, text-dependent questioning, and effective classroom discussion. Students will also focus on improving writing skills through analytical proof, using documentation from various sources. **Offered at Corcoran** *(NCAA Approved)*

ENG 102 ENGLISH 10 *(1.0 Credit)*

This course continues to engage students in close analytical reading of complex texts and rich academic discourse demanding the use of textual evidence to support ideas. Students will continue to develop their skills in close reading, literary analysis and argumentation across genres including fiction, historical fiction, non-fiction, and poetry. Students will focus on source-based argumentative writing centered around complex societal issues. **Offered at all High Schools** *(NCAA Approved)*

ENG 102_IB ENGLISH 10: LANGUAGE & LITERATURE MYP YEAR 5 *(1.0 Credit weighted)*

English 10 will be a continuation of instruction in the writing process, and the reading and critical analysis of literature. Students will be introduced to the genres and elements of world literature and their related historical and social contexts through informational texts. Students will focus on text-based argumentative writing in preparation for the NYS Next Generations exam that they will take in 11th grade. **Offered at Corcoran** *(NCAA Approved)*

ENG 103 ENGLISH 11 *(1.0 Credit)*

Drawing from various genres, this course will identify the ideas and values traditionally considered part of the American experience. This class is structured with a heavy emphasis on analysis of informational texts. Through the study of a variety of text types and media, students build knowledge, analyze ideas, delineate arguments, and develop writing, collaboration, and communication skills. Particular emphasis will be placed on skills necessary for successful completion of the NYS Next Generations exam including annotation of texts, using textual evidence to support claims, argumentative essay writing, and vocabulary. **Offered at all High Schools** *(NCAA Approved)*

ENG 104 ENGLISH 12 *(1.0 Credit)*

This course will emphasize the development of more advanced skills in reading comprehension, academic discourse, literary analysis, and argumentative writing. Through their engagement with complex texts addressing contemporary issues, students will apply their close reading and textual analysis strategies to advance their skills. The course starts the year with a personal memoir, then builds to a focus on the techniques and processes of literary analysis and argumentative writing. **Offered at all High Schools** *(NCAA Approved)*

ENG 123 ADVANCED PLACEMENT (AP) ENGLISH LANGUAGE AND COMPOSITION *(1.0 Credit weighted)*

Prerequisite: English 10 or equivalent

The AP English Language and Composition course aligns to an introductory college-level rhetoric and writing curriculum, which requires students to develop evidence-based analytic and argumentative essays that proceed through several stages or drafts. Students evaluate, synthesize, and cite research to support their arguments. Throughout the course, students develop a personal style by making appropriate grammatical choices. Additionally, students read and analyze the rhetorical elements and their effects in non-fiction texts, including graphic images as forms of text, from many disciplines and historical periods. AP Examination is administered at the completion of this course. **Offered at Nottingham** *(NCAA Approved)*

ENG 124 ADVANCED PLACEMENT (AP) ENGLISH LITERATURE AND COMPOSITION *(1.0 Credit weighted)*

Prerequisite: English 10 or equivalent

The AP English Literature and Composition course aligns to an introductory college-level literary analysis course. The course engages students in the close reading and critical analysis of imaginative literature to deepen their understanding of the ways writers use language to provide both meaning and pleasure. As they read, students consider a work's structure, style, and themes, as well as its use of figurative language, imagery, symbolism, and tone. Writing assignments include expository, analytical, and argumentative essays that require students to analyze and interpret literary works. AP Examination is administered at the completion of this course. **Offered at Nottingham** *(NCAA Approved)*

ENG 210 ONONDAGA COMMUNITY COLLEGE (OCC) PUBLIC SPEAKING *(0.5 Credit weighted/3.0 OCC Credits-COM 210)*

Public Speaking is a course designed to acquaint the student with basic theories and skills of public discourse. Course content includes the importance of audience analysis and adaptation, how to choose an appropriate topic, organization, speech purpose and delivery, and critical analysis of discourse. **Offered at PSLA**

ENG 313 SHORT STORIES/POETRY *(0.5 Credit)*

This elective course acquaints students with the history and development of American short stories. Through the exploration of canonical and contemporary poetry, the student is presented with a microcosmic view of the growth of the genre and the society it reflects. The skills of reading, writing, speaking, and listening will be taught as essential components. Students will follow the course of study established in the adopted ELA curriculum. **Offered at all High Schools** *(NCAA Approved)*

ENG 410 CREATIVE WRITING *(0.5 Credit)*

Creative Writing focuses on writing and understanding poetry, fiction and personal non-fiction. The purpose of this elective course is to develop students' interest and ability in writing in several genres. Journal writing and writing activities will occur daily. The final project will require pieces of writing submitted for publication. Students will follow the course of study established in the adopted ELA curriculum. **Offered at all High Schools** *(NCAA Approved)*

ENG 412 ENGLISH 10 AP SEMINAR *(1.0 Credit weighted)*

The AP Seminar framework emphasizes evidence-based reading, writing, and communication skills and enhances student engagement through collaborative projects and performance tasks. This course can be used in place of English 10 for one of the four required core English credits. **Offered at Nottingham and Henninger**

ENG 500 WORD POWER *(0.5 Credit)*

This elective course seeks to enrich the student's vocabulary primarily by a study of prefixes, roots, and suffixes derived from Latin, Greek and other sources. The student will thus be aided in improving reading skills and in preparing for the verbal section of the PSAT and the SAT examinations. The skills of reading, writing, speaking and listening will be taught as essential components. Students will follow the course of study established in the adopted ELA curriculum. **Offered at all High Schools**

ENG 721 IB DP ENGLISH LANGUAGE AND LITERATURE HL-I *(1.0 Credit weighted)*

Prerequisite: English 10

This is part one of a two-year college level English course offering potential college credit based on independent IB exams. The IB Language and Literature course aims to study the complex and dynamic nature of language and explore both its practical and aesthetic dimensions. Throughout the course, students will explore the various ways in which language choices, text types, literary forms, and contextual elements all affect meaning. Through close analysis of various text types and literary forms, students will consider their own interpretations, as well as the critical perspectives of others, to explore how such positions are shaped by cultural belief systems and to negotiate meanings for texts. This two-year course is offered in lieu of English 11; however, students are still required to take and pass the NYS English Regents Exam in ELA. Students in HL-II will begin to create the IB-required Essay assessment during the course and will complete remaining IB assessments in HL-II. **Offered at Corcoran** *(NCAA Approved)*

ENG 722 IB DP ENGLISH LANGUAGE AND LITERATURE HL-II *(1.0 Credit weighted)*

Prerequisite: IB Language and Literature HL-I

This is part two of a two-year college level English course offering potential college credit based on independent IB exams. The IB Language and Literature course aims to study the complex and dynamic nature of language and explore both its practical and aesthetic dimensions. Throughout the course, students will explore the various ways in which language choices, text types, literary forms, and contextual elements all affect meaning. Through close analysis of various text types and literary forms, students will consider their own interpretations, as well as the critical perspectives of others, to explore how such positions are shaped by cultural belief systems and to negotiate meanings for texts. This two-year course is offered in lieu of English 12; however, students are still required to take and pass the NYS English Regents Exam in ELA. The HL course requires an Essay, Individual oral Assessment, and a two-session (Paper 1 and paper 2) written exam at the end of the two-year course. **Offered at Corcoran** *(NCAA Approved)*

ENG 723 IB DP ENGLISH LANGUAGE AND LITERATURE SL-I *(1.0 Credit weighted)*

Prerequisite: English 10

This is part one of a two-year college level English course offering potential college credit based on independent IB exams. The IB Language and Literature course aims to study the complex and dynamic nature of language and explore both its practical and aesthetic dimensions. Throughout the course, students will explore the various ways in which language choices, text types, literary forms, and contextual elements all affect meaning. Through close analysis of various text types and literary forms, students will consider their own interpretations, as well as the critical perspectives of others, to explore how such positions are shaped by cultural belief systems and to negotiate meanings for texts. This two-year course is offered in lieu of English 11; however, students are still required to take and pass the NYS English Regents Exam in ELA. The IB exam required for SL-I will be completed at the end of the SL-II course. **Offered at Corcoran** *(NCAA Approved)*

ENG 724 IB DP ENGLISH LANGUAGE AND LITERATURE SL-II *(1.0 Credit weighted)*

Prerequisite: IB Language and Literature SL-I

This is part two of a two-year college level English course offering potential college credit based on independent IB exams. The IB Language and Literature course aims to study the complex and dynamic nature of language and explore both its practical and aesthetic dimensions. Throughout the course, students will explore the various ways in which language choices, text types, literary forms, and contextual elements all affect meaning. Through close analysis of various text types and literary forms, students will consider their own interpretations, as well as the critical perspectives of others, to explore how such positions are shaped by cultural belief systems and to negotiate meanings for texts. This two-year course is offered in lieu of English 12; however, students are still required to take and pass the NYS English Regents Exam in ELA. The SL course requires an Individual oral Assessment, and a two-session (Paper 1 and paper 2) written exam at the end of the two-year course. **Offered at Corcoran** *(NCAA Approved)*

ENG 750 SYRACUSE UNIVERSITY PROJECT ADVANCE (SUPA) ENGLISH 12 *(1.0 Credit weighted/3.0 Credits WRT105/3.0 Credits ETS 192)*

Project Advance English 12 is a two-semester college level course, offered in conjunction with Syracuse University and open to qualified high school seniors. Practices of Academic Writing (WRT 105) is taken the first semester AND Gender & Literary Texts (ETS 192) is taken the second semester. **Offered at Henninger, Nottingham** *(NCAA Approved)*

Practices of Academic Writing (WRT 105) is taken the first semester. WRT 105 is a writing intensive course that is centered on the development of college level analytical writing, analytical thinking, and critical reading skills. This course requires students to significantly revise their writing as they work through multiple drafts leading to final papers of critical analysis and documented argument.

Gender & Literary Texts (ETS 192) is the second semester course and explores the construction and representation of 'gender,' especially as it affects the production and reception of literary and other cultural texts. To examine the ways in which literature participates in the social reproduction of gender, as well as the difference that gender makes in the production and reception of literary texts, students will practice extensive close reading, evidence-based analysis and argumentation, and independent inquiry.

ENG 751 SYRACUSE UNIVERSITY PROJECT ADVANCE (SUPA) PRESENTATIONAL SPEAKING *(0.5 Credit weighted/3.0 Credits CRS 325)*

This course presents the conceptual and practical dimensions of formal presentations in organizational settings. We will examine analysis, adaptation, strategic arrangement, development of ideas, and verbal and nonverbal presentation skills. This course is designed to build a solid understanding of the fundamentals of public presentations, as well as the ability to employ those skills flexibly so that a speaker can adjust selected topics and tactics to specific audiences. **Offered at Henninger, Nottingham** *(NCAA Approved)*

CLS 105 SYRACUSE UNIVERSITY PROJECT ADVANCE (SUPA) COLLEGE LEARNING STRATEGIES *(0.5 Credit weighted/3.0 Credits CLS 105)*

This course is the study and application of strategic approaches to learning. Strategies are presented and practiced for you to maximize your learning in the context of lectures, readings, recitations, and independent learning situations. The course content is based on the application of strategies to the learning requirements of the courses you are enrolled in concurrently throughout the University. Class sessions are a series of lectures, discussions, and one-on-one conferences. You are required to participate in classes and conferences and apply the strategies in your other classes. **Offered at all High Schools**

Note: Students enrolled in CLS 105 must take another college-level or AP course in same semester.

ENG 752 SYRACUSE UNIVERSITY PROJECT ADVANCE (SUPA) WRITING CULTURE: INTRO TO CREATIVE NONFICTION *(0.5 Credit weighted/3.0 Credits WRT 114)*

This course focuses on the genre of creative nonfiction. Students explore varieties of creative nonfiction, such as memoir; biography; the personal essay; travel, science, and food writing; and "new journalism." As its name suggests, creative nonfiction borrows elements from fiction and poetry (e.g., description, scene construction, dialogue, etc.) yet still aims to tell the truth. For a writer to "tell it slant," however, is to acknowledge the ways in which one's subjective viewpoint shapes what counts as "the truth" in telling a story about one's own or another's experiences. Students will have the opportunity to experiment with style, genre, and subject in a writing studio environment and to read varied examples of contemporary creative nonfiction (e.g., Michael Pollan's The Omnivore's Dilemma, Rebecca Skloot's The Immortal Life of Henrietta Lacks, George Saunders' The Braindead Megaphone, etc.). Students will craft and workshop their own creative nonfiction compositions. **Offered at Henninger, Nottingham**

ENG 757 ONONDAGA COMMUNITY COLLEGE (OCC) CRITICAL WRITING I *(0.5 Credit weighted/3.0 Credits ENG 103)*

This course develops the skills and forms necessary for writing college-level expository prose. Methods for developing content; organizing information and ideas; and presenting that material to a reader clearly, concisely, and coherently will be taught. Various readings may be used as a source of models and ideas. **Offered at all High Schools**

ENG 758 ONONDAGA COMMUNITY COLLEGE (OCC) CRITICAL WRITING & LITERATURE II *(0.5 Credit weighted/3.0 Credits ENG 104)*

Prerequisite: ENG 753

Teaches students to comprehend, respond to and use the ideas of others in their own writing. Skills such as analytic and critical reading and writing, summarizing, and paraphrasing are developed through the study of literature. Term paper form will also be taught. **Offered at all High Schools**

ENG 760 SUNY COLLEGE OF ENVIRONMENTAL SCIENCE AND FORESTRY (ESF) WRITING AND THE ENVIRONMENT *(0.5 Credit weighted/3.0 SUNY Environmental Science and Forestry-EWP 190)*

This course provides an introduction to writing and reading on the college level with an emphasis on nature and the environment. The course will require frequent informal writing, an oral presentation, and three formal writing assignments. Through frequent practice and opportunities for revision, students will acquire the skills to achieve college-level literacy. Using nature and the environment as topics of inquiry, this course will develop in the students the ability to think, write, and read critically. **Offered at ITC**

ENG 770 SUNY COLLEGE OF ENVIRONMENTAL SCIENCE AND FORESTRY (ESF) PUBLIC SPEAKING *(0.5 Credit weighted/3.0 SUNY Environmental Science and Forestry Credits-EWP 220 Public Presentation Skills)*

This course develops skills and fluency needed by environmental professionals in preparing, delivering, and evaluating effectiveness of expository and persuasive oral presentations. Focus concepts include communication theory, rhetorical analysis, and visualizations of complex and technical data, self, and peer evaluation, and listening skills. **Offered at ITC**

ENG 900 MULTICULTURAL LITERATURE *(1.0 Credit)*

In this yearlong course, students will study a rich collection of literary works that explore diverse cultural perspectives. Students will analyze texts to uncover themes and central ideas, looking at both historical and cultural context of works. They will explore how these themes develop throughout a text, interacting ad building upon one another to build a complex narrative. Tasks will require students to practice skills of close reading, annotation, inference, and textual analysis. Students will be expected to provide textual evidence to support their claims and opinions, fostering critical thinking and engagement. This course can be selected as an alternative for English 12 by seniors who have already passed the NYS Regents Exam in English. **Offered at Nottingham and Henninger**

ENG 941 COLLEGIATE WRITING *(1.0 Credit)*

This course is designed to develop student skills in writing across a variety of genres with a focus on the types of writing required in college. Starting with personal writing, progressing through more reflective and analytical forms of writing, and ending the year in research writing. Anchored in the study of exemplary models of published writing, instruction will lead students through all stages of the writing process including prewriting, drafting, revising, editing, and publishing while teaching strategies to support the writing of increasingly sophisticated sentences, paragraphs, and essays. Research units will emphasize rigorous research skills with guidelines and models for Modern Language Association (MLA 8) and American Psychological Association (APA 6) documentation styles. This course can be selected as an alternative for English 12 by seniors who have already passed the NYS Regents Exam in English. **Offered at Nottingham, Henninger**

ENG 930 CINEMA/FILM *(0.5 Credit)*

The purpose this elective course is to study cinema, the art of the twentieth century. Film can contribute to the student's awareness and understanding of the world of significant human experience and values. The general goal is to develop in the student, the habit of analysis, understanding, and the appreciation of the cinema in a disciplined and creative manner. The skills of reading, writing, speaking, and listening will be taught as essential components. Students will follow the course of study established in the adopted ELA curriculum. **Offered at Corcoran, Henninger, Nottingham**

ENG 951 JOURNALISM I *(0.5 Credit)*

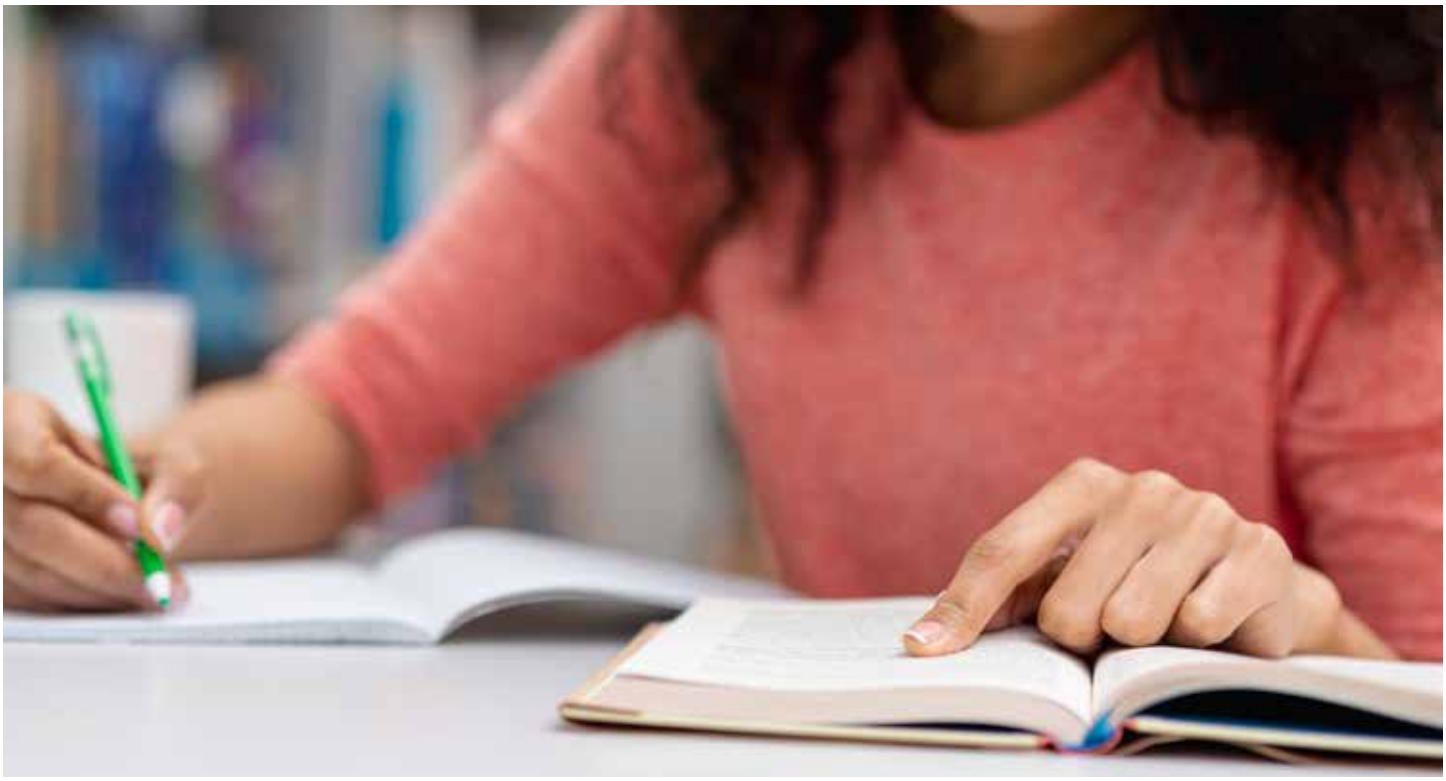
Prerequisite: English 9 & 10

Journalism is an elective course dealing with the various types of print media. Its aim is to develop writers skilled mainly in reporting and secondarily in interpreting. It also gives students the rudiments of journalistic vocabulary and the basics of page layout and editing through work on publications. Students will follow the course of study established in the adopted ELA curriculum. A student may only take this course once for credit. **Offered at Corcoran, Henninger, Nottingham** *(NCAA Approved)*

ENG 952 JOURNALISM II *(0.5 Credit)*

Prerequisite: English 9 & 10

Students electing the second semester elective course will broaden and deepen their journalistic skills to include a focus on reading and analyzing newspapers and the ethical consideration of journalism. Students will follow the course of study established in the adopted ELA curriculum. A student may only take this course once for credit. **Offered at Corcoran, Henninger, Nottingham** *(NCAA Approved)*



MATHEMATICS

MATHEMATICS COURSES OF STUDY

GRADE 9 (Credits)
Algebra I (1.0)
Geometry (1.0)
Modeling with Mathematics (0.5)
Applications of Quadratics (0.5)

GRADE 10 (Credits)
Geometry (1.0)
Algebra II (1.0)
Algebra 2A (1.0)
Modeling with Mathematics (0.5)
Applications of Quadratics (0.5)

GRADE 11 (Credits)
Algebra II (1.0)
Algebra 2A (1.0)
Algebra 2B (1.0)
Pre-Calculus (1.0)
IB DP Math Applications and Interpretations SL (1.0)
ESF Algebra and Pre-Calculus (1.0)
OCC Pre-Calculus w/Trigonometry (1.0)
AP Statistics (1.0)
SUPA Statistics (1.0)

GRADE 12 (Credits)
Algebra 2B (1.0)
Pre-Calculus (1.0)
AP Statistics (1.0)
AP Calculus (1.0)
SUPA Calculus (1.0)
SUPA Statistics (1.0)
ESF Calculus (1.0)
OCC Calculus (1.0)
IB DP Math Applications and Interpretations SL (1.0)
ESF Algebra and Pre-Calculus (1.0)
OCC Pre-Calculus w/Trigonometry (1.0)

ELECTIVES (Credits)
Algebra Lab (0.5)
Financial Literacy (1.0)
Applied Statistical Reasoning (1.0)
Business Applications (1.0)
Technical Mathematics (1.0)

Scheduling Guidance for Mathematics Courses

- Students must complete 3 math courses and pass one Regents Exam to meet graduation requirements.
- All students who have earned a credit for Algebra I and passed the Algebra I Regents Exam will be enrolled in Geometry.
- ***If a student has earned a credit for Algebra I but does not pass the Algebra I Regents Exam, the student must be enrolled in Modeling with Mathematics and Applications of Quadratics the subsequent year***.
- All students who have earned credits for Algebra I and Geometry will be considered for Algebra II or Algebra 2A.

MAT 101 ALGEBRA I *(1.0 Credit)*

This is the first course of high school mathematics. This course will extend and formalize the mathematics that students learned in the middle grades. Students will deepen and extend their understanding of linear and exponential relationships by contrasting them with each other and applying linear models to data that show a linear trend. Students will also learn methods for modeling, analyzing, and solving quadratic functions. This course will culminate in the NYS Algebra I Regents Examination. **Offered at all High Schools** *(NCAA Approved)*

MAT 101_L ALGEBRA LAB *(0.5 Credit)*

This course, scheduled in unison with MAT 101, supports students in deepening their understanding of algebraic concepts and facility with algebraic skills through collaborative mathematical discussions grounded in context and exploration. Algebra I Lab should be made available to all 9th grade students enrolled in Algebra I as an intervention. This elective is for students in need of additional opportunities to engage in learning the core curriculum or accelerate their math skills. Students may receive an elective credit for Algebra Lab but may not use this course as a math credit for graduation. **Offered at all High Schools**

MAT 119 MODELING WITH MATHEMATICS *(0.5 Credit)*

Prerequisite: Algebra I

Many real-life problems can be described and solved using mathematical models. In this course, students will work on real-life problems primarily in teams with other students. Students will learn to analyze a problem, design a mathematical model, solve the equations in the model, and validate their results. As students work through the creation and implementation of their math models, teachers will encourage them to analyze their solutions and assess their models. This includes asking students to make sense of the answers in the context of the problem, find ways to measure the accuracy of their solutions, and explore how their solutions change if they vary their assumptions. This course will culminate with the NYS Algebra I Regents Examination in January. **Offered at all High Schools**

MAT 120 APPLICATIONS OF QUADRATICS *(0.5 Credit)*

Prerequisite: Algebra I

Students will study all things related to quadratic functions and equations, and their applications in the real world. By examining quadratics and their applications, students will deepen their understanding of functions, quadratics, and the application of algebraic thinking to the real world. This course will strengthen students' abilities to use Algebra as a tool for solving problems in life. This course will culminate with the NYS Algebra I Regents Examination in June. **Offered at all High Schools**

MAT 201 GEOMETRY *(1.0 Credit)*

Prerequisite: Algebra I

This course will formalize and extend the geometry that students learned in the middle grades. Students will explore more complex geometric situations and deepen their explanations of geometric relationships, moving toward formal mathematical arguments. Students will build upon an understanding of transformations and relationships between lines and angles to explore concepts of congruence and similarity of triangles, quadrilaterals, circles, and other figures. Students will also utilize their understanding of these figures in two and three dimensions to model real world situations. This course will culminate in the NYS Geometry Regents Examination. **Offered at all High Schools** *(NCAA Approved)*

MAT 185 FINANCIAL LITERACY *(1.0 Credit)*

Prerequisite: Algebra I

This course will immerse students in real-life situations that will provide students with the opportunity to utilize their math skills to research, analyze, compare, and discuss many of the major decisions that adults make to support and build financial security. During this course students will learn how to create budgets, understand different banking options, managing credit, interest rates and taxes, purchasing homes and cars, the different types, and costs of insurance to consider, how to plan for career and college finance and the importance of planning for retirement. **Offered at all High Schools**

MAT 134 TECHNICAL MATHEMATICS *(1.0 Credit)*

Prerequisite: Algebra I

Technical Mathematics is designed to expand students' understanding of mathematical concepts and skills needed for success in technical and trade careers. Emphasizing real-world applications, the curriculum integrates arithmetic, algebra, geometry, and trigonometry into authentic scenarios from fields such as construction, manufacturing, automotive technology, and engineering. Students will work with measurements, unit conversions, ratios, proportions, and right triangle trigonometry while interpreting technical diagrams and calculating dimensions. They will engage in hands-on projects and problem-solving activities to build precision and confidence. By connecting math to practical tasks, learners develop the competence required for skilled trades and advanced technical training. **Offered at all High Schools**

MAT 310 ALGEBRA II *(1.0 Credit)*

Prerequisites: Algebra I, Geometry

Building on their work with linear, quadratic, and exponential functions, students extend their repertoire of functions to include polynomial, rational, and radical functions. Students work closely with the expressions that define the functions and continue to expand and hone their abilities to model situations and to solve equations, including solving quadratic equations over the set of complex numbers and solving exponential equations using the properties of logarithms. This course will culminate in the NYS Algebra II Regents Examination. **Offered at all High Schools** *(NCAA Approved)*

MAT 310A ALGEBRA 2A (YEAR 1) *(1.0 Credit)*

Prerequisites: Algebra I, Geometry

This is the first year of a two-year Algebra II course. It is made up of Algebra 2A and Algebra 2B. The combination of Algebra 2A and 2B prepares students to take the NYS Algebra II Regents Examination. The two-year course is an alternative to Algebra II, which prepares students for the NYS Algebra II Regents Examination in one year. The first year of this course focuses on an in-depth understanding of functions and equations, including functions, their inverses, transformations of functions, and building new functions from other functions. The types of functions and equations studied in depth include polynomial, rational, radical, exponential, and logarithmic functions. **Offered at all High Schools** *(NCAA Approved for 0.5 math credit)*

MAT 310B ALGEBRA 2B (YEAR 2) *(1.0 Credit)*

Prerequisites: Algebra I, Geometry, Algebra 2A (Year 1)

This is the second year of a two-year Algebra II course. It is made up of Algebra 2A and Algebra 2B. The combination of Algebra 2A and 2B prepares students to take the NYS Algebra II Regents Examination. The two-year course is an alternative to Algebra II, which prepares students for the NYS Algebra II Regents Examination in one year. The second year of this course extends student understanding of functions and equations, including polynomial, rational, radical, exponential, and logarithmic functions developed in the first year. In addition, students deepen their understanding of arithmetic and geometric sequences and series, probability and statistics, and trigonometric functions. This course will culminate in the NYS Regents Algebra II Examination. **Offered at all High Schools** *(NCAA Approved for 0.5 math credit)*

MAT 111 PRE-CALCULUS *(1.0 Credit)*

Prerequisite: Algebra II

This course is designed to provide the necessary foundation for a standard Calculus course. Units on logic, complex numbers, and properties of functions and relations and their groups, i.e., inverse, polynomial, exponential, logarithmic, and circular. It also includes Analytic Geometry. **Offered at all High Schools**

MAT 117 BUSINESS APPLICATIONS *(1.0 Credit)*

Prerequisite: Algebra I

Math Applications in Business introduces students to the applications of math in business. Students will learn and interpret basic relationships (equations) between quantities that arise in business models. They will examine the limitations of such models, their ranges of applicability, and the assumptions on which they are built. Students will also learn how to generate and interpret data to make business decisions. This course will cover topics including but not limited to accounting, inventory management, marketing, sales forecasting, and financial analysis, using elements from Algebra, Algebra 2, and Statistics to model business and economic systems. **Offered at all High Schools**

MAT 118 APPLIED STATISTICAL REASONING *(1.0 Credit)*

Prerequisites: Algebra I

Applied Statistical Reasoning provides project-based experiences in statistics, offering students opportunities to strengthen their understanding of the statistical method of inquiry and statistical simulations. Students will formulate statistical questions to be answered using data, design and implement a plan to collect the appropriate data, select appropriate graphical and numerical methods of data analysis, and interpret their results to make connections with their initial question. **Offered at all High Schools** *(NCAA Approved)*

MAT 122 ADVANCED PLACEMENT CALCULUS *(1.0 Credit weighted)*

Prerequisite: Pre-Calculus

Special functions are first studied in some detail with an intuitive development of calculus. General techniques of calculus are developed later and then applied to a wide variety of functions. The course will prepare students for the Advanced Placement Examination in Calculus. Students who register for this course are required to take the AP test in the spring. **Offered at Corcoran** *(NCAA Approved)*

MAT 123 IB DP MATH APPLICATIONS AND INTERPRETATION SL *(1.0 Credit weighted)*

Prerequisite: Algebra I, Geometry, and Algebra II

This course focuses on developing students' mathematical reasoning. Mathematical problems are embedded in a wide range of contexts, and there is an emphasis on applications of mathematics and statistical techniques. The course is designed to offer students with varied mathematical backgrounds and abilities the opportunity to learn important concepts and techniques and to gain an understanding of a wide variety of mathematical topics, preparing them to use their critical thinking and reasoning skills to solve problems. This course requires students to complete one independent project. **Offered at Corcoran** *(NCAA Approved)*

MAT 321 ADVANCED PLACEMENT STATISTICS *(1.0 Credit weighted)*

Prerequisite: Algebra II

This course will introduce students to major concepts and tools for collecting, analyzing, and drawing conclusions from data. Four main topics include: exploring data, planning a student, probability and it relates to distribution of data and inferential reasoning. The course will prepare students for the Advanced Placement Examination in Statistics. Students are required to take the AP test in the spring. **Offered at Nottingham** *(NCAA Approved)*

MAT 750 SYRACUSE UNIVERSITY PROJECT ADVANCE (SUPA) CALCULUS *(1.0 Credit weighted/4.0 Credits MAT 295)*

Prerequisite: Pre-Calculus

Students will be introduced to the fundamentals of differential and integral calculus. Topics include: the concepts of limits, continuity, derivatives, and their applications to traditional collection of functions. Four units of Syracuse University credit (accepted as transfer credit at a number of colleges) may be earned in this course. **Offered at Henninger, Nottingham** *(NCAA Approved)*

MAT 751 SYRACUSE UNIVERSITY PROJECT ADVANCE (SUPA) STATISTICS *(1.0 Credit weighted/4.0 Credits MAT 121)*

Prerequisite: Algebra II

Students will be introduced to the major concepts and tools of collecting, analyzing, and drawing conclusions from data. Topics include descriptive statistics, data collection, probability, random variables, and the use of statistical inferences. Typically, at least one statistics course is required in college for majors such as education, psychology, sociology, health science, environmental science, and business. Six units of Syracuse University credit (accepted as transfer credit at a number of colleges) may be earned in this course. **Offered at Henninger, Nottingham, ITC** *(NCAA Approved)*

MAT 760 SUNY COLLEGE OF ENVIRNOMENTAL SCIENCE AND FORESTRY (ESF) CALCULUS *(1.0 Credit weighted/3.0 Credits APM 105)*

Prerequisite: Algebra II

Introduction to calculus for students in the life and management sciences. Elements of analytic geometry, functions, and their graphs, with an emphasis on the concept of limits, and differentiation techniques for algebraic, exponential, and logarithmic functions and their applications to economics, and the life and management sciences. **Offered at ITC** *(NCAA Approved)*

MAT 761 ONONDAGA COMMUNITY COLLEGE (OCC) CALCULUS *(1.0 Credit weighted/4.0 Credits MAT 161)*

Prerequisite: Algebra II, Pre-Calculus

A first course in calculus for students in mathematics, science, computer science, and engineering. Basic analytic geometry, functions, limits and continuity, derivatives of algebraic and trigonometric functions, chain rule, implicit differentiation, antiderivatives, definite integrals, Fundamental Theorem, applications of derivatives and integrals. Graphing calculator use is required. Prerequisite: Four years of college-preparatory mathematics (including trigonometry) or MAT 143 or Permission of Instructor. **Offered at Nottingham** *(NCAA Approved)*

MAT 762 SUNY COLLEGE OF ENVIRNOMENTAL SCIENCE AND FORESTRY (ESF) ALGEBRA AND PRE-CALCULUS *(1.0 Credit weighted/3.0 Credits APM 104)*

Prerequisite: Algebra II

Three hours of lecture/discussion per week. Course meets the SUNY general education requirement for mathematics. Elements of analytic geometry. Emphasis on the concepts of polynomial and rational functions, exponential and logarithmic functions, trigonometry and trigonometric functions and their application to design and life and management sciences. **Offered at ITC**

MAT 780 ONONDAGA COMMUNITY COLLEGE (OCC) PRE-CALCULUS W/TRIGONOMETRY *(1.0 Credit weighted/4.0 Credits MAT 143)*

Prerequisite: Algebra II

This course will prepare students for a standard college level Calculus course. Units on logic, complex numbers, properties of functions and relations and their groups, i.e., inverse, polynomial, exponential, logarithms, and circular properties. It also includes Analytic Geometry. Instructors are certified through OCC to be able to offer this course in a building. **Offered at ITC, Nottingham, PSLA** *(NCAA Approved)*

SCIENCE AND TECHNOLOGY

SCIENCE COURSES OF STUDY

GRADE 9
Life Science: Biology (1.0)
Earth and Space Sciences (1.0)

GRADE 10
Life Science: Biology (1.0)
Earth and Space Sciences (1.0)

GRADE 11
Physical Science: Chemistry (1.0)
Physical Science: Physics (1.0)
Anatomy/Physiology (1.0)
IB DP Biology SL (1.0)
IB DP Environmental Systems and Societies SL (1.0)
IB DP Sports, Exercise and Health Sciences SL (1.0)
OCC General Physics (1.0)

GRADE 12
Physical Science: Chemistry (1.0)
Physical Science: Physics (1.0)
SUPA Biology (1.0)
SUPA Forensic Science (1.0)
SUPA Physics (1.0)
ESF Global Environment (1.0)
ESF Research Experience (0.5)
ESF Introduction to Renewable Energy (1.0)
ESF Biology (1.0)
OCC General Physics (1.0)
OCC The Continuation of Physics (1.0)

SCIENCE ELECTIVES OFFERED GRADES 10-12	
Anatomy and Physiology (1.0)	Sports Physics* (0.5)
Environmental Science (1.0)	STEAM Physics* (0.5)
Forensics Science (1.0)	Zoology (1.0)

TECHNOLOGY COURSES OF STUDY

GRADE 9
Design and Drawing for Production (1.0)

GRADE 10
Design and Drawing for Production (1.0)
Introduction to Engineering Design (1.0)
Digital Electronics (1.0)

GRADE 11
Design and Drawing for Production (1.0)
Introduction to Engineering Design (1.0)
Engineering Design & Development (1.0)
Principles of Engineering (1.0)
Digital Electronics (1.0)
IB DP Design Technology HL-I (1.0)

GRADE 12
Introduction to Engineering Design (1.0)
Computer Integrated Manufacturing (1.0)
Principles of Engineering (1.0)
IB DP Design Technology HL-II (1.0)

EGR 740 DESIGN AND DRAWING FOR PRODUCTION *(1.0 Credit)*

This course combines basic technical drawing with solving design problems such as a car for the 21st century. The building of models of the student's designs is also used to help understand three-dimensional form. This course may be used for the required art credit. **Offered at Corcoran, Henninger**

EGR 741 INTRODUCTION TO ENGINEERING DESIGN (IED) *(1.0 Credit)*

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

EGR 742 COMPUTER INTEGRATED MANUFACTURING (CIM) *(1.0 Credit)*

Manufactured items are part of everyday life, yet most students have not been introduced to the high-tech, innovative nature of modern manufacturing. This course illuminates the opportunities related to understanding manufacturing. At the same time, it teaches students about manufacturing processes, product design, robotics, and automation. Students can earn a virtual manufacturing badge recognized by the National Manufacturing Badge system. **Offered at Corcoran, Nottingham**

EGR 748 ENGINEERING DESIGN AND DEVELOPMENT (EDD) *(1.0 Credit)*

Pre-requisite: DDP and one other PLTW course

This capstone course allows students to design a solution to a technical problem of their choosing. They have the chance to eliminate one of the "Don't you hate it when…" statements of the world. This is an engineering research course in which students will work in teach to research, design, test, and construct solution to an open-ended engineering problem. The product development lifecycle and a design process are used to guide and help the team to reach a solution to the problem. The team presents and defends their solution to a panel of outside reviewers at the conclusion of the course. The EDD course allows students to apply all the skills and knowledge learned in previous Project lead The Way courses. The use of 3D design software helps students design solution to the problems their team has chosen. **Offered at Nottingham** *(NCAA Approved)*

EGR 744 PRINCIPLES OF ENGINEERING (POE) *(1.0 Credit)*

Pre-requisite: Passing grade in DDP or math and science

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

EGR 746 DIGITAL ELECTRONICS (DE) *(1.0 Credit)*

Pre-requisite: DDP and strong math skills at grade level or higher

This course is the study of electronic circuits that are used to process and control digital signals. Digital electronics is the foundation of all modern electronic devices such as cellular phones, MP3 players, laptop computers, digital camera, and high-definition televisions. The major focus of the DE work is to expose students to the design process of combinational and sequential logic design, teamwork, communication methods, engineering standards, and technical documentation. **Offered at Corcoran, Nottingham**

SCI 762 SUNY COLLEGE OF ENVIRNOMENTAL SCIENCE AND FORESTRY (ESF) INTRODUCTION TO RENEWABLE ENERGY *(1.0 Credit/3.0 Credits FCH 496 weighted)*

This elective course is an opportunity for a special problem, technique development, independent or unstructured study in an area related to the chemical profession. The work may be technical, professional, or interdisciplinary. Advisors outside this department may be solicited. A brief proposal must be presented for approval with specific arrangements outlined including faculty advisor and objectives of the study. A written report will be expected A minimum of 1200 minutes of satisfactory laboratory reports is required for admittance to the examination. **Offered at Nottingham**

SCI 110 EARTH AND SPACE SCIENCES *(1.0 Credit)*

Throughout this course, students will actively participate in hands-on laboratory activities and investigations, aimed at fostering their scientific inquiry and data analysis skills. Emphasis will be placed on connecting Earth and Space Science concepts with real-world applications. The curriculum will offer opportunities for students to explore crosscutting concepts, including patterns, cause and effect, and systems and system models. Additionally, students will engage in Science and Engineering practices such as planning and conducting investigations, analyzing, and interpreting data, developing, and using models, and engaging in argumentation based on evidence. Completion of four investigations, along with accruing 1200 lab minutes, is expected. **Offered at all High Schools** *(NCAA Approved)*

SCI 202 LIFE SCIENCE: BIOLOGY *(1.0 Credit)*

Throughout this course, students will actively participate in hands-on laboratory activities and investigations aimed at fostering their scientific inquiry and data analysis skills. They will be encouraged to establish connections between the Life Science concepts they learn and their real-world applications. The curriculum emphasizes group discussions, problem-solving, critical thinking, and utilizes interactive simulations and visualizations to enhance learning. Completion of four investigations, along with the required 1200 lab minutes, is expected. **Offered at all High Schools** *(NCAA Approved)*

SCI 102 ENVIRONMENTAL SCIENCE *(1.0 Credit)*

Prerequisite: Living Environment or Life Science: Biology; or Earth Science or Earth and Space Sciences

This course will be an outdoor course of study using the natural communities surrounding the high schools. Students will enhance their awareness of the natural environment by investigating ponds and streams, as well as local fields and wooded areas. Environmental Science is a “hands on” course in which students increase their observations and decision-making skills by using taxonomic keys to identify various life forms. Specimens that will be observed and/or keyed include trees and wildflowers (with or without foliage), non-flowering plants, and aquatic plants and animals. Students will also have the opportunity to observe outside, many of the ecological relationships and principles that they have studied in the classroom in biology. Mapping and compass skills will also be a component of this course as well as learning to assess the quality of water, soil, and air by using various testing procedures. This course will also be studying the dynamic Earth which includes layers, plate tectonics, and the Earth’s cycles. A portion of this course also focuses on air atmosphere and climate change. Students then will investigate human impact topics such as pollution, sustainability, nonrenewable and renewable resources, and the greenhouse effect. This course cannot be utilized to fulfill the requirement for a college prep sequence. **Offered at all High Schools** *(NCAA Approved)*

PHY 103 ONONDAGA COMMUNITY COLLEGE (OCC) GENERAL PHYSICS I *(1.0 credit weighted)*

The first semester of a two-semester, basic, non-calculus General Physics course emphasizing fundamental concepts and principles with a problem-solving approach. Topics covered include Kinematics and Dynamics, Newton’s Laws, Work and Energy, Momentum, Rotational Motion, Heat and Thermodynamics. A minimum of 1200 minutes of satisfactory laboratory reports is required for admittance to the examination. **Offered at ITC**

PHY 104 ONONDAGA COMMUNITY COLLEGE (OCC) THE CONTINUATION OF PHY 103 *(1.0 credit weighted)*

Topics covered include Vibrations and Wave motion, Physical and Geometrical Optics, Electricity and Magnetism, simple AC and DC Circuits. A minimum of 1200 minutes of satisfactory laboratory reports is required for admittance to the examination. **Offered at ITC**

SCI 210 ANATOMY AND PHYSIOLOGY *(1.0 Credit)*

Prerequisite: Regents Living Environment or Life Science: Biology

This is a Human Biology course that uses the learning-cycle method of instruction that consists of three phases: exploration, term introduction, and concept application. The learning cycle provides students' freedom to inquire into chemical and biological phenomena, stimulates their interest and curiosity, and allows them to discover key patterns of regularity in those phenomena. An emphasis is placed on active student participation maximizing the understanding of the investigative process. Thus, this course has been developed to teach students in the way they learn best – group discussion, and discovery. This is an activity- and inquiry-based course. The goal of this course is to be lively, engaging, and relevant to the students and the world we all live. This course will introduce the students to the realistic methods of science through activities that will require moderate thinking. This course has been designed to foster the development of the student's creative and critical biological thinking skills. This course will provide students with discussion of and activities/experiments in the use biological concepts to promote scientific reasoning. An emphasis in this course has not only been placed on teaching students appropriate biological methods of inquiry but also biological theories through active student participation, thereby maximizing the student's biological knowledge obtained as well as their understanding of the nature of the investigative process within the biology discipline. **Offered at all High Schools** *(NCAA Approved)*

SCI 311 PHYSICAL SCIENCE CHEMISTRY *(1.0 Credit)*

Prerequisite: Successful completion of 1 Regents level science course

Throughout this course, students will engage in hands-on laboratory activities and investigations to enhance their scientific inquiry and data analysis skills. The curriculum offers an in-depth exploration of the fundamental principles of chemistry, aligned with the New York State Science Learning Standards (NYSSLS). Students will study matter, its properties, and the changes it undergoes, gaining a comprehensive understanding of chemical processes and their applications. They will apply scientific and engineering principles to design, evaluate, and refine solutions to real-world chemical problems. Key concepts covered include Chemical Reactions, Energy, Waves and Electromagnetic Radiation, and Matter and Energy in Organisms and Ecosystems. Students are required to complete three NYSED investigations and accumulate a minimum of 1200 lab minutes. **Offered at all High Schools** *(NCAA Approved)*

SCI 411 PHYSICAL SCIENCE PHYSICS *(1.0 Credit)*

Prerequisite: Passed 2 years of Math: Algebra: Geometry

Throughout this course, students will actively participate in hands-on laboratory activities and investigations, aimed at fostering their scientific inquiry and data analysis skills. This course offers an in-depth study of the fundamental principles of physics, aligned with the New York State Science Learning Standards (NYSSLS). Students will study Forces and Interactions, Energy, Waves and Electromagnetic Radiation and Space Systems. They will apply scientific and engineering principles to design, evaluate, and refine solutions to real-world chemical problems. Students are required to complete three NYSED investigations and accumulate a minimum of 1200 lab minutes. **Offered at all High Schools** *(NCAA Approved)*

SCI 410 SPORTS PHYSICS *(0.5 Credits)*

Prerequisite: Successful completion of 1 Regents level science course

This elective is tailored for students intrigued by uncovering the physics principles at play in sports. Students will apply these principles to projects reflecting their interests, life experiences, and cultural backgrounds. The course spans one semester, offering students the opportunity to earn 0.5 science or elective credits. **Offered at all High Schools** *(NCAA Approved)*

SCI 415 STEAM PHYSICS *(0.5 Credits)*

Prerequisite: Successful completion of 1 Regents level science course

Designed as an elective, this course delves into the physics principles underlying music and the visual arts. Students will explore these principles through projects aligned with their interests, life experiences, and cultural heritage. The course runs for one semester and enables students to earn 0.5 science or elective credits. **Offered at all High Schools** *(NCAA Approved)*

SCI 714 IB DP BIOLOGY SL *(1.0 Credit weighted)*

Prerequisite: 2 Regents Level science courses 2 Semesters

This course is designed to be the equivalent of a college introductory-level Biology course. The goals of this course are to:

- provide students with a body of biological knowledge and the methods used to apply this knowledge to current issues relating to science and technology.
- develop experimental and investigative skills and an appreciation of science as a process.
- raise awareness of the moral, social, economic, and environmental implications of using science and technology on a global scale.

Topics include cell and molecular biology, cellular energetics, genetics, ecology, evolution, human anatomy and physiology, neurobiology, and behavior. Approximately 40 hours of the course will consist of rigorous labs (practical investigation) including 10 hours devoted to an IB group project. **Offered at Corcoran** *(NCAA Approved)*

SCI 716 IB DP ENVIRONMENTAL SYSTEMS AND SOCIETIES SL *(1.0 Credit weighted)*

Prerequisite: 2 years Regents Level Science 2 Semesters

This course is designed to enable students to develop a scientific understanding of the environment that will enable them to adopt an informed and responsible stance on many pressing environmental issues. Students will evaluate the scientific, ethical, and socio-political aspects of these issues. This course will examine the structure and functioning of natural systems and how they have been impacted by human activity. Issues of both local and global nature will be examined, including pollution, ozone depletion, global warming, acid rain, and population growth. Students in this course are required to take the IB Environmental Systems Exam. Pre-requisites: 2 Regents-level science courses. **Offered at Corcoran** *(NCAA Approved)*

SCI 717 IB DP SPORTS, EXERERCISE AND HEALTH SCIENCES SL *(1.0 Credit weighted)*

SEHS explores the science underpinning physical performance and provides the opportunity to apply these principles. The course incorporates the disciplines of anatomy and physiology, biomechanics, psychology, and nutrition. The course offers a deeper understanding of the issues related to sports, exercise, and health in the 21st century and addresses the international dimension and ethics related to both the individual and global context. SEHS is good preparation for courses in higher or further education related to sports fitness and health and serves as useful preparation for employment in sports and leisure industries. **Offered at Corcoran** *(NCAA Approved)*

SCI 752 SYRACUSE UNIVERSITY PROJECT ADVANCE (SUPA) BIOLOGY *(1.0 Credit weighted/8.0 Credits BIO121 and 123)*

Prerequisites: Regents Living Environment or Life Science: Biology

This is a two-semester, eight-credit college elective course offered through Syracuse University. The course teaches modern biological concepts, including classification of organisms, ecology, human influences on natural ecosystems, microscopy, cells, organic and inorganic chemistry, animal development, genetics, energy, and plant structure and function. During a session, the student may be asked to carry out an experiment, view a demonstration, interpret experimental results, and make a drawing to document observations, and so on. A minimum of 1200 minutes of satisfactory laboratory reports is required for admittance to the examination. **Offered at Henninger, Nottingham** *(NCAA Approved)*

SCI 754 SYRACUSE UNIVERSITY PROJECT ADVANCE (SUPA) FORENSIC SCIENCE *(1.0 Credit weighted/4.0 Credits CHE 113)*

This elective course is intended to provide an introduction to understanding the science behind crime detection. Recent advances in scientific methods and principles have had an enormous impact upon law enforcement and the entire criminal justice system, and this course will present a number of those methods that are relevant to crime detection and analysis. The course will emphasize the techniques used in evaluating physical evidence; laboratory exercises will include techniques commonly employed in forensic investigations. Topics included are blood analysis, organic and inorganic evidence analysis, microscopic investigations, hair analysis, DNA, drug chemistry and toxicology, fiber comparisons, paints, glass composition and fragmentation, fingerprints, soil comparisons, and arson investigations, among others. A minimum of 1200 minutes of satisfactory laboratory reports is required for admittance to the examination. **Offered at Henninger, Nottingham** *(NCAA Approved)*

SCI 753 SYRACUSE UNIVERSITY PROJECT ADVANCE (SUPA) CHEMISTRY *(1.0 Credit weighted/8.0 Credits CHE 106 and CHE 107)*

This is a two semester eight credit college course, offered through Syracuse University. This course is designed to give students a strong foundation in the principles of modern chemistry.Through a combination of lectures, hands-on laboratory investigations, problem-solving activities, and real-world applications, students explore topics such as atomic structure, bonding, stoichiometry, thermochemistry, kinetics, equilibrium, acids and bases, electrochemistry, and organic chemistry. A minimum of 1200 minutes, including 3 required investigations, is required for admittance to the examination. **Offered at Nottingham** *(NCAA Approved)*

SCI 755 SYRACUSE UNIVERSITY PROJECT ADVANCE (SUPA) PHYSICS *(Grade 12/1.0 Credit weighted/8.0 Credits PHY 101 and 102)*

This algebra-based elective course includes a regularly scheduled lab and provides the necessary physics background for health professionals and others who need physics but are not required to take a calculus-based course. The first semester will cover traditional topics in mechanics, such as kinematics, Newton's laws, circular motion, gravity and planetary motion, work, energy, momentum, rotational motion, vibrations, and kinetic theory. First semester stresses problem solving and conceptual understanding. The second semester treats topics dealing with electricity, magnetism, and optics. A minimum of 1200 minutes of satisfactory laboratory reports is required for admittance to the examination. **Offered at Henninger, Nottingham** *(NCAA Approved)*

SCI 760 SUNY COLLEGE OF ENVIRNOMENTAL SCIENCE AND FORESTRY (ESF) GLOBAL ENVIRONMENT *(1.0 Credit weighted/3.0 Credits EFB 120)*

Prerequisites: Successful completion of NYS Regents Earth Science, Regents Biology, and be concurrently registered for and taking NYS Regents Chemistry as they are taking EFB 120 (or have already successfully completed NYS Regents Chemistry)

The Global Environment helps students gain the knowledge and tools necessary to make informed decisions regarding the environment and the earth's future. Students will acquire an understanding of the connections between such varied topics as pollution, deforestation, climate change, acid rain, soil depletion, economics, evolution, history, and social justice. The elective course stresses a science-based systems approach in evaluating problems and potential solutions as well as the critical role of energy in many of the environmental challenges facing the world. A minimum of 1200 minutes of satisfactory laboratory reports is required for admittance to the examination. **Offered at ITC, Nottingham** *(NCAA Approved)*

SCI 761 SUNY COLLEGE OF ENVIRNOMENTAL SCIENCE AND FORESTRY (ESF) RESEARCH EXPERIENCE *(0.5 Credit weighted/1.0 Credit ESF 296)*

This elective course is designed to emphasize the integration between chemistry and biology, and help you continue developing and honing your science communication skills. Throughout the semester, we will provide regular opportunities to debrief about the lab experiments and concepts, and discuss the connections between chemistry and biology content and techniques; to synthesize what you are learning through "writing to learn" activities intended to work as catalysts in developing new understandings of the lab and lecture course material; to observe demonstrations of interdepartmental science and engage with panels of scientists and faculty members from across the disciplines; and to learn and practice new genres of scientific communication (namely, the poster presentation). A minimum of 1200 minutes of satisfactory laboratory reports is required for admittance to the examination. **Offered at Nottingham**

SCI 762 SUNY COLLEGE OF ENVIRNOMENTAL SCIENCE AND FORESTRY (ESF) INTRODUCTION TO RENEWABLE ENERGY *(1.0 Credit weighted/2.0 Credits FCH 496)*

Considers the question of why we need to start thinking of alternative forms of energy to supply our increasing needs as a modern society. Includes the science behind several technologies. A minimum of 1200 minutes of satisfactory laboratory reports is required for admittance to the examination. **Offered at Nottingham**

SCI 763 SUNY COLLEGE OF ENVIRNOMENTAL SCIENCE AND FORESTRY (ESF) BIOLOGY *(1.0 Credit weighted/3.0 Credits EFB 101 and 102)*

This elective course is an introductory exploration of biological principles at ecosystem, population, and organismal levels. Emphasis on form, function, diversity, ecology, and evolution of living organisms. Major concepts of organismal biology and ecology will be reinforced with hands-on laboratory exercises and required field trips exploring the form, function, diversity, ecology, and evolution of living organisms. A minimum of 1200 minutes of satisfactory laboratory reports are required for admittance to the examination. **Offered at ITC** *(NCAA Approved)*

SCI 901 ZOOLOGY *(1.0 Credit)*

Prerequisites: Regents Earth Science or Earth and Space Sciences, Living Environment or Life Science: Biology, and Chemistry (Chemistry concurrently)

TThe Zoology course is designed for students who have special interests and abilities in this area of science. Selection is based on above-average achievement in General Science (or Earth Science), Regents Biology, and Regents Chemistry. The instructor's permission is needed for any exception to this preparation. Opportunities are presented to explore, in depth, animal-related topics beyond those covered in the regular science programs. The study areas include permanent microscope slide mounting, vertebrate dissections (usually sharks), plastic embedding, scientific photography, and selected field experiences. This Zoology course is expected to articulate with the recently developed "Outreach Program" at Burnet Park Zoo. Lab requirement – minimum 1 period per week. **Offered at Corcoran, Henninger, Nottingham, PSLA** *(NCAA Approved)*

SCI 904 FORENSICS SCIENCE *(1.0 Credit)*

Forensic science is focused on the application of scientific methods and techniques to crimes and law. Recent advances in scientific methods have had an enormous impact upon law enforcement and the entire criminal justice system. In this elective, scientific methods specifically relevant to crime detection and analysis will be presented. Emphasis will be placed on understanding the science behind the techniques used in evaluating physical evidence. Several laboratory exercises will be included to demonstrate techniques commonly employed in forensic investigations. **Offered at all High Schools**

TECH 720 IB DESIGN TECHNOLOGY HL-I *(1.0 Credit weighted)*

This topic introduces the design cycle model—a fundamental concept underpinning the design process and central to a student's understanding of design activities. Each element of the design cycle represents how designers progress through the design process to refine the design solution in increasing detail, to evaluate and reflect on needs of intended users and the global impact of design.

The basis of study focuses on the topics:

- Analysis of a design and redesign
- Empathy and exploration of targeted user(s)
- Commercial production & marketing strategies
- Technological literacy
- Conceptual design
- Development of a detailed design
- Testing and evaluation for intended users
- Designing and presenting a solution

The course is offered as a required prerequisite for IB Design Technology HL-II and will prepare students to begin to develop conceptual skills and knowledge to create the required Internal Assessment, completed and submitted in year two, and prepare for two assessments to finish the HL-II course (Paper 1 and Paper 2). **Offered at Corcoran**

TECH 721 IB DESIGN TECHNOLOGY HL-II *(1.0 Credit weighted)*

Prerequisite: TECH 720 IB Design Technology HL-I

The topic then moves on to focus on the strategies that designers use to arrive at solutions to problems and the varied nature of the skills and knowledge they need to carry out their design analysis successfully. The skills identified in this topic should be reflected in the Internal Assessment (IA) and reinforced throughout the course. At HL, the design project requires students to identify a problem and develop a solution.

An addition to the topics listed for HL-I, at the end of the two-year HL program in Design Technology, students will have developed and worked towards:

- Integrating factual, procedural and conceptual knowledge
- Develop solution-focused strategies that address an issue
- Develop an understanding of how interrelated systems, mechanisms and processes impact a problem
- Evaluate and reflect on solving real-world problems
- Understanding of the extent of global interconnectedness between regional, national and local communities

The course is assessed with three assessments. The first is an Internal Assessment which is an open-ended task, created throughout the two-year course, where initiatives of redesign to improve upon an existing product to meet the needs of the intended user(s), a multiple-choice paper assessment (Paper 1), a short-answer and extended-response assessment of intertwining skills, concepts and understandings placed into a suitable design technology (Paper 2). **Offered at Corcoran**

SOCIAL STUDIES

SOCIAL STUDIES COURSES OF STUDY

GRADE 9 (Choose one)
Global History & Geography I (1.0)
IB Individuals and Societies MYP4 (1.0)

GRADE 10 (Choose one)
Global History & Geography II (1.0)
AP World History: Modern (1.0)
IB Individuals and Societies MYP5 (1.0)

GRADE 11 (Choose one)
US History & Government (1.0)
SUPA American History (1.0)
AP U.S. History (1.0)
IB DP History of the Americas HL-I (1.0)

GRADE 12 (Choose one)
Active Citizenship (1.0)
Civics Pathway (1.0)
SUPA Public Policy (1.0)
AP Government and Politics (1.0)
IB DP History of the Americas HL-II (1.0)

Electives		
S.C.S.D.	IB	S.U.P.A.
Global Enduring Issues (1.0) United States Identity (1.0) African American Studies (1.0)	IB DP Psychology HL-I (1.0) IB Theory of Knowledge (TOK) I (0.5) IB DP Psychology HL-II (1.0) IB Theory of Knowledge (TOK) II (0.5)	SUPA Women's and Gender Studies (0.5) SUPA Sociology (0.5) SUPA Psychology (0.5) SUPA Public Policy (0.5)

SOCIAL STUDIES REQUIRED CORE FOUR COURSES

SOC 203 GLOBAL HISTORY & GEOGRAPHY I *(1.0 Credit)*

This course is a detailed study of the culture, history and geography of Asia, Africa, Middle East, Latin America, and Europe from the Neolithic Revolution to the Enlightenment. Units include world geography, major religions, economic systems, types of government, historical events, and the impact of geographic features on the development of the regions. Completing document based and thematic essay questions will be a regular course component. **Offered at all High Schools**

SOC 203_IB INDIVIDUALS AND SOCIETIES MYP YEAR FOUR *(1.0 Credit weighted)*

Students enrolled in the International Baccalaureate Program at Corcoran High School must register for the following course in 9th grade as their social studies course requirement. In Individuals and Societies, students have the opportunity to develop the skills needed to make in-depth inquiries into historical, geographical, political, social, economic, and cultural factors. Students also explore the potential impact on individuals, societies and the environment, encouraging them to broaden their thinking, and to respect the diversity in the world around them. Individuals and societies also encourages students to develop their critical thinking skills when considering the diversity of human culture, attitudes and beliefs; students discover that both content and methodology can be debatable and controversial. **Offered at Corcoran** *(NCAA Approved)*

SOC 204 GLOBAL HISTORY & GEOGRAPHY II *(1.0 Credit)*

This course will continue the study of Asia, Africa, Middle East, Latin America, and Europe from the Enlightenment to the present. Emphasis is applied to developments in Europe, although each region's history is detailed. History is viewed and discussed in terms of current issues and problems. Utilizing a conceptual approach based on economic, political, geographic and social forces. Students must pass the Global History & Grography II Regents Exam, covering topics taught in both Global History and Geography I and II, at the end of the course to graduate. Offered at all High Schools. **Offered at all High Schools** *(NCAA Approved)*

SOC 204_IB INDIVIDUALS AND SOCIETIES MYP YEAR FIVE *(1.0 Credit weighted)* ***NYS Regents Exam at the end of this course***

Prerequisite: IB Individuals and Societies MYP Year Four

Students enrolled in the International Baccalaureate Program at Corcoran High School must register and complete four years of social studies. The first two years in grades 9 and 10 students complete their fourth and fifth year of the Middle Years Program of the Individuals and Societies course they began in middle school. Year 5 for grade 10 social studies Individuals and Societies incorporates disciplines traditionally studied in the humanities, as well as disciplines in the social sciences. In this subject group, students collect, describe and analyze data used in studies of societies, test hypotheses, and learn how to interpret complex information, including original source material. This focus on real-world examples, research and analysis is an essential aspect of the subject group. The subject encourages learners to respect and understand the world around them and equips them with the necessary skills to inquire into historical, contemporary, geographical, political, social, economic, religious, technological, and cultural factors that have an impact on individuals, societies and environments. It encourages learners, both students and teachers, to consider local and global contracts. **Offered at Corcoran** *(NCAA Approved)*

SOC 222 ADVANCED PLACEMENT (AP) WORLD HISTORY *(1.0 Credit weighted)*

AP World History focuses on developing students' abilities to think conceptually about world history from approximately 8000 BCE to the present and apply historical thinking skills as they learn about the past. Five themes of equal importance — focusing on the environment, cultures, state-building, economic systems, and social structures — provide areas of historical inquiry for investigation throughout the course. AP World History encompasses the history of the five major geographical regions of the globe: Africa, the Americas, Asia, Europe, and Oceania, with special focus on historical developments and processes that cross multiple regions. **AP and NYS Regents Exam at the end of this course**. **Offered at Nottingham, Henninger, PSLA** *(NCAA Approved)*

SOC 716 IB THEORY OF KNOWLEDGE (TOK) I *(0.5 Credit weighted)*

Theory of knowledge (TOK) plays a special role in the International Baccalaureate® (IB) Diploma Program (DP), by providing an opportunity for students to reflect on the nature of knowledge, and on how we know what we claim to know. It is one of the components of the DP core and is mandatory for all students. The TOK requirement is central to the educational philosophy of the DP. **Offered at Corcoran** *(NCAA Approved)*

SOC 722 IB DP HISTORY OF THE AMERICAS HL-I *(1.0 Credit weighted)*

Built upon the foundations begun in European history, students will be pushed to seek an understanding of their own historical heritage in relation to the American community as a whole. The course will demonstrate the value of cultural diversity as exemplified by the American civic mandate: out of many, one. The course uses a chronological study of American history that creates a broad outline for course study the enable the freedom for detailed analysis of persistent, topical themes. This course will study political, social, economic, racial, and other thematic issues, movements, and events that tell the American story. A heavy emphasis on reading and writing will be employed using historical evidence found in both primary and secondary sources. This course is offered in lieu of US History; however, students are still required to take and pass the NYS US History Regents Exam. **Offered at Corcoran** *(NCAA Approved)*

SOC 724 IB DP PSYCHOLOGY HL-I *(1.0 Credit weighted)*

This is a two-year course that focuses on the biological, cognitive, and socio-cultural levels of behavior in the human population. Students will read, analyze, and conduct research that develops insight within these levels and their application to society. Students will use research methodology and will carry out their own experimental study. **Offered at Corcoran** *(NCAA Approved)*

SOC 303 US HISTORY & GOVERNMENT *(1.0 Credit)*

This course will provide an in-depth study of American History and the U.S. Government in chronological fashion from the colonial period to the present day. It will emphasize Constitutional, geographic, and government issues. This course will culminate with the US History & Government Regents Exam. **Offered at all High Schools** *(NCAA Approved)*

SOC 321 ADVANCED PLACEMENT UNITED STATES HISTORY *(1.0 Credit weighted)*

AP United States History is and elective course that focuses on developing students' abilities to think conceptually about U.S. history from approximately 1491 to the present and apply historical thinking skills as they learn about the past. Seven themes of equal importance—identity; peopling; politics and power; work, exchange, and technology; America in the world; environment and geography; and ideas, beliefs, and culture — provide areas of historical inquiry for investigation throughout the course. These require students to reason historically about continuity and change over time and make comparisons among various historical developments in different times and places. AP U.S. History also includes a series of inquiry and project-based tasks that are required of students pursuing the Seal of Civic Readiness (Civics Pathway) in the Syracuse City School District. This course culminates with an AP and NYS Regents Exam. **Offered at all High Schools** *(NCAA Approved)*

SOC 753 SYRACUSE UNIVERSITY PROJECT ADVANCE (SUPA) AMERICAN HISTORY *(1.0 Credit weighted/6.0 Credits HST 101 and 102)*

The American History sequence is a full-year college elective course comprised of History 101: American History to 1865 and History 102: The United States Since 1865. In this course we will study American attitudes and beliefs about political democracy, social justice, economic opportunity, equality, and the environment, and we will trace how those attitudes and beliefs have evolved in the first two-and-a-half centuries of American history. We will study history as a process through which our society and our country came to be as they are today. It is hoped that, by the end of the course, students will not only know more about the American experience, but will have learned how to read critically, to construct persuasive arguments, to use evidence effectively, and to hone a variety of crucial analytic skills. SUPA American History also includes a series of inquiry and project-based tasks that are required of students pursuing the Seal of Civic Readiness (Civics Pathway) in the Syracuse City School District. NYS Regents Exam at the end of this course. **Offered at all High Schools** *(NCAA Approved)*

SOC 451 ACTIVE CITIZENSHIP *(1.0 Credit Required)*

Active Citizenship is designed to focus on the five Social Studies Standards, and six Social Studies Practices while implementing Writing Standards for Literacy. Active Citizenship is aligned to the NYS Framework for Social Studies Participation in Government and Economics conceptual understandings and has Eight Milestones that focus on civics and economics. These Milestones are not necessarily taught in order and are adapted to the current events and issues facing the United States at the time of the course. Active Citizenship also includes a series of inquiry and project-based tasks that are required of students pursuing the Seal of Civic Readiness (Civics Pathway) in the Syracuse City School District. Active Citizenship culminates with a Capstone civic action project and opportunity for students to showcase such a project in a larger community exhibition. **Offered at all High Schools** *(NCAA Approved)*

SOC 452 CIVICS PATHWAY *(1.0 Credit Required)*

The Civics Pathway course is offered to high school students pursuing the Seal of Civic Readiness. Civics Pathway blends inquiry-based civic learning rooted in civic knowledge and civic participation, media literacy education, and exploration of public service careers to prepare students to be active citizens and thrive in the workforce. A culminating project serves as the project-based final examination for the course which students must pass. This course of study can serve as the New York State requirement for Participation in Government and Economics and in place of the Active Citizenship course in the Syracuse City School District. **Offered at all High Schools**

SOC 920 ADVANCED PLACEMENT GOVERNMENT AND POLITICS *(1.0 Credit weighted)*

Introduces students to key political ideas, institutions, policies, interactions, roles, and behaviors that characterize the political culture of the United States. The elective course examines politically significant concepts and themes, through which students learn to apply disciplinary reasoning assess causes and consequences of political events and interpret data to develop evidence-based arguments. Course also includes a series of inquiry and project-based tasks that are required of students pursuing the Seal of Civic Readiness (Civics Pathway) in the Syracuse City School District. This course will culminare with an AP Exam administered as final assessment. **Offered at all High Schools** *(NCAA Approved)*

SOC 756 SYRACUSE UNIVERSITY PROJECT ADVANCE (SUPA) INTRODUCTION TO THE ANALYSIS OF PUBLIC POLICY *(0.5 Credit weighted/3.0 Credits PST 101)*

Introduction to the Analysis of Public Policy is designed to provide students with basic research, communication, and decision-making skills used in public policy analysis. In addition, students are required to read and analyze articles in *The New York Times* on local, state, and international public policy issues. The instructor determines which public policy issues are chosen for study throughout the semester. **Offered at all High Schools**

SOC 723 IB DP HISTORY OF THE AMERICAS HL-II *(1.0 Credit weighted)*

This course requires students to study a selection of twentieth century world topics. Topics include the causes and effects of war, rise and rule of single party states, Independence, and Democratic movements. Examination of topics includes a holistic approach with political, social, economic, cultural, and gender issues integrated into the course work where and when appropriate. Students will learn to evaluate, interpret, and use source material critically as historical evidence. This course is offered in lieu of the NYS graduation requirement for Economics and Participation in Government. **Offered at Corcoran** *(NCAA Approved)*

SOC 220 GLOBAL ENDURING ISSUES *(1.0 Credit)*

This elective course is devoted to studying the historical origins and development of domestic and foreign political and social problems that confront contemporary humanity. Possibilities include regional studies (ex. AIDS in Africa or the state of affairs in the Middle East), as well as issues of global concern such as religious conflict, globalization, environmental issues, the war on terror, world poverty, sustainable development, and global economic development. Specific topics to explore will be developed in conjunction with the students according to their interests and needs. The course is structured to enrich a student's studies in Regents Global History and Geography and seeks to improve essay writing skills in social studies to successfully prepare for the Global Regents Exam. **Offered at all High Schools**

SOC 331 UNITED STATES IDENTITY *(1.0 Credit)*

This elective course focuses on the social histories of major U.S. ethnic and marginalized groups are contrasted in terms of both cultural identity and social structural differences. The course applies the social science focus areas of study that include but are not limited to race, ethnic identity and gender identity to the study of United States Social history. This elective course is structured to enrich a student's studies in United States history and or Active Citizenship; and also seeks to improve essay writing skills in social studies to successfully prepare for the Regents exam in U.S. history and college level disciplinary writing in the social sciences. **Offered at all High Schools**

SOC 930 AFRICAN AMERICAN STUDIES *(1.0 Credit)*

The African American Studies course in the Syracuse City School District is designed to provide learners with a unique opportunity to thematically examine the discipline of African American Studies through a lens of civic action. Most importantly it is a course that compliments U.S. history and students taking Civic issues in U.S. History and Government or an Advanced American history course are only advised to take this course in what is traditionally grade 11. Beginning with a historical, geographic, social, political, economic, and cultural understanding of the African continent and highlighting that African Americans are Africans born in America, the course will provide descriptive and corrective overview which will introduce students to the African diasporic experience. The essential question that will be asked throughout the course is "Citizenship; The African American experience". Although the essential question is not presented as such, it allows students to call into question this ideology of American citizenship and tie it to the social, political, and economic evolution of the African American from Jamestown 1619 to a post President Barack Obama America. Learners will utilize a humanistic approach to our study as it allows for students to become familiar with multiple modes of interpretive methodologies as we explore, analyze, and take civic action in this African Diasporic experience. **Offered at all High Schools** *(NCAA Approved)*

SOC 751 SYRACUSE UNIVERSITY PROJECT ADVANCE (SUPA) PSYCHOLOGY *(0.5 Credit weighted/3.0 Credits PSY205)*

This is an elective introductory psychology course that surveys the basic principles and research findings within the major areas of psychology, including learning, memory, cognition, development, personality, and social psychology. Students will be presented with opportunities to conduct their own research and to discuss current topics, events, real-life experiences, and applications of psychological theories and research. The course also provides a degree of freedom for students to pursue individual topics of interest. **Offered at all High Schools** *(NCAA Approved)*

SOC 725 IB DP PSYCHOLOGY HL-II *(1.0 Credit weighted)*

This is a two-year course that focuses on the biological, cognitive, and socio-cultural levels of behavior in the human population. Students will read, analyze, and conduct research that develops insight within these levels and their application to society. Students will use research methodology and will carry out their own experimental study. **Offered at Corcoran** *(NCAA Approved)*

SOC 717 IB THEORY OF KNOWLEDGE (TOK) II *(0.5 Credit weighted)*

Theory of knowledge (TOK) plays a special role in the International Baccalaureate® (IB) Diploma Program (DP), by providing an opportunity for students to reflect on the nature of knowledge, and on how we know what we claim to know. It is one of the components of the DP core and is mandatory for all students. The TOK requirement is central to the educational philosophy of the DP. **Offered at Corcoran** *(NCAA Approved)*

SOC 702 SYRACUSE UNIVERSITY PROJECT ADVANCE (SUPA) WOMEN'S AND GENDER STUDIES *(0.5 Credit weighted/3.0 Credits WGS 101)*

This elective course is an introduction to the interdisciplinary field of women's and gender studies. It introduces students to concepts and issues that are foundational to the study of gender and sexuality. The course focuses on theorizations of power, domination, and patriarchy. It considers how gender is constructed, experienced, and expressed in various and complex ways across different historical periods and geographical spaces. The course approaches the study of gender by foregrounding a critical intersectional feminist lens that pays particular attention the categories of race, class, gender, and sexuality. Through engaging a variety of texts (including films, documentaries music, poetry, and novels), students will work together to develop strategies and practices of reading historical issues, cultural products, and contemporary debates from feminist lenses and perspectives. **Offered at Henninger**

SOC 750 SYRACUSE UNIVERSITY PROJECT (SUPA) ADVANCED SOCIOLOGY *(0.5 Credit weighted/3.0 Credits SOC101)*

This is an elective analytic, skills-based introduction to sociology class that encourages students to see and think about the social world, themselves, and the relations between themselves and the social world in new ways. As this writing-intensive course progresses, students should develop increasing skill in analytic reading and writing, sociological reasoning, empirical research and investigation, and the ability to make empirical and conceptual generalizations about self and society in an increasingly global world. Major topics include: culture, groups, and social structure; the power and influence of the media; self and identity; social inequalities based on race, class, and gender; and social change. **Offered at Henninger** *(NCAA Approved)*

The following elective courses are offered at Nottingham High School after the traditional school day within the Smart Scholars Program

HIS 103 HISTORY OF WESTERN CIVILIZATION IN A GLOBAL PROSPECTIVE I (SUNY OCC)

A survey of western regimes, society (including the structures of the economy and social classes), and culture (including religious and philosophical ideas) and the West's relationships with other societies and cultures from the ancient world through the religious Reformations of the 1500s. Topics may include Ancient Mesopotamia, Ancient Egypt, Ancient Greece, Ancient Rome, the development of Christianity, the development of the Islamic World, the Byzantine Empire, Medieval Europe, the Mongolian Empire, the Ottoman Empire, the Renaissance, and the Reformations of the 1500s. **Offered at all High Schools**

HIS 104 – 301W HISTORY OF WESTERN CIVILIZATION II IN A GLOBAL PERSPECTIVE (SUNY OCC)

A survey of western regimes, society (including the structures of the economy and social classes), and culture (including religious and philosophical ideas) and the West's relationships with other societies and cultures from approximately 1500 to the present. Topics may include the Wars of Religion, Scientific Revolution, early modern state building, colonialism, the Enlightenment, the French Revolution, the rise of modern political ideologies, imperialism, the World Wars, the Cold War, and terrorism. Students will analyze primary and secondary sources. There are no prerequisites. **Offered at all High Schools**

CAREER AND TECHNICAL PATHWAYS

ANIMATION & GAME DESIGN

AGD 100 *(1.0 Credit)*

This course will provide students with the basic knowledge and skills related to the animation and game design industry and is intended to serve as a starting point for several focus areas in future coursework including digital imagery and graphics, video and audio production and postproduction, website development, 2D and 3D animation and game development. This foundation course introduces a variety of relevant and emerging technologies, tools, and applications in media technology and design. Students will use elements of text, graphics, sound, video, and digital imaging in various formats to design and create multimedia, and web-based projects that address an authentic question. Students will learn about managing the production workflow including planning, production and postproduction, and the importance of collaboration and teamwork. **Offered at the STEAM Regional High School**

AGD 200 *(1.0 Credit)*

This course is designed for students to build on the knowledge and skills of animation and game design that they developed in the Level 1 course. Students will continue to explore more of the focus areas of Animation & Game Design in order to both build their technical skill sets and hone their interests for further application and study in future coursework. Students will continue to enhance their skills in reading, writing, computing, communication, and critical thinking and apply them to the animation and game design environment. Students will continue to research career opportunities in the animation and game design field and will update interactive digital portfolios of their work, including professional resumes. Offered at the **STEAM Regional High School**

AGD 300 *(1.0 Credit)*
CTE MATH *(1.0 Credit)*

This course is designed for students to build on the knowledge and skills of animation and game design that they developed in Levels 1 and 2. Students will apply what they have learned to projects in digital photography and visual design, website development, and video and audio production and postproduction. Students will be introduced to a variety of technologies, tools, and applications to design and create 2D and 3D digital models and animations, and original video games. Students may receive one CTE Math Credit. **Offered at the STEAM Regional High School**

AGD 400 *(1.0 Credit)*
CTE SCIENCE *(1.0 Credit)*
CTE ELA *(1.0 Credit)*

This final course of Animation & Game Design is designed for students to build their technical skill sets through in-depth exploration of a specific focus area. Students will have the opportunity to pursue further application and study of the technologies and tools in digital imagery and visual design, website development, video and audio production and postproduction, 2D and 3D modeling and animation, or video game design. Within each focus area, students will design and create multimedia and web-based projects that address a need or answer a question. Students will be strongly encouraged to collaborate with students from other focus areas and other concentrations, as well as with industry professional through work-based internships. Students will complete and share interactive digital portfolios of their work, including professional resumes. Students may receive one CTE Science Credit and one CTE ELA Credit. **Offered at the STEAM Regional High School**

AUTOMOTIVE TECHNOLOGY

AUT 100 *(1.0 Credit)*

This course is the foundation for Automotive Technology pathway. Students will explore the career options available in the Automotive Technology field as well as the requirements for work as a professional service technician and develop personal short and long-term goals for professional growth. The course emphasizes workplace safety and includes the first steps toward OSHA certification. Classroom and shop activities simulate automotive service industry operations through the use of training aids and shop vehicles. Completion of the course will give students the basic skills for maintenance and repair of an automobile and prepare students for AUT 200: Automotive Technology 200. **Offered at ITC High School**.

AUT 200 *(1.0 Credit)*

This course is the second in the four-year Automotive Technology pathway. Students will continue to explore the career options available in the Automotive Technology field as well as the requirements for work as a professional service technician and develop personal short and long-term goals for professional growth. The course emphasizes safety in the operation and repair of the automotive steering, suspension, and brake systems. Classroom and shop activities simulate automotive service industry operations through the use of training aids and shop vehicles. Completion of the course will give students the basic skills for the maintenance, and repair of automotive steering, suspension and brake systems and will prepare students for AUT 300: Automotive Technology 300. **Offered at ITC High School**

AUT 300 *(1.0 Credit)*
CTE MATH *(1.0 Credit)*

This course is the third of the four-year Automotive Technology pathway. Students will explore automotive electrical theory, diagnosis, and repair. Students will also complete the OSHA 10-hour course training leading to OSHA general certification. Classroom and shop activities simulate automotive service industry operations through the use of training aids and shop vehicles. The course also emphasizes job readiness through student participation in job shadowing opportunities. Students will be assessed through the NOCTI Written and Performance Assessments and will have an opportunity to take the tests for ASE certification in Automotive Electrical. Completion of the course will give students the basic knowledge and skills for the operation, maintenance, and repair of automotive electrical, and engine performance systems and prepare students for AUT 400: Automotive Technology 400. Students may receive one CTE Math Credit. **Offered at ITC High School**

AUT 400 *(1.0 Credit)*
CTE ELA *(1.0 Credit)*

This course is the last in the four-year Automotive Technology pathway. Students will explore Automotive Engine Performance theory, diagnosis, and repair and participate in job internships and career preparation. Classroom and shop activities simulate automotive service industry operations through the use of training aids and shop vehicles. Students will be assessed using the NOCTI Written and Performance Assessments and will have the opportunity to test for NYS Inspection licensure and ASE certification in Automotive Engine Performance. Completion of the course will prepare students for continuing education and careers in the field of Automotive Technology. Students may receive one CTE ELA Credit. **Offered at ITC High School**

BARBERING

BRB 100 *(1.0 Credit)*

Barbering 100 will introduce students to basic barbering skills. Students will also work toward the skills and techniques that are the foundation for Barbering 200 and 300. Topics include barbering occupations, safety, professional image, and communication as well as hair grooming, cutting, and trimming. Various hands-on activities as well as textbook-based work, lectures and group discussions will reinforce students' learning. Throughout the course students will obtain hours which can be used towards New York State licensing requirements. **Offered at PSLA High School**

BRB 200 *(1.0 Credit)*

Barbering 200 will continue to build on students' basic barbering skills from Barbering 100. Students will also work toward the skills and techniques that are the foundation for Barbering 300. Topics include shaving and facial hair design, men's facial massage and treatments, properties and disorders of the skin, hair and scalp, treatment of the hair, microbiology, anatomy and physiology and the business of barbering. Various hands-on activities as well as textbook-based work, lectures and group discussions will reinforce students' learning. Throughout the course students will obtain hours which can be used towards New York State licensing requirements. **Offered at PSLA High School**

BRB 300 *(1.0 Credit)*
CTE SCIENCE *(1.0 Credit)*

Barbering 300 will continue to build on students' barbering skills from Barbering 100 and 200. Students will work to build the knowledge and skills which will prepare them for their New York State Licensing Examination and prepare them for industry employment. Topics include face shaving and facial hair design, men's facial massage and treatments, properties and disorders of the skin, hair and scalp, treatment of the hair, microbiology, anatomy, and physiology. Students will begin to explore the business of barbering, and barbershop management. Various hands-on activities as well as textbook-based work, lectures and group discussions will reinforce students' learning. Throughout the course students will obtain hours which can be used towards New York State licensing requirements. Students may receive one CTE Science Credit. **Offered at PSLA High School**

BRB 400 *(1.0 Credit)*
CTE MATH *(1.0 Credit)*
CTE ELA *(1.0 Credit)*

Barbering 400 will continue to build on students' barbering skills from Barbering 100, 200 and 300. Students will work to build the knowledge and skills which will prepare them for their New York State Licensing Examination and prepare them for industry employment. Topics include face shaving and massages, the business of barbering, barbershop management, and preparation for the New York State Licensing Examination. Various hands-on activities as well as textbook-based work, lectures and group discussions will reinforce students' learning. Throughout the course students will obtain hours which can be used towards New York State licensing requirements. Students may receive one CTE ELA Credit and one CTE Math Credit. **Offered at PSLA High School**

BIOTECHNOLOGY

BTH 100 *(1.0 Credit)*

Biotechnology 100 is an exploratory course that's aligned with careers in biotech, environmental, medical, etc. This course is designed to provide an overview of all the courses in the Biotechnology Program and lay the scientific foundation for subsequent courses.

BTH 200 *(1.0 Credit)*

Biotechnology 200 involve the study of the bioprocesses of organisms, cells, and/or their components and enable students to use this knowledge to produce or refine products, procedures, and techniques. Course topics typically include laboratory measurement, monitoring, and calculation; growth and reproduction; chemistry and biology of living systems; quantitative problem-solving; data acquisition and display; and ethics. **Offered at ITC**

BTH 300 *(1.0 Credit)*

Biotechnology 300 course teaches elements of biochemistry, genetics, and protein purification techniques. **Offered at ITC**

BTH 400 *(1.0 Credit)*

Biotechnology 400 course teaches modern biological concepts, including classification of organisms, ecology, human influences on natural ecosystems, microscopy, cells, organic and inorganic chemistry, animal development, genetics, energy, and plant structure and function. **Offered at ITC**

BUSINESS ENTREPRENEURSHIP

BSE 100 *(1.0 Credit)*

In this foundational course, students will explore career development and what it means to be an entrepreneur or intrapreneur. They will assess their personal skills and articulate goals for further self-growth around areas such as communication, creativity, risk-taking, collaboration, adaptability, and critical thinking. They will examine local and national business leaders and growth of local and national businesses. Basic budgeting, accounting, banking, communication and presentation skills will be a focus. They will hone their expertise in Microsoft Word and Excel. They will participate and run meetings both in person and virtually to demonstrate professional behaviors and norms. Students will explore ethical and effective use of social media. **Offered at STEAM Regional High School**

BSE 200 *(1.0 Credit)*

The second year builds on the basics introduced in year one to dive deeper into entrepreneurial practices. Students will continue to explore traits and skills of entrepreneurs and intrapreneurs. Experience with technology tools and problem-solving processes will continue. Deeper focus on banking, credit, profit analysis, risk management, pricing strategies and financial analysis will be included. Additional attention will be paid to national and global ethics in entrepreneurial enterprises. The final quarter will include students developing a future vision for themselves as entrepreneurs and picturing themselves at different stages of a career. At the end of the year, students will be prepared to implement an in-school entrepreneurial experience. **Offered at STEAM Regional High School**

BSE 300 *(1.0 Credit)*
CTE MATH *(1.0 Credit)*

The third year students continue to develop knowledge and skills regarding business entrepreneurship and intrapreneurship during the third year. In this third year, students will be guided to apply learning from the initial years. This year includes an extended project requiring students in small groups to identify a problem or need within the school, create and execute a plan to address the identified need. This may include collaboration with other programs within the school. Students may receive one CTE Math Credit. **Offered at STEAM Regional High School**

BSE 400 *(1.0 Credit)*
CTE ELA *(1.0 Credit)*

For the culminating year, students will focus on creating and implementing an entrepreneurial venture. This experience will include mentorship from a member of the entrepreneurial community. Their venture may be school-based or community based. Students are expected to demonstrate application of knowledge and skills from the previous years. Additional learning based on their specific venture will be individualized as needed. Students may receive one CTE ELA Credit. **Offered at STEAM Regional High School**

BUSINESS TECHNOLOGY

BUS 100 *(1.0 Credit)*

In Business Technology 100, students will investigate the career opportunities available in the field and be introduced to the fundamentals of a wide variety of business concepts and practices, including computer applications, effective communication skills, financial management, and entrepreneurship. Students will also have the opportunity to meet with local business people, visit college programs, and visit successful local businesses in action. **Offered at Nottingham High School and PSLA High School**

BUS 200 *(1.0 Credit)*

In Business Technology 200, students will further their investigation of the career opportunities available in the field and continue to develop their understanding of the fundamentals of a wide variety of business concepts and practices, including computer applications, effective communication skills, financial management, marketing, accounting, business management, economics, and entrepreneurship. Students will also have the opportunity to meet with local business people, visit college programs, and visit successful local businesses in action. **Offered at Nottingham High School and PSLA High School**

BUS 300 *(1.0 Credit)*
CTE MATH *(1.0 Credit)*

In Business Technology 300, students will experience in-depth learning experiences in Personal Finance and Entrepreneurship, with an emphasis on research and presentation. Students will explore topics in all areas of personal finances including budgeting, banking, making informed financial decisions about automobiles and housing, and important details of credit, loans, and planning for the future. Students will learn about what it takes to be an entrepreneur and the requirements for turning an idea into a successful business. Throughout the year, students will meet with financial professionals and entrepreneurs from the community to apply their learning and further develop their understanding. Students will have the opportunity to earn up to six college credits upon successful completion of the course. Students may receive one CTE Math Credit. **Offered at Nottingham High School and PSLA High School**

BUS 400 *(1.0 Credit)*
CTE ELA *(1.0 Credit)*

In Business Technology 400, students will have the opportunity for an in-depth exploration of business topics with the goal of creating a Capstone Project that draws together the knowledge and skills they have developed through the Business Technology Pathway and a focus on developing career and college ready resumes and applications. Topics include real estate licensure, logistics, insurance, accounting, marketing, business management and business ownership. Students will have the opportunity to participate in internships with local businesses and entrepreneurs in the community. Students may receive one CTE ELA Credit. **Offered at Nottingham High School and PSLA High School**

COMPUTER FORENSICS

CFF 100 *(1.0 Credit)*

This course will introduce students to the fundamentals of computers and computer systems. Through hands-on experience, students will learn the basics of computers, hardware, peripherals, and networking. This course will give students the foundational knowledge and skills for the Computer Forensics sequence. **Offered at PSLA**

CFF 200 *(1.0 Credit)*

This course provides an overview and exploration of software and technology foundations for computer forensics. The course emphasizes practical hands-on labs and exercises that students will use to gain an understanding of software technologies that are relevant to computer forensics. By writing lab reports that document their findings and results, students will implement knowledge and skills in authentic situations. Students who successfully complete the course will have the opportunity to obtain CompTIA A+ Certification. **Offered at PSLA**

CFF 300 *(1.0 Credit)*
CTE MATH *(1.0 Credit)*

This course will introduce students to the fundamentals of computer forensic investigations and will build on the knowledge and skills developed in CFF 100 and 200. Students may receive one CTE Math Credit. **Offered at PSLA**

CFF 400 *(1.0 Credit)*
CTE ELA *(1.0 Credit)*

This course will develop students' abilities in computer forensic investigations and will build on the knowledge and skills developed in CFF 100, 200, and 300. Through hands-on experience, students will learn the process of a computer forensic investigation. By writing lab reports that document their findings and results, students will implement knowledge and skills in authentic situations. Students who successfully complete the course will have the opportunity to obtain CompTIA A+ Certification. Students may receive one CTE ELA Credit. **Offered at PSLA**

COMPUTER CHIP TECHNOLOGY & PRODUCTION (PTECH)

PCCT 100 *(1.0 Credit)*

The first year provides foundational skills in safety, interpreting technical drawings, digital literacy, engineering design and applied math. Students will explore the history of the development of semiconductors and the relationship of photolithographic processes to semiconductor manufacturing. Possible careers and the related working environments and educational requirements will be explored. A focus of student experience will be the development of efficient communication skills, critical thinking, and problem solving. **Offered at Corcoran**

PCCT 200 *(1.0 Credit)*

For the second year, students continue to build foundational skills and career ready practices. Technical skills and background knowledge include applied physics, refrigeration, and the creation and maintenance of a vacuum environment. Student use and care of specialized tools and how to read and interpret various gauges is a focus. Introduction to industrial electricity lays the groundwork for units in motors and controls, circuits, and logic gates. The second part of technical math continues to build skills for calculations involving algebra, geometry, and trigonometry. Taking and interpreting precision measurement is included. Career exploration and building their identity is incorporated throughout the year. **Offered at** Corcoran

PCCT 300 *(1.0 Credit)*
CTE MATH *(1.0 Credit)*

During the third year, students refine their technical reading, writing and presentation skills. They expand their digital literacy by examining programming concepts, tools and constructs including programmable logic controllers. They work to solve complex problems by deconstructing a problem, analyzing causes and other factors, to propose and evaluate possible solutions. This further develops students' ability to troubleshoot processes and mechanicals. Technical skills continue to be developed through the deeper exploration of fluid power and mechanics. Consideration is also given to students' study of ethics and awareness of diversity and other issues and concerns. Through mentorship, students will be encouraged to develop their identity as a professional in a STEAM career. Students may receive one CTE Math Credit **Offered at Corcoran**

PCCT 400 *(1.0 Credit)*
CTE SCIENCE *(1.0 Credit)*
CTE ELA *(1.0 Credit)*

For the culminating year, student focus is on application of technical skills and career ready practices. Students will demonstrate application for an internship and post-secondary or job position. New learning includes failure analysis and statistical process control. Students are expected to complete at minimum a 10-week internship and complete an individual or small group independent project. Understanding that all students may not be on an internship the same semester, the structure of the semesters allows for flexibility in timing for internship experience and class presentation of material. Students may receive one CTE ELA Credit and one CTE Science Credit. **Offered at Corcoran**

COMPUTER CHIP TECHNOLOGY & PRODUCTION

CCT 100 *(1.0 Credit)*

The first year provides foundational skills in safety, interpreting technical drawings, digital literacy, engineering design and applied math. Students will explore the history of the development of semiconductors and the relationship of photolithographic processes to semiconductor manufacturing. Possible careers and the related working environments and educational requirements will be explored. A focus of student experience will be the development of efficient communication skills, critical thinking, and problem solving. **Offered at STEAM Regional High School**

CCT 200 *(1.0 Credit)*

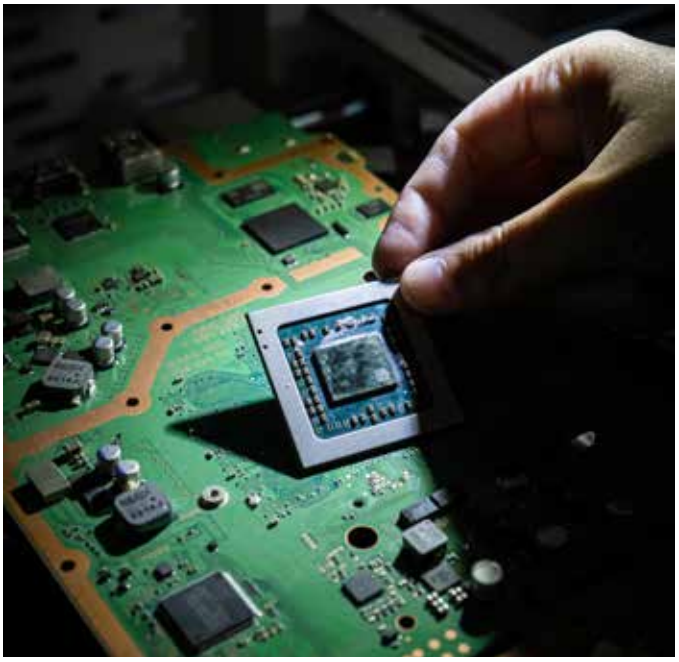
For the second year, students continue to build foundational skills and career ready practices. Technical skills and background knowledge include applied physics, refrigeration, and the creation and maintenance of a vacuum environment. Student use and care of specialized tools and how to read and interpret various gauges is a focus. Introduction to industrial electricity lays the groundwork for units in motors and controls, circuits, and logic gates. The second part of technical math continues to build skills for calculations involving algebra, geometry, and trigonometry. Taking and interpreting precision measurement is included. Career exploration and building their identity is incorporated throughout the year. **Offered at STEAM Regional High School**

CCT 300 *(1.0 Credit)*
CTE MATH *(1.0 Credit)*

During the third year, students refine their technical reading, writing and presentation skills. They expand their digital literacy by examining programming concepts, tools and constructs including programmable logic controllers. They work to solve complex problems by deconstructing a problem, analyzing causes and other factors, to propose and evaluate possible solutions. This further develops students' ability to troubleshoot processes and mechanicals. Technical skills continue to be developed through the deeper exploration of fluid power and mechanics. Consideration is also given to students' study of ethics and awareness of diversity and other issues and concerns. Through mentorship, students will be encouraged to develop their identity as a professional in a STEAM career. Students may receive one CTE Math Credit. **Offered at STEAM Regional High School**

CCT 400 *(1.0 Credit)*
CTE SCIENCE *(1.0 Credit)*
CTE ELA *(1.0 Credit)*

For the culminating year, student focus is on application of technical skills and career ready practices. Students will demonstrate application for an internship and post-secondary or job position. New learning includes failure analysis and statistical process control. Students are expected to complete at minimum a 10-week internship and complete an individual or small group independent project. Understanding that all students may not be on an internship the same semester, the structure of the semesters allows for flexibility in timing for internship experience and class presentation of material. Students may receive one CTE ELA Credit and one CTE Science Credit. **Offered at STEAM Regional High School**



COMPUTER INFORMATION SYSTEMS (PTECH)

CIS 100 *(1.0 Credit)*

This course will introduce students to the fundamentals of computers and computer systems. Through hands-on experience, students will learn the basics of computers, hardware, peripherals, and networking. This course will give students the foundational knowledge and skills for the Computer Information Systems sequence. **Offered at PSLA**

CIS 200 *(1.0 Credit)*

The course covers the concepts of computing principles and advanced data use. Topics include software and hardware management tools and techniques, file management, presentation software, database applications and concepts, and current issues in computing and information systems having an impact on today's society. The lessons will be presented using traditional classroom lectures and hands-on computer projects. **Offered at PSLA**

CIS 300 *(1.0 Credit)*
CTE MATH *(1.0 Credit)*

In this course, students will be introduced to Web development concepts and principles. Foundation topics include protocols, Linux commands, file management, remote access, and file transfer. Web accessibility will be discussed and incorporated. Students will also explore the architecture, structure, functions, components, and models of computer networks. It uses the OSI and TCP layered models to examine the protocols and services used in networking. Students will be introduced to structured IP addressing and Ethernet. Students may receive one CTE Math Credit. **Offered at PSLA**

CIP 400 *(1.0 Credit)*
CTE ELA *(1.0 Credit)*
CTE SCIENCE *(1.0 Credit)*

This is an introductory course on computer program design and development. Emphasis is on the identification and solution of business problems through systems of computer programs. Programs are described and designed through such tools as program flowcharts, structure charts, and pseudocode. Within this framework, programming languages are treated as tools which can be selected, as appropriate, to implement the designs. Students will also be introduced to the administration of servers operating in a client server environment, including the system software running client server networks, and the installation, configuration, and management of a network server. Students will be exposed to several different operating systems and several server applications, such as Web, ftp, database, and mail servers. Students may receive one CTE ELA Credit and one CTE Science Credit. **Offered at PSLA**

CONSTRUCTION MANAGEMENT

CMT 100 *(1.0 Credit)*

In this foundational course, students will build structures and engage in hands-on projects introducing them to residential, commercial, industrial, and infrastructure technologies that will help them understand the careers and opportunities available in the construction industry. Through project-based learning, students will develop a strong knowledge of construction safety, construction mathematics, and the use of hand and power tools. Students will learn construction vocabulary and terms, as well as drawings and symbols associated with construction design, Students will learn the fundamentals of construction management, construction roles, project delivery methods and phases, and the various sectors of the construction industry and the mechanical, electrical, and plumbing systems involved in all sectors. Throughout the course, students will develop career ready practices and employability skills by both working in and leading teams to create and implement construction plans. Students will become familiar with the requirements for OSHA 10 certification as well as student certification in Procore Construction Software. **Offered at STEAM Regional High School**

CMT 200 *(1.0 Credit)*

In this course, students will continue to build structures and engage in hands-on projects as they deepen their understanding of the careers and opportunities available in the construction industry. Students will create technical drawings to address real design problems using computer assisted drawing (CAD) software. Students will continue to learn about the fundamentals of construction management as they implement their designs and manage the planning, construction, and closeout process, including estimating, budgeting, scheduling, and documentation. Students will continue to learn about mechanical, electrical, and plumbing systems, as well as structural systems used in all types of construction. **Offered at STEAM Regional High School**

CMT 300 *(1.0 Credit)*
CTE MATH *(1.0 Credit)*

In this course, students will continue to build structures and engage in hands-on projects as they deepen their understanding of the careers and opportunities available in the construction industry. Students will create technical drawings and models to address real design problems using computer assisted drawing (CAD) software and apply their knowledge to using Building Information Modeling (BIM) software. Students will continue building their knowledge of the fundamentals of construction management as they implement their designs and manage the planning, construction, and closeout process, including documentation, cost control, risk management, and resource control. Students will also learn about the processes, roles and responsibilities involved in the start-up, operation, and maintenance of completed construction projects. Students may receive one CTE Math Credit. **Offered at STEAM Regional High School**

CMT 400 *(1.0 Credit)*
CTE ELA *(1.0 Credit)*
CTE SPECIALIZED SCIENCE *(1.0 Credit)*

For the culminating year, all students will engage in project-based learning at a minimum of one project a year. Intrinsic to project-based learning is examining a driving question or identifying a problem by articulating what is already known and what students need to know to answer the question. Students are guided to develop and execute a plan culminating in a presentation demonstrating their response to the initial question or problem. This process concludes with self-reflection regarding their learning. In this course, students will focus on creating and implementing a construction project that addresses a need in the school or in the community. This experience will include mentorship from a member of the local construction industry. Students are expected to develop and demonstrate their knowledge and skills from the previous years. Students may receive one CTE ELA Credit. Students may receive one CTE Specialized Science Credit. **Offered at STEAM Regional High School**

CONSTRUCTION TECHNOLOGY

CNT 100 *(1.0 Credit)*

Level 100 Construction Trades provides basic technical knowledge and safety skills to begin preparing for a career in the field. Topics include safety, construction math and measurement, project estimating, hand and power tool identification and use, construction drawings, materials handling and processing and construction rigging. Communication and customer service are also covered.**Offered at Nottingham**

CNT 200 *(1.0 Credit)*

Construction Trades 200 builds on the knowledge and skills learned in Construction Trades 100. Students will learn the basic skills necessary to work in concrete, masonry, and carpentry. Tools and materials for the three skill areas will be learned and practiced in a project-based learning environment to gain hands on experience. Learning to form and pour concrete sidewalks, block and stone retaining walls, and building a small utility shed are examples of the practical work that will be accomplished in Construction Trades 200. **Offered at Nottingham**

CNT 300 *(1.0 Credit)*
CTE MATH *(1.0 Credit)*

Construction 300 continues to expand knowledge and skills learned in the 100 and 200 levels. Students in this course will learn skills necessary to work safely in plumbing, electrical, building envelope, and green building. Tools and materials for the four skill areas will be learned in a project-based learning environment. Examples of project work include learning to plumb a bathroom, wiring a room with lights and receptacles, designing, and creating an energy efficient wall system, experimenting with alternative energy models, including energy conservation. Students may receive one CTE Math Credit. **Offered at Nottingham**

CNT 400 *(1.0 Credit)*
CTE ELA *(1.0 Credit)*

Construction 400 takes student knowledge and skills to greater depths by providing opportunities for additional project-based activities and work-based learning experiences. Students will practice work safety in all aspects of the construction trades while enhancing skills. Level 400 also integrates job readiness practices, including effective verbal and written communication, critical thinking and problem solving, resume, cover letter, job interview, and follow up activities. Students may receive one CTE ELA Credit. **Offered at Nottingham**

COSMETOLOGY

COS 100 *(1.0 Credit)*

This is the first class of a multi-year cosmetology program. Exploratory Cosmetology is a one credit, one period class that will introduce students to basic Cosmetology skills. Students will get a general overview of a variety of skills and pre-requisites which are the foundation of Cosmetology. Topics include Cosmetology occupations, life skills, safety and sanitation, professional image, and communication, as well as hair care, hairstyling, and nail care. Various hands-on activities as well as textbook-based work, lectures and group discussions will reinforce students' learning. Students will obtain hours which are used towards New York State licensing requirements. NOTE: Students MUST successfully complete COS 100: Exploratory Cosmetology in order to advance to COS 200: Introduction to Cosmetology. **Offered at PSLA**

COS 200 *(1.0 Credit)*

This is the second class of a multi-year cosmetology program. Introduction to Cosmetology is a one credit, one period class that will introduce students to basic Cosmetology skills. Students will get a general overview of a variety of skills and pre-requisites which are the foundation of Cosmetology 300 and 400. Topics include cosmetology occupations, life skills, safety and sanitation, professional image, and communication, as well as hair care, hairstyling, and nail care. Various hands-on activities as well as textbook-based work, lectures and group discussions will reinforce students' learning. Students will obtain hours which are used towards New York State licensing requirements. **Offered at PSLA**

COS 300 *(1.0 Credit)*
CTE SCIENCE *(1.0 Credit)*

This is the third class of a multi-year cosmetology program. Cosmetology 300 is a two-credit, two period class that will expand on all of the skills taught in COS 100: Exploratory Cosmetology and COS 200: Introduction to Cosmetology, as well as explore many other facets of cosmetology. The Cosmetology 300 program will include science theory and advanced hands-on activities such as haircutting and styling, advanced nail techniques, and New York State Licensing Exam techniques. In addition, students will develop the time management and communication skills they will need to be successful in the field of Cosmetology. Students will engage in textbook-based work, lectures, group discussions and science lab work. Students will obtain hours that are used towards New York State licensing requirements. Students may receive one CTE Science Credit. **Offered at PSLA**

COS 400 *(1.0 Credit)*
CTE ELA *(1.0 Credit)*

This is the last class of a multi-year cosmetology program resulting in 1000 hours of instruction. This course includes the New York State Cosmetology Curriculum as the core curriculum, which aligns with industry standards and Career Ready Practices. Much of Cosmetology 400 involves hands-on practical application of knowledge and skills. The class meets every day for 3 periods during which students will run the salon for other students, staff, and members of the community at least once a week. Upon completion of the cosmetology multi-year program, student assessments will include the Skills USA and/or NOCTI accredited exams, as well as a culminating student business plan project, which demonstrates commencement-level problem solving, technical skills and academic competency. Skill competencies will be documented through on-going authentic assessment using a senior portfolio. Students that pass both the written and practical NOCTI exam will receive a technical endorsement on their diploma. At the end of this course, students will qualify for a New York State Temporary Cosmetology License and become eligible to take the New York State Licensing Exam in Cosmetology. Students may receive one CTE ELA Credit. **Offered at PSLA**

CREATIVE EXPRESSION & DESIGN

CED 100 *(1.0 Credit)*

Creative Expression & Design 100 is an introductory course designed to give students a general overview of the field of design. The course includes an introduction to career opportunities, basic workplace safety, and an introduction to the four pathways of design fields: Media and Communication, Fashion, Environment and Interior, and Industrial design. Students will explore principles of design, design thinking and fundamentals of drawing. Foundations for problem-solving, productive teamwork, effective communication, public presentations skills will be incorporated. Students will begin a portfolio including critiques of their work, their response and their reflections on their goals and growth. Completion of the course will prepare students for CED 200: Creative Expression & Design 200. **Offered at Nottingham**

CED 200 *(1.0 Credit)*

Students in the second year of Creative Expression & Design expand the foundational skills from year one to start to develop a deeper understanding of what is design. Implementation of the design process and thinking from year one is the focus for this second year. Students are exposed to broader concepts such as the impact of historical and other influences on design, the role of technology, ethics, sustainability, and constructive feedback. Students continue to develop career awareness, as they build their skills and talents. They will refine their communication, teamwork, and presentation skills as they build confidence. Development of language habits and approaches to both offer critique and receive critique are fundamental as they continue to present their work and build their portfolio. Completion of the course will prepare students for CED 300: Creative Expression & Design 300. **Offered at Nottingham**

CED 300 *(1.0 Credit)*
CTE MATH *(1.0 Credit)*

This course is the third in of the four-year Creative Expression & Design pathway. Creative Expression & Design 300 focuses on going deeper into pathways of fashion design, communication design, environmental and interior design, and industrial design. Students will apply and extend their learning as they further develop and refine their collaboration, research, and design skills. Research, job shadowing and career coaching opportunities will facilitate students to further focus their career goals. Following this year, students will be set for success for a small group or independent extended project and an internship experience. Completion of the course will prepare students for CED 400: Creative Expression & Design 400. Students may receive one CTE Math Credit. **Offered at Nottingham**

CED 400 *(1.0 Credit)*
CTE ELA *(1.0 Credit)*

Creative Expression & Design 400 is the culminating level for this program. Students will apply and extend their learning as they hone their project management skills, design talents, and communication and presentation skills. Students will receive support to pursue future goals whether employment or further education is their goal. The core of the final year experience is opportunity for an extended internship with a business or non-profit and an extended project guided by a mentor that addresses a need or problem and applies design principles and process in an aspect of design that is of interest to the student. Developing a final product and presentation for participation in a showcase offers a cornerstone experience. Refining and showing their portfolio including critiques of their work, their response and their reflections on their goals and growth concludes the student exploration and experience with the field of design. Students may receive one CTE ELA Credit. **Offered at Nottingham**

CULINARY ARTS

CUL 100 *(1.0 Credit)*

In this course students will learn about the fast-paced careers of the restaurant industry. Students will gain experience in both front- and back-of-the-house operations. Students begin by developing their knife skills and using appropriate cooking methods for different foods. Opportunities are provided for students to learn safe methods of food handling and storage through the ServSafe program. Through small scale food production, students develop both individual and team culinary skills. **Offered at ITC**

CUL 200 *(1.0 Credit)*

In this class, students have the opportunity to explore the exciting and developing professions in the culinary industry using the National Restaurant Association's ProStart curriculum. Through the ProStart program, high school students can learn career-building skills and get a taste for success in an industry that is hungry for talent. In the first year of this two-year program, ProStart students will build a solid foundation for their future careers, and work toward the ProStart National Certificate of Achievement. Students will learn the essentials of food service safety, food preparation and management, and employability skills through hands-on application. Students will continue to develop their individual and team culinary skills through small scale food production in the kitchen. **Offered at ITC**

CUL 300 *(1.0 Credit)*
CTE SCIENCE *(1.0 Credit)*

In this class, students have the opportunity to develop and apply more advanced culinary skills to prepare for the ProStart National Certificate of Achievement and a career in the culinary industry using the National Restaurant Association's ProStart curriculum. Students will learn and apply more skills in food preparation and storage, nutrition, cost control, purchasing and marketing. The students will also develop an awareness of the environmental impact of the food service industry along with the latest trends in sustainable food practices. Students will continue to develop their individual and team culinary skills through small scale food production in the kitchen with an emphasis on food safety. Students may receive one CTE Science Credit. **Offered at ITC**

CUL 400 *(1.0 Credit)*
CTE ELA *(1.0 Credit)*

In this class, students have the opportunity to apply what they have learned throughout their course of study in internships and work-based learning. Through two internships rotations in local foodservice settings students will develop the practices and skills that will help them pursue their chosen career in the culinary industry. Students will also delve deeply into world cuisines and advanced baking techniques in the classroom and kitchen lab to further hone their skills in preparation for employment or post-secondary education. Students will develop a professional portfolio that will showcase their knowledge and skills to future employers and potential continuing education opportunities. Students may receive one CTE ELA Credit. **Offered at ITC**

CYBERSECURITY

CSS 100 *(1.0 Credit)*

This course will introduce students to the fundamentals of computers and computer systems. Through hands-on experience, students will learn the basics of computers, hardware, peripherals, and networking. This course will give students the foundational knowledge and skills for the Cyber Security sequence. **Offered at PSLA**

CSS 200 *(1.0 Credit)*

This course provides an overview and exploration of software and technology foundations for cyber security. The course emphasizes practical hands-on labs and exercises that will be used by students to gain an understanding of software technologies that are relevant to cyber security. By writing lab reports that document their findings and results, students will implement knowledge and skills in authentic situations. Students who successfully complete the course will have the opportunity to obtain CompTIA A+ Certification. **Offered at PSLA**

CSS 300 *(1.0 Credit)*
CTE MATH *(1.0 Credit)*

This course introduces the student to the foundational concepts and processes of cyber security in modern organizations. The course emphasizes practical hands-on labs and exercises that will be used by students to gain an understanding of software technologies that are relevant to cyber security. By writing lab reports that document their findings and results, students will implement knowledge and skills in authentic situations. Students who successfully complete the course will have the opportunity to obtain CompTIA A+ Certification. Students may receive one CTE Math Credit. **Offered at PSLA**

CSS 400 *(1.0 Credit)*
CTE ELA *(1.0 Credit)*

This course presents the student with foundational concepts and processes to achieve better information security in a modern organization. The student will develop an appreciation for the threat and risk of information exposure, as well as risk management and mitigation techniques to limit losses. Students will explore the essential elements of an information security policy and the importance of incident response, reporting, and containment in the context of timely restoration of information. Students will also learn procedures for notification of appropriate authorities leading to potential prosecution. Modern information security technologies and their limitations will be explored as well as legal, ethical, and privacy issues. Students may receive one CTE ELA Credit. **Offered at PSLA**

DANCE

DAN 100 *(1.0 Credit)*

Dance 100 is an introductory course designed for high school students with little to no prior dance experience. This course explores the basic elements of dance through movement, theory, and creative expression. Students will learn foundational techniques across various styles, including ballet, jazz, modern, hip-hop, and cultural dance forms. Emphasis is placed on body awareness, musicality, coordination, and the development of personal expression through movement. **Offered at STEAM Regional High School**

DAN 200 *(1.0 Credit)*

Dance 200 is an intermediate-level course designed for students who have successfully completed Dance Foundations 100 or have equivalent experience. This course deepens students' understanding of dance technique, choreography, and performance. Students will refine their skills in various dance styles, explore more complex movement combinations, and engage in creative processes that emphasize individuality, collaboration, and artistic voice. The course also introduces dance analysis, improvisation, and production elements to prepare students for advanced study or performance opportunities. **Offered at STEAM Regional High School**

DATA ANALYTICS

DAT 100 *(1.0 Credit)*

In this foundational course, students will learn the fundamentals of data science, its currency in the job market, and its applicability to everyday life through hands-on projects with real-world datasets. Students will learn about the reasons why data is collected and the questions data analytics is used to answer. Students will be introduced to various ways of collecting data and the effect that data collection has on the interpretation of the patterns they discover. Students will learn methods to ensure that their data is accurate and reliable and will use various analytics and display tools to understand the data they have collected. Students will be introduced to fundamental mathematical and statistical models to analyze and predict future results. There will be an emphasis on creating and interpreting visualizations and summarizing the data for different audiences to inform decisions. Students will be introduced to the concepts of basic programming, machine learning and artificial intelligence. **Offered at STEAM Regional High School**

DAT 200 *(1.0 Credit)*

In the second year course, students will build on their knowledge of data science through hands-on projects with real-world datasets. Students will work on managing time and workflow as they pose questions, collect, clean, and analyze data. Students will be introduced to various ways of collecting data, including surveys. They will investigate the ways that machine learning is used to collect large quantities of data and the effect that this can have on the data analytics workflow. Students will apply methods to ensure that their data is accurate and reliable and will use various displays and data analytics tools to understand the data they have collected. Student will work toward certifications as Microsoft Office Specialist: Excel Associate and begin working toward certification as Microsoft Certified: Power BI Data Analyst Associate. Students will also have the opportunity to become certified in the programming languages of Python, R, and SQL. **Offered at STEAM Regional High School**.

DAT 300 *(1.0 Credit)*
CTE MATH *(1.0 Credit)*

In the third year course, students will continue to build on their knowledge of data science through hands-on projects with real-world datasets. Students will work on understanding the responsible and ethical use of data as they pose questions, collect, clean, and analyze data. Students will develop their design skills as they design both programs for manipulating data as well as visualizations of the data they have analyzed. They will continue to use methods to explore and access big data determine how the results can be applied to real-world questions. Students will continue to develop their skills in ensuring that their data is accurate and reliable. Students will advance in their use of statistical models to analyze data and predict future results. Students will build their knowledge of programming languages most commonly used in data analytics, such as Python, R, SQL, Scala, Java, C, and C++. Students will learn to use dashboard platforms for displaying and visualizing data for sharing, such as Power BI and Tableau. Throughout the course, students will demonstrate career ready practices and employability skills by both collaborating with and leading teams to create and implement the data analytics workflow. Students may receive one CTE Math Credit. **Offered at STEAM Regional High School**

DAT 400 *(1.0 Credit)*
CTE ELA *(1.0 Credit)*
CTE SPECIALIZED SCIENCE *(1.0 Credit)*

In this final course of the concentration, students will demonstrate thorough knowledge of the fundamentals of data science through hands-on projects with real-world datasets. Students demonstrate their understanding of the responsible and ethical use of data as they pose questions, collect, analyze, and visualize data. Students will develop their presentation and communication skills as they present their data analysis and solutions to stakeholder questions. Students are guided to develop and execute a plan culminating in a presentation demonstrating their response to the initial question or problem. This process concludes with self-reflection regarding their learning. In this course, projects will focus on all aspects of the data analytics workflow. Projects focusing on presentation of real-world data to meet an authentic need will be key. Students may receive one CTE ELA Credit. Students may receive one CTE Specialized Science Credit. **Offered at STEAM Regional High School**

ELECTRICAL TECHNOLOGY (PTECH)

PTP 100 *(1.0 Credit)*

This course will provide an overview of various aspects of the engineering profession. Students will gain skills in career exploration, learn more about pathways to selected engineering careers and begin to develop foundation skills in professional and ethical responsibilities. Students will learn about practical engineering tools, engineering design and the basics of CAD and CAM, air conditioning and refrigeration. Through various speakers and field trip experiences, they will learn about education and licensing requirements, roles and responsibilities, regulatory agencies, and work settings. Students will also begin to learn and apply standard engineering nomenclature within the context of the subjects, and based on instruction and research, they will begin to understand the need for industry regulations and protocols. In addition, they will practice team building, critical thinking skills, oral and written communications. **Offered at ITC**

PTP 200 *(1.0 Credit)*

This course will continue the engineering concepts, practices and projects in the level 100 course and cover various aspects of the engineering profession. Students gain additional knowledge in career exploration, including pathways to selected engineering careers. They will work to further develop skills in professional and ethical responsibilities and behaviors. The course introduces students to technical drawing, the use of practical engineering tools, engineering design, CAD, data collection and analysis methods. Fundamentals of electricity, electrical circuits and input/output devices, as well as drive systems and hydraulics are also covered. Students continue to learn about education and licensing requirements, roles and responsibilities, regulatory agencies and work settings through various speakers and field trip experiences. Students learn and apply standard engineering nomenclature within the context of the subjects and utilize instruction and research for understanding the need for industry regulations and protocols. Research, teamwork, critical thinking, and oral/written communication skills will also be expanded. **Offered at ITC**

PTE 300 *(1.0 Credit)*
CTE SCIENCE *(1.0 Credit)*

Electrical Technology is an introduction to basic concepts underlying the computer and its applications in technology and science fields. The focus is on studying the computer for acquiring and presenting information, using spreadsheets to solve problems, collecting, and storing data and word processing documents. Topics include: Hardware and software computer concepts, introduction to internet to acquire and share information, introduction to spread sheet applications for solving problems and charting, and using text editors in word processing documents. Introduction to technical presentations, use of application programs for organizing data, and drawing charts and schematics are also covered. Student will develop professional skills along with the application of electrical engineering theory into practice. Students may receive one CTE Science Credit. **Offered at ITC**

PTE 400 *(1.0 Credit)*
CTE MATH *(1.0 Credit)*

The Professional Technology and Cooperative Work Experience Program component expands and enhances skills taught throughout the PTECH program. Students will be assigned mentors and work with specific manufacturing industry professionals who will facilitate growth opportunities according to the needs of mentoring enterprise. Topics include employability, professionalism, teamwork, time management, design theory problem and solving/analysis. Students will develop 21st Century skills with the application of engineering theory in authentic industry environments within the Syracuse Manufacturing field. Students will perform these internship experiences 5 periods per week. Students may receive one CTE Math Credit. **Offered at ITC**

ELECTRICAL TRADES

ELT 100 *(1.0 Credit)*

Electrical Trades 100 is an introductory course designed to give students a general overview of the Electrical Industry. This class is a pre-requisite for Electrical Trades 200, 300 and 400. The course includes an introduction to career opportunities, basic workplace safety, and an introduction to the tools and materials in the electrical trades. **Offered at PSLA**

ELT 200 *(1.0 Credit)*

Electrical Trades 200 builds on skills learned in Electrical Trades 100 and gives students a more in-depth understanding of the knowledge and skills required to be successful in the electrical industry. This class is a pre-requisite for Electrical Trades 300. Students will build their knowledge and skills in wiring methods and materials, national and local electrical codes, and the proper tools for residential wiring. The course also includes job seeking and communication skills, and an introduction to important professional organizations. Throughout the course there is an emphasis on workplace safety. **Offered at PSLA**

ELT 300 *(1.0 Credit)*
CTE MATH *(1.0 Credit)*

At this level, students will go into depth with the fundamentals of basic wiring established in ELT 200, including knowledge of the NEC for proper wiring, device, materials, and installation. Students will understand what, how, and why of residential wiring as well as the proper procedure for making a residential wiring project efficient. Students will continue to build their understanding of Ohm's Law, Watt's Law, and the NEC Code Book. They will know and apply the terminology and symbols on electrical prints as well as the proper tools and equipment needed for different installation tasks. Students who successfully complete ELT 300 will have the skills comparable to those required for an entry-level job in residential wiring. Students may receive one CTE Math Credit. **Offered at PSLA**

ELT 400 *(1.0 Credit)*
CTE ELA *(1.0 Credit)*

This course is designed to educate students in the commercial aspect of the electrical industry. Students will expand on their knowledge of electrical theory and application learned in Electrical Trades 100, 200 and 300. Students will interpret blueprints and specifications appropriate to a commercial setting, and identify the different materials and tools needed for the installation of commercial wiring. As a requirement for the course, students will complete internships with local electrical contractors, complete a professional portfolio and take a national assessment to earn CTE endorsement for graduation. Students who successfully complete ELT 400 are eligible to take the entrance exam for the IBEW (International Brotherhood of Electrical Workers) training program. Those students who pass the entrance exam will be interviewed for admittance to the program and will be on their way to a successful career in the electrical industry. Students may receive one CTE ELA Credit. **Offered at PSLA**

EMERGENCY MEDICAL TECHNICIAN

EMT 100 *(1.0 Credit)*

This course introduces students to terminology, patient assessments, patient and EMT safety and basic knowledge of human anatomy and physiology. Additional content covers the role of emergency response personnel and an understanding and application of communication codes and dispatch practices. Students receive instruction in both large and small group settings. The course combines classroom and hands-on application of the skills required of first responders. **Offered at PSLA**

EMT 200 *(1.0 Credit)*

The course allows students to go more deeply into EMT skills through further study of medical terminology, injuries, and treatments of the musculoskeletal system, including soft tissue injuries, patient lifting and movement techniques, workplace safety practices and legal/ethical issues effecting medical personnel. The course combines classroom and hands-on application of the skills required of first responders. **Offered at PSLA**

EMT 300 *(1.0 Credit)*
CTE SCIENCE *(1.0 Credit)*

This course advances student levels of medical terminology, emergency response skills and provides a greater understanding of HIPAA, patient rights and responsibilities and scope of practice within the Good Samaritan Act. Other topics include children and childbirth, and CPR Certification. Students may receive one CTE Science Credit. **Offered at PSLA**

EMT 400 *(1.0 Credit)*
CTE ELA *(1.0 Credit)*

This course continues to advance student knowledge of medical terminology, emergency response skills and provides a greater understanding of HIPAA, patient rights and responsibilities and scope of practice within the Good Samaritan Act. Students will perform internship experiences along with gaining college credit in Anatomy & Physiology. Students who successfully complete the course of study have the opportunity to obtain EMT Certification. Students may receive one CTE ELA Credit. **Offered at PSLA**

FIRE RESCUE

FRP 100 *(1.0 Credit)*

In this introductory course, students will become aware of the broad field of fire suppression. Students begin to develop the fire skills necessary for handling the challenges and demands of fire protection. Topics covered will include the science of fire, fire protection and prevention, fire safety, the basic organization and functions of a fire department and other agencies involved in fire protection. Other topics covered are statistics of fire loss and a review of current and future fire protection problems. **Offered at PSLA**

FRP 200 *(1.0 Credit)*

In this course, students will continue to develop the fire skills necessary for handling the challenges and demands of fire protection. Topics covered will include the science of fire, fire protection and prevention, fire safety, the organization and functions of a fire department and other agencies involved in fire protection. Other topics covered are statistics of fire loss and a review of current and future fire protection problems. The course combines classroom and hands-on application of firefighter skills. **Offered at PSLA**

FRP 300 *(1.0 Credit)*
CTE SCIENCE *(1.0 Credit)*

During this course, students will become aware of the immense amount of science incorporated in the Fire-Rescue Field. Students continue to develop critical skills in fire protection and learn about the chemistry of fire, fire suppression agents, chemical properties that create HazMat situations, indicators of chemical warfare agents and synthetic drug labs. The course combines classroom and hands-on application of firefighter skills. Students may receive one CTE Science Credit. **Offered at PSLA**

FRP 400 *(1.0 Credit)*
CTE ELA *(1.0 Credit)*

Students in this course will continue to work on proficiency in firefighter skills and become aware of the high degree of planning and writing involved in planning for disasters. Students will complete reports and analyze laws related to patient and firefighter rights. A review of current incident plans in major cities and an analysis of plans in place for Onondaga County is completed and students will develop incident plans for implementation at PSLA. CPR and First Aid Certification is part of FRP400 and students will also earn their Emergency Medical Responder certificate. Students may receive one CTE ELA Credit. **Offered at PSLA**

FORENSIC SCIENCE

CSI 100 *(1.0 Credit)*

Forensic Science 100 is an introduction to the Forensic Science pathway. This course will expose students to a basic understanding of Forensic and provide an overview of the roles of Forensic Scientists. Students will engage in basic laboratory and analytical tasks. This course is intended to provide an introduction to the science behind crime detection. Topics included are forensic skills, the legal system, crime scene investigation, the history of forensic science, hair analysis, fingerprints, forensic dentistry, science fair, impression evidence, blood typing, and crime mapping. **Offered at PSLA**

CSI 200 *(1.0 Credit)*

This course provides an overview of the criminal justice system and introduces specialized forensic topics including safety and career readiness, the U.S. justice system, the history, and role of forensic science in the legal system, crime scene investigation and crime scene photography, fiber evidence, serology, physical evidence and remains, mortality, science fair, toxicology, psychology, and ecology. Students will also do a focused study of Anatomy and Physiology during the first semester with students from the EMT program. As part of this course, students will enroll in CRJ 101: Criminal Justice Systems at Onondaga Community College that includes study of police, courts, corrections, individual rights vs. public order, due process, and discretionary and ethical issues. **Offered at PSLA**

CSI 300 *(1.0 Credit)*
CTE SCIENCE *(1.0 Credit)*

This course provides a broad overview of the Forensic Sciences and an in-depth exploration of analytical tools used in the field. Students will begin to explore topics on crime scene investigation, science, pseudoscience and the law, microscopy, and methods in examining biological evidence, DNA, serology, anatomical evidence, forensic medicine, ecology, medicine and anthropology, chemical evidence, spectroscopy, toxicology, explosives and arson investigation, soil, glass and paint analysis, firearms, ballistics and impression evidence, forensic document analysis, forensic engineering, and behavioral science. Students may receive one CTE Science Credit. **Offered at PSLA**

CSI 400 *(1.0 Credit)*
CTE ELA *(1.0 Credit)*

This course will provide students will a more in-depth exploration of the Forensic Sciences and analytical tools used in the field. As part of this course, students will enroll in Syracuse University Forensic Chemistry 113. Topics included are historic development and legal system, crime scene investigation, science, pseudoscience and the law, microscopy and methods in examining biological evidence, DNA, serology, anatomical evidence, forensic medicine, science fair, ecology, medicine and anthropology, chemical evidence, spectroscopy, toxicology, explosives and arson investigation, soil, glass and paint analysis, firearms, ballistics and impression evidence, forensic document analysis, forensic engineering, and behavioral science. Students may receive one CTE ELA Credit. **Offered at PSLA**

GEOSPATIAL TECHNOLOGY

GIS 100 *(1.0 Credit)*

In this course students will define Geographic Information Systems (GIS), identify career opportunities in GIS, and learn key tools used by GIS specialists. Students will participate in hands-on activities and lessons that use ESRI software to create and analyze maps and display mapping data. This course will contribute to the preparation of students for a wide range of careers using GIS, GPS, spatial analyses, remote sensing, and digital mapping. **Offered at PSLA**

GIS 200 *(1.0 Credit)*

This course builds on students' understanding of the use of GIS technology, Global Positioning Systems, cartography, and geospatial data visualization. It also increases students' ability to employ GIS tools and conduct more complex analyses using spatial statistics and data interpretation skills. The goals of this course are to help student think spatially, analytically, and critically; and improve problem solving skills. **Offered at PSLA**

GIS 300 *(1.0 Credit)*
CTE SCIENCE *(1.0 Credit)*

Students will review Geospatial software skills and knowledge and continue to build on their understanding of the use of GIS technology, Global Positioning Systems, cartography, and geospatial data visualization. Students will employ GIS tools and conduct more complex analyses using spatial statistics and data interpretation skills. Students may receive one CTE Science Credit. **Offered at PSLA**

GIS 400 *(1.0 Credit)*
CTE ELA *(1.0 Credit)*

Students will review Geospatial software skills and knowledge. Students will complete an approved project, including all project aspects, from project planning to implementation and presentation of results. Students will also prepare to take the STARS Certification exam at the end of the year. The STARS Exam covers material from all previous Geospatial Technology courses and prepares students for either an entry-level Geospatial Technician position or college. Students may receive one CTE ELA Credit. **Offered at PSLA**

HEALTH (INTEGRATED)

EMT 100L *(0.5 credit)*

Students may receive their Health Requirement through their EMT Pathway Coursework at **PSLA High School**.

MAS 100L *(0.5 credit)*

Students may receive their Health Requirement through their Medical Assisting Pathway Coursework at **Henninger High School**.

HEALTH PROFESSIONS (PTECH)

HPP 100 *(1.0 Credit)*

This course provides an introduction to the biomedical sciences through hands-on projects and problems. Students will investigate human body systems and various health conditions including heart disease, diabetes, sickle-cell disease, hypercholesterolemia, and infectious diseases. This course is designed to provide an overview of all the courses in the Health Professions Program and lay the scientific foundation for subsequent courses. **Offered at Henninger**

HPP 200 *(1.0 Credit)*

This is an inquiry-based course designed to complement students' mathematics and science courses. In the Human Body Systems course, students examine the interactions of body systems as they explore identity, communication, power, movement, protection, and homeostasis. Students design experiments, investigate the structures and functions of the human body, and use data acquisition software to monitor body functions such as muscle movement, reflex and voluntary action, and respiration. Exploring science in action, students build organs and tissues on a skeletal manikin, work through interesting real-world cases, and play the role of biomedical professionals to solve medical mysteries. The laboratory methods used in the course build upon the previous course, HPP 100 and prepare students for the advanced experimental laboratory techniques used in HPP 300. **Offered at Henninger**

HPP 300 *(1.0 Credit)*
CTE SCIENCE *(1.0 Credit)*

This is an inquiry-based course designed to complement students' mathematics and science courses. In the Medical Interventions course, students investigate how to prevent, diagnose, and treat disease as they follow the life of a fictitious family. Students will explore how to detect and fight infection; screen and evaluate the genetic code in human DNA; evaluate options for cancer treatment; and problem-solve when the organs of the body begin to fail. Through real-world cases, students are exposed to a range of interventions related to immunology, surgery, genetics, pharmacology, medical devices, and medical diagnostics. Students may receive one CTE Science Credit. **Offered at Henninger**

HPP 400 *(1.0 Credit)*
CTE ELA *(1.0 Credit)*

HPP 400 is a capstone course that integrates skills and knowledge learned in previous health professions and science courses. This is a laboratory-based course that investigates the structure and function of the human body. Topics covered will include the basic organization of the body, biochemical composition, and major body systems along with the impact of diseases on certain systems. Students will engage in many topics to truly understand the structure and function of the human body. Working from the topics of basic anatomical terminology and the biochemical composition of the human body, to detailed investigation of each of the major systems of the body, students will learn through reading materials, study guides, unit worksheets, group work, projects, and labs. Students will also expand on their professional skills through field trips, internships, research, and professional certifications. Upon completion of this course, students will be prepared to either continue upper-level courses in science and/or enter the workforce with professional certifications. Students may receive one CTE ELA Credit. **Offered at Henninger**

HEATING, VENTILATION, AIR CONDITIONING, AND REFRIGERATION

HVC 100 *(1.0 Credit)*

This course is the foundation for Heating, Ventilation, Air Conditioning, and Refrigeration pathway. The first year provides a foundation for safe practices and an overview of the industry and careers. Students will learn about opportunities in the field and start to identify and document their skills and accomplishments. Learning about tools and safety protocols are integrated into the study of heat, energy, electricity, and refrigeration. Through learning about design of systems and interpreting blueprints, students start to apply theory to practice as they work with sheet metal, circuits, and controls. Completion of the course will prepare students for HVC 200: Heating, Ventilation, Air Conditioning, and Refrigeration 200. **Offered at Corcoran**

HVC 200 *(1.0 Credit)*

This course is the second in the four-year Heating, Ventilation, Air Conditioning, and Refrigeration pathway. The second year builds upon the first year with students learning deeper about application of electricity and associated tools. Students have the opportunity to work with motors and controls, compressors, piping, and fittings, including fasteners and adhesives. The theory, history and foundational knowledge and skills to maintain and service air conditioning and refrigeration systems is a focus. Students continue to hone their skills working with sheet metal and measurement. Work with heat pumps is introduced as an increasingly utilized system. Completion of the course will prepare students for HVC 300: Heating, Ventilation, Air Conditioning, and Refrigeration 300. **Offered at Corcoran**

HVC 300 *(1.0 Credit)*
CTE MATH *(1.0 Credit)*

This course is the third in of the four-year Heating, Ventilation, Air Conditioning, and Refrigeration pathway. The third year focuses on heating systems. Students apply technical skills for installation, maintenance and service for fossil fuel systems including hot air and hydronic systems. Alternative systems like electric heat, heat pumps and harnessing emerging sources for heating and cooling are also included. Customer service and preparing service and job estimates are included as job skills and technical skills. Refining career goals and expanding opportunities for field and project-based experiences are a focus. Completion of the course will prepare students for HVC 400: Heating, Ventilation, Air Conditioning, and Refrigeration 400. Students may receive one CTE Math Credit. **Offered at Corcoran**

HVC 400 *(1.0 Credit)*
CTE ELA *(1.0 Credit)*
CTE SCIENCE *(1.0 Credit)*

This course is the last in the four-year Heating, Ventilation, Air Conditioning, and Refrigeration pathway. This final year is a culmination of skills and theory from the previous years as students are expected to apply their learning to install, service and maintain systems. A key portion of this year is completion of an internship or capstone project to demonstrate the range of their learning and skill. Planning for post-secondary experiences is incorporated. The role of licensing, insurance, union membership and other business practices are included. Students may receive one CTE ELA Credit and one CTE Science Credit. **Offered at Corcoran**

IB PERSONAL AND PROFESSIONAL SKILLS

IBSKILLS 100 *(0.5 credit weighted)*

This course is for students in the IB CP Program at Corcoran High School. Students will take this course in conjunction with their CTE Coursework and IB Coursework. This course is during students' junior year. **Offered at Corcoran**

IBSKILLS 200 *(0.5 credit weighted)*

This course is for students in the IB CP Program at Corcoran High School. Students will take this course in conjunction with their CTE Coursework and IB Coursework. This course is during students' senior year. **Offered at Corcoran**

INTRODUCTION TO SKILLED TRADES

SKT 100 *(1.0 Credit)*

This course provides a foundational overview of various skilled trades like carpentry, plumbing, electrician, and HVAC, covering basic concepts in safety, hand and power tool usage, construction math, blueprint reading, and materials handling. This course aims to introduce students to potential career paths within the trades and help them decide which specific trade might best suit their interests and abilities. Completion of this industry approved course could lead directly to a pre-apprenticeship opportunity. This course is designed as a senior only course. **Offered at Corcoran, Nottingham, and PSLA**

LABORATORY SCIENCE (PTECH)

CLT 100 *(1.0 Credit)*

This course gives students an introduction to the profession of clinical lab technology, its scope of practice, and career opportunities available for the clinical lab technician. In addition, students will develop an orientation to the healthcare environment, effective communication skills, and a foundation in medical ethics, biomedical and legal issues, including HIPAA, OSHA, and CDC regulations. Students will have the opportunity for hands on work with laboratory equipment and diagnostic testing. Classroom and laboratory safety, professionalism, and career readiness skills are emphasized. **Offered at Henninger High School**

CLT 200 *(1.0 Credit)*

This course gives students an introduction to the basic skills and equipment used in the clinical laboratory. Students will be oriented to the elements of quality control and laboratory mathematics. The course gives students a review of clinical assays used in the clinical laboratory. Students are introduced to the techniques for safe collection and handling of specimens for laboratory analysis. **Offered at Henninger High School**

CLT 300 *(1.0 Credit)*
CTE SCIENCE *(1.0 Credit)*

CLT 300 integrates the skills and knowledge learned in previous Clinical Lab Technology courses. This is a laboratory-based course that investigates the structure and function of the human body. Topics covered will include the basic organization of the body, biochemical composition, and major body systems along with the impact of diseases on certain systems. Students will engage in many topics to truly understand the structure and function of the human body. Working from the topics of basic anatomical terminology and the biochemical composition of the human body, to detailed investigation of each of the major systems of the body, students will learn through reading materials, study guides, unit worksheets, group work, projects, and labs. Students will also expand on their professional skills through field trips, internships, research, and professional certifications. Upon completion of this course, students will be well-prepared for CLT 400: Lab Technology 400. Students may receive one CTE Science Credit. **Offered at Henninger**

CLT 400 *(1.0 Credit)*
CTE ELA *(1.0 Credit)*

This course gives students training and experience in the practice of phlebotomy including the use of blood collection equipment and the practice of standard safety precautions Students will learn the procedures of routine venipuncture and skin puncture, as well as the proper documentation, handling, and transportation of specimens. Students will investigate the ethical, legal, and regulatory issues surrounding venipuncture and will consider the preanalytical complications, hazards, and complications of blood drawing. Specialized procedures and types of collections will be addressed. Students will prepare for employment by writing resumes and cover letters and participating in practice interviews. Students may receive one CTE ELA Credit. **Offered at Henninger**

LAW ENFORCEMENT

LEE 100 *(1.0 Credit)*

The Law Enforcement 100 course will provide an overview of various aspects of the law enforcement profession through a blending of rigorous academics, experiential activities, as well as physical and mental fitness. It will introduce basic rules, regulations, and standards that students will need to embrace for success in a law enforcement career field to include police, courts, and corrections. The course will also prepare students to use standard criminal justice nomenclature within the context of the subjects and will utilize instruction and research to reinforce the understanding of these definitions. Guest speakers from the criminal justice field and visits to numerous agencies deepen the student's understanding of this career field. Students review court cases and outcomes as they relate to law enforcement at the local, state, and national level. Students will be introduced to case law, Criminal Justice Agencies, tactics, procedures, and techniques through a wide network of supporting organizations. Through these various organizations and field trip experiences, they will learn about penal laws, court procedures and the role of corrections. **Offered at PSLA**

LEE 200 *(1.0 Credit)*

The Law Enforcement 200 course will continue to provide an overview of the law enforcement profession through a blending of rigorous academics, experiential activities, as well as physical and mental fitness. It will introduce basic rules, regulations, and standards that students will need to embrace for success in a law enforcement career field to include police, courts, and corrections. The course will require students to use standard criminal justice nomenclature within the context of the subjects and will utilize instruction and research to reinforce the understanding of these definitions. Guest speakers from the criminal justice field and visits to numerous agencies deepen the student's understanding of this career field. Students will review court cases and outcomes as they relate to law enforcement at the local, state, and national level. Students will be study case law, Criminal Justice Agencies, tactics, procedures, and techniques through a wide network of supporting organizations. Through these various organizations and field trip experiences, they will learn about penal laws, court procedures and the role of corrections. **Offered at PSLA**

LEE 300 *(1.0 Credit)*
CTE SCIENCE *(1.0 Credit)*

The Law Enforcement 300 course will provide an overview of police, courts, and corrections through a blending of rigorous academics and experiential activities, as well as physical and mental fitness. It will introduce advanced rules, regulations, and standards that students will need to embrace to be successful. The course will also prepare students for entry into a college level course (CJ 101) with Onondaga Community College. Students will understand how law enforcement integrates into Incident Command Systems through certification in the Federal Emergency Management Agency in two courses. The higher-level class standards and certifications will drive academic rigor and lay the foundation for success in understanding the criminal justice system and how police and law enforcement integrate with courts and corrections. Students will review court cases and outcomes as they relate to law enforcement at the local, state, and national levels. Students will be introduced to case law, criminal justice agencies, tactics, procedures, and techniques through a wide network of supporting organizations. Students may receive one CTE Science Credit. **Offered at PSLA**

LEE 400 *(1.0 Credit)*
CTE ELA *(1.0 Credit)*

The Law Enforcement 400 course will provide an advanced experience to build on Law Enforcement 100, 200 and 300 through a blending of rigorous academics and experiential activities, as well as physical and mental fitness. It progresses the student's knowledge on rules, regulations and standards students need to embrace for career success. The two cornerstone academic pieces are SUPA Forensic Chemistry 113 and Onondaga Community College Criminal Justice 215. Finally, to add the certification process each student will have the opportunity to take the New York State Security Guard Certification 8-hour pre-certification course. The culminating experience of the Law Enforcement curriculum happens in LEE 400 with an internship opportunity, performed with local law enforcement agencies. Students may receive one CTE ELA Credit. **Offered at PSLA**

MANUFACTURING TECHNOLOGY PRE-APPRENTICESHIP

MAP 100 *(1.0 Credit)*

This course will introduce students to the Manufacturing Technology Pre-Apprenticeship program and begin their preparation to be considered for a Registered Apprenticeship as an Industrial Manufacturing Technician. Students will explore their interests and skills and begin to relate them to specific manufacturing careers. The focus at this level is on basic technical and career readiness skills that will prepare them for full apprenticeship. Topics include career readiness and communication, workplace safety, fundamental mathematics and measurement, basic print reading, properties of materials, basic tool identification and use and basic electrical systems. Students will also participate in work-based learning activities including professional career coaching from one of over 45 local business partners and workplace visits. **Offered at Corcoran**

MAP 200 *(1.0 Credit)*

In this course students will continue their preparation to be considered for a Registered Apprenticeship as an Industrial Manufacturing Technician. The focus at this level continues to be on basic technical and career readiness skills that will prepare them for full apprenticeship. Topics include career readiness and communication, workplace safety, fundamental mathematics, and measurement, print reading and drawings, properties of materials, foundations of manufacturing, assembly, and electrical systems. Students will also participate in work-based learning activities including professional career coaching from one of over 45 local business partners and workplace visits. **Offered at Corcoran**

MAP 300 *(1.0 Credit)*
CTE MATH *(1.0 Credit)*

In this course students will advance their knowledge and skills in preparation to be considered for a Registered Apprenticeship as an Industrial Manufacturing Technician. The focus at this level is on the application of technical and career readiness skills that will prepare them for full apprenticeship. Topics include career readiness and communication, workplace safety, fundamental mathematics, statistics, and measurement, print reading and drawings, properties of materials, foundations of manufacturing, assembly, advanced manufacturing processes and electrical systems. Students will also participate in work-based learning activities including professional career coaching from one of over 45 local business partners, workplace visits and job-shadowing opportunities. Students may receive one CTE Math Credit. **Offered at Corcoran**

MAP 400 *(1.0 Credit)*
CTE ELA *(1.0 Credit)*

In this course, students will continue to advance their knowledge and skills in preparation to be considered for a Registered Apprenticeship as an Industrial Manufacturing Technician. The focus at this level is on the consistent application of technical and career readiness skills that will prepare them for full apprenticeship. Topics include career readiness and communication, workplace safety, fundamental mathematics, statistics, and measurement, print reading and drawings, properties of materials, foundations of manufacturing, assembly, advanced manufacturing processes and electrical systems. Students will also participate in work-based learning activities including professional career coaching from one of over 45 local business partners, workplace visits and job-shadowing opportunities, and the possibility of part-time school year and full-time summer internships and paid pre-apprenticeship positions. Students may receive one CTE ELA Credit. **Offered at Corcoran**

MECHANICAL TECHNOLOGY (PTECH)

PTP 100 *(1.0 Credit)*

This course will provide an overview of various aspects of the engineering profession. Students will gain skills in career exploration, learn more about pathways to selected engineering careers and begin to develop foundation skills in professional and ethical responsibilities. Students will learn about practical engineering tools, engineering design and the basics of CAD and CAM, air conditioning and refrigeration. Through various speakers and field trip experiences, they will learn about education and licensing requirements, roles and responsibilities, regulatory agencies, and work settings. Students will also begin to learn and apply standard engineering nomenclature within the context of the subjects, and based on instruction and research, they will begin to understand the need for industry regulations and protocols. In addition, they will practice team building, critical thinking skills, oral and written communications. **Offered at ITC**

PTP 200 *(1.0 Credit)*

This course will continue the engineering concepts, practices and projects in the level 100 course and cover various aspects of the engineering profession. Students gain additional knowledge in career exploration, including pathways to selected engineering careers. They will work to further develop skills in professional and ethical responsibilities and behaviors. The course introduces students to technical drawing, the use of practical engineering tools, engineering design, CAD, data collection and analysis methods. Fundamentals of electricity, electrical circuits, and input/output devices, as well as drive systems and hydraulics are also covered. Students continue to learn about education and licensing requirements, roles and responsibilities, regulatory agencies and work settings through various speakers and field trip experiences. Students learn and apply standard engineering nomenclature within the context of the subjects and utilize instruction and research for understanding the need for industry regulations and protocols. Research, teamwork, critical thinking, and oral/written communication skills will also be expanded. **Offered at ITC**

PTM 300 *(1.0 Credit)*
CTE SCIENCE *(1.0 Credit)*

Mechanical Technology is an introduction to basic concepts underlying the computer and its applications in technology and science fields. The focus is on studying the computer for acquiring and presenting information, using spreadsheets to solve problems, collecting, and storing data and word processing documents. Topics include: Hardware and software computer concepts, introduction to internet to acquire and share information, introduction to spread sheet applications for solving problems and charting, and using text editors in word processing documents. Introduction to technical presentations, use of application programs for organizing data, and drawing charts and schematics are also covered. Student will develop professional skills along with the application of engineering theory into practice. Students may receive one CTE Science Credit. **Offered at ITC**

PTM 400 *(1.0 Credit)*
CTE MATH *(1.0 Credit)*

The Professional Technology and Cooperative Work Experience Program component expands and enhances skills taught throughout the PTECH program. Students will be assigned mentors and work with specific manufacturing industry professionals who will facilitate growth opportunities according to the needs of mentoring enterprise. Topics include employability, professionalism, teamwork, time management, design theory problem and solving/analysis. Students will develop 21st Century skills with the application of engineering theory in authentic industry environments within the Syracuse Manufacturing field. Students will perform these internship experiences 5 periods per week. Students may receive one CTE Math Credit. **Offered at ITC**

MEDIA COMMUNICATIONS

MTC 100 *(1.0 Credit)*

This course is an introduction to the study of media, journalism and communication and blends written, oral, and graphic communication in a career-based environment. Students will learn the basics of video and photo methods, apply creative and professional framing techniques to their shots, use digital story telling principles, create shot lists, and digitally edit their footage into finished videos. Students will be introduced to the tools and skills used in broadcasting a daily newscast. The class structure is primarily project-based where students will use industry standard hardware and software. Hands-on project work will be supplemented with readings, writing, lectures, demonstrations, video, online research, and critiques. **Offered at ITC**

MTC 200 *(1.0 Credit)*

Students will learn skills in video, photo, audio, broadcasting, and journalism with a focus on developing a daily news program. Students will build on the foundation from MTC 100: Media Communications 100 – Introduction to Media Communications to learn more advanced video and photo methods, apply creative and professional framing techniques to their shots, use digital story telling principles, create shot lists, and digitally edit their footage into finished videos. The class structure is primarily project-based where students will use industry standard hardware and software. Hands-on project work will be supplemented with readings, writing, lectures, demonstrations, video, online research, and critiques. **Offered at ITC**

MTC 300 *(1.0 Credit)*
CTE MATH *(1.0 Credit)*

Advanced media is the capstone media class in which students will build on the foundation from MTC 100: Media Communications 100 – Introduction to Media Communications and MTC 200: Media Communications 200 – Digital Multimedia to apply their vast knowledge of video, photo, and design while utilizing industry standard equipment to create professional quality material for authentic audiences around Syracuse. This experience will prepare students to take on entry-level professional roles in media firms or to continue on in the higher education media field. The class structure is primarily project-based where students will use industry standard hardware and software. Hands-on project work will be supplemented with readings, writing, lectures, demonstrations, video, online research, and critiques. Students may receive one CTE Math Credit. **Offered at ITC**

MTC 400 *(1.0 Credit)*
CTE ELA *(1.0 Credit)*

This non-major course is designed to cover the basics of digital photography. Students will be introduced to digital camera functions. Assignments will address composition, design, color theory and the history of photography to help students work creatively with their digital cameras. Students will be introduced to image editing software (Photoshop) for color correction, image manipulation, and digital output. Class time will include lecture, demonstration, in-class shoots, critique, and hands-on digital lab instruction. Writing and reading assignments as appropriate to the discipline are part of this course. Students may receive one CTE ELA Credit. **Offered at ITC**

MEDICAL ASSISTING

MAS 100 *(1.0 Credit)*

This course is designed to help students identify the interests, traits, and skills necessary for a healthcare career and then help them develop an effective college and career plan. This course gives the student an introduction to the profession of medical assisting, its scope of practice, and the career opportunities available. In addition, students will develop an orientation to the healthcare environment, effective communication skills, and a foundation in medical ethics, biomedical and legal issues, HIPAA, OSHA and CDC regulations, and patient education techniques. Employability, professionalism, and career readiness skills are emphasized. The class will primarily be taught through lecture and demonstration and supported by online media materials to address various learning styles. Supervised lab time is provided for students to complete required projects. **Offered at Henninger**

MAS 200 *(1.0 Credit)*

This course is designed to help students develop the knowledge and skills needed to begin to interact with patients as a Certified Medical Assistant. Students will focus on developing their foundational knowledge of the anatomy and physiology of human body systems, including the physical composition and the function of these systems. Students will also focus on learning and applying accurate medical terminology and medical abbreviations pertaining to human body systems. **Offered at Henninger**

MAS 300 *(1.0 Credit)*
CTE SCIENCE *(1.0 Credit)*

This course is designed to provide students with the knowledge and skills required by employers and will focus on the administrative aspects, tasks, and responsibilities of the administrative medical assistant in the medical office. This course will prepare students with interpersonal skills, written and verbal communication skills, and proper telephone etiquette. Students will focus on front desk tasks and responsibilities such as patient check-in and check-out, insurance verification, patient referral services, patient demographics, scheduling patient appointments, and other administrative roles of the medical office. Throughout the course, students will practice critical thinking, problem-solving, and employability skills to become both college and career ready. At the successful completion of the course, students will have the opportunity to take the National Healthcareer Association (NHA) Certified Medical Administrative Assistant (CMAA) Exam. Students may receive one CTE Science Credit. **Offered at Henninger**

MAS 400 *(1.0 Credit)*
CTE ELA *(1.0 Credit)*

This course is designed to provide students with the knowledge and skills required by employers, focusing on the clinical aspects and roles of the medical assistant. Students will practice knowledge and skills in the classroom and then have the opportunity to apply them in real-life, hands-on situations by completing a 160-hour internship at the Syracuse Community Health Center. This internship will provide students with the opportunity to work with other medical professionals and assist with duties and tasks such as rooming patients, assessing patient vital signs, completing patient histories for the physician, patient triage, setting up and assisting with patient exams, assisting with diagnostic and procedural testing and other clinical responsibilities. Throughout the course, students will practice critical thinking, problem-solving, and employability skills to become both college and career ready. Students will be enrolled in HIT 120 Medical Terminology at Onondaga Community College and will earn 3 college credits upon successful completion of the course. Students will have the opportunity to take the National Healthcareer Association (NHA) Certified Clinical Medical Assistant (CCMA) Exam upon successful completion of the course. In addition, students who successfully complete the program, will have the opportunity to be nominated for consideration for a full scholarship to Bryant & Stratton College for the Associate's Degree program of the student's choice. Students may receive one CTE ELA Credit. **Offered at Henninger**

MUSIC, MOVIE, AND THEATER PRODUCTION

MMTP 100 *(1.0 Credit)*

In this foundational course, students will explore careers, personal interests, and strands of Music, Movie, and Theater Production including outreach to local professionals. They will demonstrate basics of health and safety to protect themselves and others from physical harm including safe use of tools, use of PPE, emergency procedures, how to conduct themselves around electrical hazards, and lifting and carrying techniques. Fundamentals of design theory will be explored. They will be introduced to wardrobe and costume design and production, set designing/dressing, tasks and responsibilities of management roles, and lighting and audio systems. **Offered at the STEAM Regional High School**

MMTP 200 *(1.0 Credit)*

The second year builds upon foundations presented in year one. Health and safety is revisited each quarter as students continue to learn safety protocols as well as, focus on maintaining physical and mental health in stressful situations. The topic of intellectual property extends into obtaining permissions and related regulations. Within wardrobe and costume design and production, learning experiences expand to include uncommon materials, methods of design, more advanced methods of construction and fitting and alterations. The use of make-up is included in this year. Likewise, units in set design/dressing and construction include more advanced construction techniques with measuring, cutting, shaping, and joining elements of a set. **Offered at the STEAM Regional High School**

MMTP 300 *(1.0 Credit)*
CTE MATH *(1.0 Credit)*

In the third year, learning experiences shift from foundational to a greater emphasis on application and original design. Students explore and experience all aspects of Entertainment Engineering presented, as well as, have opportunity to focus learning and experience. Teamwork is critical for success in this program given the range of areas for application of skills and student interests. For career development, students are expected to start to narrow their focus and research post-secondary opportunities. Building upon previous experiences, students will be provided the opportunity to pursue OSHA 10-hour certification and demonstrate their skills and work readiness through the USITT BACKstage exam. Students are expected to examine a script and analyze all components for technical theater. They then will have the opportunity to design and create the lighting, audio, scenery, properties, costumes and makeup according to their analysis. Students may receive one CTE Math Credit. **Offered at the STEAM Regional High School**

MMTP 400 *(1.0 Credit)*
CTE ELA *(1.0 Credit)*

The final year focuses on application of student learning and experiences. Students are expected to have selected 1 (or 2) strands of Music, Movie, and Theater Production and to focus their learning within that strand. Students will pursue an internship of 10-20 weeks and an extended project to further their expertise in their selected area. It is anticipated that the extended project will encompass 5-20 weeks (fitting around an internship experience) and involves collaboration with other students and teams, not only in this pathway, but may include students from other pathways such as Robotics and Automation or Digital Technology and Design. The extended project is a capstone experience to highlight their skills and knowledge as they venture deeper and encounter advanced learning within the selected strand. Students may receive one CTE ELA Credit. **Offered at the STEAM Regional High School**

NATURAL RESOURCES

NAR 100 *(1.0 Credit)*

This course introduces students to the study of natural resources in an outdoor and classroom setting through hands-on activities and learning. Students will work in groups to investigate and help solve environmental problems and will explore careers available in the natural resources pathways. Major areas of study include environmental health, science measurement and skills, ecology, biomes and ecosystems, population studies, tradeoff investigations, and mineral use and identification. Students will develop an integrated view of the biological, ecological, and social dimensions of the environment and can earn credits from SUNY-ESF, Syracuse University Project Advance and Onondaga Community College. **Offered at Nottingham**

NAR 200 *(1.0 Credit)*

Natural Resources 200 is the second course in the CTE pathway and includes additional hands-on learning opportunities both outdoors and inside the classroom. Students will work in groups to gain knowledge about natural resources, the ways they are used and how they are analyzed. Through these activities, they will gain an understanding of various careers options. Students will develop an integrated view of the biological, ecological, and social dimensions of the environment and can earn credits from SUNY-ESF, Syracuse University Project Advance and Onondaga Community College. **Offered at Nottingham**

NAR 300 *(1.0 Credit)*
CTE SCIENCE *(1.0 Credit)*

This course introduces students to the study of natural resources in an outdoor and classroom setting through hands-on activities and learning. Students will work in groups to investigate and help solve environmental problems and will explore career options in the natural resources pathways. Major areas of study include environmental health, science measurement and skills, ecology, biomes and ecosystems, population studies, tradeoff investigations, and mineral use and identification. Students will develop an integrated view of the biological, ecological, and social dimensions of the environment and can earn credits from SUNY-ESF, Syracuse University Project Advance and Onondaga Community College. Students may receive one CTE Science Credit. **Offered at Nottingham**

NAR 400 *(1.0 Credit)*
CTE ELA **(1 credit)**

This course introduces students to the study of natural resources in an outdoor and classroom setting through hands-on activities and learning. Students will work in groups to investigate and help solve environmental problems and will explore careers options in natural resources pathways. Major areas of study include environmental health, science measurement and skills, ecology, biomes and ecosystems, population studies, tradeoff investigations, and mineral use and identification. Students will develop an integrated view of the biological, ecological, and social dimensions of the environment and can earn credits from SUNY-ESF, Syracuse University Project Advance and Onondaga Community College. Students may receive one CTE ELA Credit. **Offered at Nottingham**

REMOTELY PILOTED AIRCRAFT SYSTEMS (RPAS) (PTECH)

RPAS 100 *(1.0 Credit)*

Students will develop critical and analytical thinking, troubleshooting and problem-solving skills through hands-on activities in this project-based curriculum. This course will introduce students to the fundamentals of Remote Pilot Arial Systems. Through hands on experience, students will learn the basics of electricity, programming, hardware, and physics. This course will give students a general overview of the Remote Pilot Arial Systems sequence. Students will have the opportunity to earn integrated math, ELA, and college credits upon successful completion of the program. **Offered at PSLA**

RPAS 200 *(1.0 Credit)*

This course will continue students' study of Remote Pilot Aerial Systems. Through hands on experience, students will learn the basics CADD, GIS, and FAA weather notifications. This course will give students a background in design, navigations, and alert interpretations. Students will have the opportunity to earn integrated math, ELA, and college credits upon successful completion of the program. **Offered at PSLA**

RPAS 300 *(1.0 Credit)*
CTE SCIENCE *(1.0 Credit)*

This course will continue students' study of Remote Pilot Aerial Systems. This course will focus on aerial imagery and FAA part 107 exam prep. Students will learn photography, videography, physics, and general airport operations. Students will have the opportunity to earn integrated math, ELA, and college credits upon successful completion of the program. Students may receive one CTE Science Credit. **Offered at PSLA**

RPAS 400 *(1.0 Credit)*
CTE ELA *(1.0 Credit)*

This course is the final in the 4-year sequence on Remote Pilot Aerial Systems. Through hands-on, project-based experiences, students will continue to apply critical thinking and problem-solving skills while expanding GIS knowledge. They will explore a range of GIS applications, including agriculture, emergency services, insurance and inspection, photography, and videography. Students will perform research on emerging technologies and applications, and with instructor guidance, select and complete independent projects. Students will also have the opportunity to earn integrated math, ELA, and college credits upon successful completion of the program. Offered at PSLA. Students may receive one CTE ELA Credit.

ROBOTICS AND AUTOMATION

RBA 100 *(1.0 Credit)*

In this first course, students will learn the fundamentals of robotic technologies, its currency in the job market, and its applicability to everyday life. Students will gain an understanding of how robotic technologies impact the environment, society, and the economy. Students will explore the manufacturing industry and the various activities that are required to create a product as a context for their work with robotics and automation. **Offered at the STEAM Regional High School**

RBA 200 *(1.0 Credit)*

In the second year, students will learn how to apply ladder logic and Boolean operators to create programs for robotic systems and will begin learning the basics of Python and C++ programming languages. Students will continue to study mechanical and electrical concepts, including electrical and fluid power systems, electrical safety, application of mechanical and electronic components, such as sensors and actuators, and engineering design concepts, including computer-aided design, design testing, programming, and proper documentation of projects. **Offered at the STEAM Regional High School**

RBA 300 *(1.0 Credit)*
CTE MATH *(1.0 Credit)*

In the third year, students will continue to study and apply their knowledge of mechanical and electrical concepts and the components of robotic systems, as they begin working with FANUC Robotics System equipment. Students will continue to apply their knowledge of computer-aided design, design testing, programming, and proper documentation of projects to create and test robotic and automated systems to meet a specified need. Throughout the course, students will acquire career ready practices and employability skills by both collaborating with and leading teams to create and build robotics devices. Students will also begin working to obtain certification in OSHA 10 safety and FANUC Robotics Level 1 HandlingTool Operation and Programming, as well as the opportunity to work for certification in Rockwell Automation PLCs, Autodesk Inventor (CAD) and SOLIDWORKS (CAD). Students may receive one CTE Math Credit. **Offered at the STEAM Regional High School**

RBA 400 *(1.0 Credit)*
CTE ELA *(1.0 Credit)*
CTE SPECIALIZED SCIENCE *(1.0 Credit)*

In this final year, students will use robotic technologies to apply their knowledge and skills to real-life processes and problems. Students will focus on areas of a particular career paths and different options for post-secondary employment and education. In this course, projects will focus on the application of knowledge to create functioning robotic and automated systems that solve a problem or fulfill a need. Projects focusing on programming and operation of FANUC Robotics Systems will be key. Students may receive one CTE ELA Credit. Students may receive one CTE Specialized Science Credit. **Offered at the STEAM Regional High School**

URBAN TEACHER PREPARATION PROGRAM

UTP 100 *(1.0 Credit)*

The purpose of this course is to expose students to the teaching profession foundations of curriculum, professional responsibility, and instructional practice. In addition to learning about the teaching profession, students will develop a career path that includes planning for admission to a state approved college or university classroom teacher preparation program. Students will tour colleges in Syracuse and the surrounding areas, explore admission requirements, and develop their skills in preparation for college and career. **Offered at Corcoran**

UTP 200 *(1.0 Credit)*

This course prepares students to understand the nature of human development from conception through adolescence and the connection between student development and plans for instruction in the classroom. Emphasis is placed on theories of cognitive and psychosocial development, the effect of the environment, the role of caregivers and the family, and contemporary social and cultural issues. Students will participate in planned, guided observations of school age children through adolescence in a variety of settings to help students further understand the theories of human development in practical application. Students will continue to develop the components of a working portfolio to be assembled upon completion of the program. **Offered at Corcoran**

UTP 300 *(2.0 credits)*

This course is designed for students to develop the knowledge and skills of the history of education in the United States, as well as curriculum delivery models in response to the needs of all children. Students will develop various instructional materials and activities to promote learning, classroom management strategies, and a supportive classroom environment. Students will research and understand the basic theories of motivation that increase student engagement which is tied to student learning. Students will participate in guided observations and field experiences to critique and develop classroom lessons. Students will continue to develop the components of a working portfolio to be assembled upon completion of the program. **Offered at Corcoran**

UTP 400 *(1.0 Credit)*
CTE ELA *(1.0 Credit)*

The course is designed for students to apply their knowledge in real world education settings. Students must complete an internship in an approved setting based on students' area of interests. The internship is designed for students to work with a mentor teacher to provide daily supervision and provide the students the opportunities to integrate content and pedagogical knowledge. Students will be observed by the instructor using the local school district's approved formal observation process during the internship. The student will submit a completed portfolio by the end of the course for feedback. Students may receive one CTE ELA Credit **Offered at Corcoran**

WELDING

WLD 100 *(1.0 Credit)*

Students in the Welding 100 course will study the equipment and techniques used for the welding processes most often used in today's industry including plasma arc cutting, oxyfuel gas cutting and welding, Gas Metal Arc Welding (GMAW), Flux-Cored Arc Welding (FCAW), Shielded Metal Arc Welding (SMAW), and Gas Tungsten Arc Welding (GTAW). Flat welding positions and basic joints will be practiced. Pipe and tube welding will be introduced. Classroom instruction will also include career exploration in welding, safety, design, welding theory, math, communication and organizational skills, and introduction to welder certification. As students become proficient in all welding areas, they will have the opportunity to work on customer projects and design. **Offered at Corcoran**

WLD 200 *(1.0 Credit)*

Students in the Welding 200 course will continue to study the equipment and techniques used for the welding processes most often used in today's industry including plasma arc cutting, oxyfuel gas cutting and welding, Gas Metal Arc Welding (GMAW), Flux-Cored Arc Welding (FCAW), Shielded Metal Arc Welding (SMAW), and Gas Tungsten Arc Welding (GTAW), brazing and braze welding, soldering, resistance welding and robotic welding. Flat, horizontal, and vertical welding positions and basic joints, pipe, and tube welding will be practiced. Classroom instruction will also include career exploration in welding, safety, design, welding theory, math applications, physics of welding, communication and organizational skills, welding symbols and welder certification. As students become proficient in all welding areas, they will have the opportunity to work on customer projects and design. **Offered at Corcoran**

WLD 300 *(1.0 Credit)*
CTE MATH *(1.0 Credit)*

Students in the Welding 300 course will continue to study and become proficient in the equipment and techniques used for the welding processes most often used in today's industry including oxyfuel gas cutting and welding, Gas Metal Arc Welding (GMAW), Flux-Cored Arc Welding (FCAW), Shielded Metal Arc Welding (SMAW), and Gas Tungsten Arc Welding (GTAW), brazing and braze welding, soldering, resistance welding and robotic welding. Flat, horizontal, vertical, and overhead welding positions and basic joints, pipe, and tube welding will be practiced. Classroom instruction will also include career exploration in welding, safety, design, welding theory, math applications, advanced physics of welding, communication, and organizational skills, welding symbols, inspecting, and testing welds, and welder certification. As students become proficient in all welding areas, they will have the opportunity to work on customer projects and design. Students may receive one CTE Math Credit. **Offered at Corcoran**

WLD 400 *(1.0 Credit)*
CTE ELA *(1.0 Credit)*

Students in the Welding 400 course will continue to study and begin to master the equipment and techniques used for the welding processes most often used in today's industry including oxyfuel gas cutting and welding, Gas Metal Arc Welding (GMAW), Flux-Cored Arc Welding (FCAW), Shielded Metal Arc Welding (SMAW), and Gas Tungsten Arc Welding (GTAW), brazing and braze welding, soldering, resistance welding and robotic welding. Flat, horizontal, and vertical welding positions and basic joints, pipe, and tube welding will be practiced. Classroom instruction will also include career exploration in welding, safety, design, welding theory, math applications, advanced physics of welding, communication, and organizational skills, welding symbols, inspecting, and testing welds, preparation for welder certification, and local internships in welding. As students become proficient in all welding areas, they will have the opportunity to work on customer projects and design. Students may receive one CTE ELA Credit. **Offered at Corcoran**

COLLEGE CREDIT NOW (CCN) COURSES THROUGH CTE COURSEWORK

MET 161 OCC ENGINEERING DRAWING I *(1.0 Credit)*

This course is designed to prepare students with the necessary skills to interpret and construct engineering drawings. Lectures address such topics as drawing interpretation, orthographic projection systems, dimensioning, geometric dimensioning, and tolerancing, while laboratory sessions give the students practice in drawing creation. Students earn 3 College Credits. **Offered at Corcoran High School through the Manufacturing Technology CTE Program during the 300-level course.**

ELM 101 OCC TECHNICAL DRAWING INTERPRETATION *(1.0 Credit)*

This course introduces students to common technical drawings including electrical schematics, mechanical drawings, and fluid power circuits. Students will gain an understanding of typical technical drawing content including title blocks, revisions and parts lists, and how to correlate the schematic and parts list to physical components. Students will learn to interpret multi-view drawings utilizing orthographic projection and be able to interpret dimensions, tolerances, symbols, and notes on engineering drawings. Students earn 1 College Credit. **Offered at Corcoran High School and the STEAM Regional High School through the Computer Chip Technology & Production CTE Program during the 200-level course.**

ELM 102 OCC SAFETY IN INDUSTRY *(1.0 Credit)*

This course provides students with an awareness on recognizing and preventing hazards commonly found in an industrial setting. Students will learn how to utilize appropriate Personal Protective Equipment (PPE) to safely work with electricity, hazardous materials, and equipment. Students who attend and participate in all lecture sessions, without being late or leaving early, will receive an OSHA-10 General Industry Safety and Health successful completion card. There is no opportunity for making up any classes. Students may successfully complete the class without receiving the completion card. Students earn 1 College Credit. **Offered at Corcoran High School and the STEAM Regional High School through the Computer Chip Technology & Production CTE Program during the 200-level course.**

ELM 105 OCC INTRODUCTION TO MECHANISMS *(1.0 Credit)*

This course introduces common mechanical devices used in industry. Topics include gears, screws, belts, pulleys, shafts, levers, lubricants, and other similar devices. Successful students will be able to identify and properly apply a variety of mechanical components to create solutions for mechanical power transmission. Students earn 2 College Credits. **Offered at Corcoran High School and the STEAM Regional High School through the Computer Chip Technology & Production CTE Program during the 300-level course.**

ELM 106 OCC INTRODUCTION TO INDUSTRIAL TOOLS *(1.0 Credit)*

This course is designed to introduce students to common industrial tools. Course material includes a variety of hand tools, measurement devices and hand power tools. Students will be introduced to precision measuring tools and demonstrate mastery of these devices. Students earn 2 College Credits. **Offered at Corcoran High School and the STEAM Regional High School through the Computer Chip Technology & Production CTE Program during the 200-level course.**

WLD 121 OCC SHIELDED METAL ARC WELDING I *(1.0 Credit)*

This course covers the theory and use of Shielded Metal Arc Welding (SMAW), including non-ferrous and ferrous metals, in the flat and horizontal positions. Topics include safety procedures, equipment set up, shut down, electrode selection, positions, materials, and applications. Students will learn to make quality shielded metal arc welds through hands-on muscle memory training and testing. Students earn 3 College Credits. **Offered at Corcoran High School through the Welding Technology CTE Program during the 200-level course.**

WLD 122 OCC GAS METAL ARC WELDING I *(1.0 Credit)*

This course covers the theory and use of Gas Metal Arc Welding (GMAW), including non-ferrous and ferrous metals, in the flat and horizontal positions. Topics include safety procedures, equipment set up, shut down, electrode selection, positions, materials, and applications. Students will learn to make quality shielded metal arc welds through hands-on muscle memory training and testing. Students earn 3 College Credits. **Offered at Corcoran High School through the Welding Technology CTE Program during the 300-level course.**

WLD 123 OCC GAS TUNGSTEN ARC WELDING I *(1.0 Credit)*

This course covers the theory and use of Gas Tungsten Arc Welding (GTAW), including non-ferrous and ferrous metals, in the flat and horizontal positions. Topics include safety procedures, equipment set up, shut down, gas selection, positions, materials, and applications. Students will learn to make quality shielded metal arc welds through hands-on muscle memory training and testing. Students earn 3 College Credits. **Offered at Corcoran High School through the Welding Technology CTE Program during the 300-level course.**

CMG 101 OCC INTRODUCTION TO CONSTRUCTION & ARCHITECTURE *(1.0 Credit)*

This course is an introduction to architectural and construction technology, exploring education and career opportunities for new students. Topics include overviews of the design, documentation, and management of residential, commercial, and industrial construction projects. Students earn 1 College Credit. **Offered at Corcoran High School through the Introduction to Skills Trades Course.**

MET 150 OCC INTRODUCTION TO ENGINEERING *(1.0 Credit)*

This course is an introduction to the engineering discipline/profession. Topics covered will include an introduction to the various types of engineering majors and professions, engineering design and analysis methods, elementary engineering statistics and data analysis, computer literacy, working in a team setting, oral and written communications, use of practical engineering tools, and engineering ethics. Coverage of computer literacy may include word processing, spreadsheet, and presentation software, graphical applications software (CAD or solid modeling), scientific programming, and mathematical or laboratory software applications. Students earn 3 College Credits. **Offered at ITC High School through the PTECH Electrical and Mechanical Technology Program during the 200-level course.**

CIS 100 OCC INFORMATION & COMPUTER LITERACY *(1.0 Credit)*

This course offers students an overview of the role of technology in society and provides an introduction to digital and information technologies, concepts, and terminologies. Discussions of the Community, Legal, and Ethical issues related to digital devices and the Internet are integral to the nature of this course. This course provides students with opportunities to develop research and critical thinking skills, and will introduce students to continuously evolving and emerging digital technologies and their effects on society. Students will demonstrate the skills needed to be an informed digital citizen, achieve academic and workplace success, and participate in an increasingly globalized environment. Students will use web applications, word-processing, spreadsheet, database, presentation, and other software, as applicable, to learn, search and organize their research, and then present and communicate their findings. Students earn 3 College Credits. **Offered at both PSLA High School through the PTECH Computer Information Systems Program during the 200-level course and ITC High School through the PTECH Electrical and Mechanical Technology Program during the 300-level course.**

HIT 120 OCC MEDICAL TERMINOLOGY *(1.0 Credit)*

This course will provide a detailed study of the meaning of medical terms that relate to medical science and human anatomy. Medical specialties including pathology, radiology, and pharmacology, as well as abbreviations used in the health care field will be covered. In addition to definitions, pronunciation and spelling will be emphasized. Students earn 3 College Credits. **Offered at both PSLA High School through the EMT CTE Program and Henninger High School through the PTECH Health Professions Program, both during the 200-level course.**

FPT 150 OCC PRINCIPLES OF EMERGENCY SERVICES *(1.0 Credit)*

This course provides an overview to fire protection and emergency services, career opportunities in fire protection and related fields, culture and history of emergency services, fire loss analysis, organization and function of public and private fire protection services, fire departments as part of local government, laws and regulations affecting the fire service, fire service nomenclature, specific fire protection functions, basic fire chemistry and physics, introduction to fire protection systems, introduction to fire strategy and tactics, and life safety initiatives. Students earn 3 College Credits. **Offered at PSLA High School through the Fire Rescue CTE Program during the 200-level course.**

ART 142 OCC INTRODUCTION TO COMPUTER GRAPHICS *(1.0 Credit)*

An introduction to graphic design in a digital environment. This course examines industry standard software applications for page layout, illustration, and photo manipulation. Requirement for Graphic Design majors. Open elective. Students earn 3 College Credits. **Offered at ITC High School through the Media Communications CTE Program during the 300-level course.**

MAT 118 OCC EXPLORING STATISTICS *(1.0 Credit)*

This is an introductory statistics course for non-STEM majors. Topics include: random sampling, graphical displays of data, measures of central tendency and dispersion, normal distribution, standard scores, confidence intervals, hypothesis testing, Student t distribution, two-way tables, probability, correlation and regression. Students earn 3 College Credits. **Offered at PSLA High School through the Fire Rescue CTE Program during the 300-level course.**

CLT 110 BCC INTRODUCTION TO CLINICAL LABORATORY TECHNOLOGY *(1.0 Credit)*

Overview of the field of Clinical Laboratory Technology and its role within healthcare organizations. Designed to acquaint the student with the clinical laboratory and the professional role of practitioners within the health care delivery system. Review of professionalism, safety and regulatory issues, introduction to values, ethics, and interpersonal communication in these settings. Students earn 1 College Credit. **Offered at Henninger High School through the PTECH Laboratory Science Program during the 200-level course.**

CLT 120 BCC CLINICAL LABORATORY TECHNIQUES AND PRACTICES *(1.0 Credit)*

Introduction to basic skills and equipment used in the clinical laboratory. Orientation to elements of quality control, laboratory mathematics, clinical assay techniques, safety, and collection and handling of specimens for laboratory analysis. Students earn 1 College Credit. **Offered at Henninger High School through the PTECH Laboratory Science Program during the 200-level course.**

AHLT 100 BRYANT AND STRATTON MEDICAL TERMINOLOGY *(1.0 Credit)*

An introduction to correctly constructing, spelling, defining, and using medical terminology is provided. The language of medicine is studied through an investigation of the structure and formation of medical terms. Provides an overview of terms used in the medical setting. Students earn 3 College Credits. **Offered at Henninger High School through the Medical Assisting CTE Program during the 400-level course.**

AHLT 111 BRYANT AND STRATTON INTRODUCTION TO HEALTH CARE *(1.0 Credit)*

Introduction to working in healthcare with an emphasis on communication, legal implications, and ethical considerations. An overview of health care delivery systems and the roles of health care professionals are discussed. Students earn 3 College Credits. **Offered at Henninger High School through the Medical Assisting CTE Program during the 300-level course.**

UA 120 MOHAWK VALLEY INTRODUCTION TO REMOTE SENSING *(1.0 Credit)*

This course explores the core technologies of Remotely Piloted Aircraft Systems (RPAS) as applied to commercial applications. It examines the integration of payload and programming with operational best practices and flight planning as they relate to mission application. Students earn 3 College Credits. **Offered at PSLA High School through the PTECH Drone Technology CTE Program during the 200-level course.**

UA 215 MOHAWK VALLEY RPAS MISSION PLANNING AND OPS *(1.0 Credit)*

This course explores the core procedures of remotely piloted aircraft systems as applied to commercial applications. Topics include prefight planning and post flight debriefing and assessment. Students earn 3 College Credits. **Offered at PSLA High School through the PTECH Drone Technology CTE Program during the 300-level course.**

CT 265 MOHAWK VALLEY INTRODUCTION TO GIS *(1.0 Credit)*

This course introduces the techniques and concepts of GIS. The mapping software package ArcGIS is used to display, analyze, and query spatial data sets. Topics include coordinate systems/datums, symbology, classifications, digital imagery, and global positioning systems. CTE Program during the 300-level course. Students earn 3 College Credits. **Offered at PSLA High School through the PTECH Drone Technology**

CT 267 MOHAWK VALLEY ADVANCED GIS *(1.0 Credit)*

This course focuses on advanced topics and applications in analyzing and visualizing geospatial data. Topics include spatial modeling, advanced editing, geodatabase creation, and three-dimensional modeling. Technology CTE Program during the 300-level course. Students earn 3 College Credits. **Offered at PSLA High School through the PTECH Drone**

CT 266 MOHAWK VALLEY CAPSTONE GIS *(1.0 Credit)*

This independent study capstone course involves the creation of a project using GIS. Proposals must have instructor approval. Projects incorporate collecting GPS data, building an attribute geo-database, and are completed using ArcGIS software. Final presentations are required, which explain data collection techniques, analysis, and project success. CTE Program during the 400-level course. Students earn 3 College Credits. **Offered at PSLA High School through the PTECH Drone Technology**

UA 102 MOHAWK VALLEY INTRODUCTION TO REMOTE SENSING *(1.0 Credit)*

This course introduces students to the concepts and interdisciplinary applications of remote sensing. The basic principles of theory and practice are presented using photographic and non-photographic imagery acquired utilizing remotely piloted platforms. Visual and digital image analysis techniques, including feature extraction, are practiced using industry standard imaging analysis software. Students earn 3 College Credits. **Offered at PSLA High School through the PTECH Drone Technology CTE Program during the 400-level course**

MILITARY SCIENCE

The Naval Junior Reserve Officers Training Corps (NJROTC) curriculum includes instruction which emphasizes self-discipline, citizenship, patriotism, followership, leadership, and orientation in Naval subjects. Each NJROTC unit has its own organizational structure that is administered and operated by student cadets and supervised by certified Naval Science instructors. Cadets participate in academic, athletic, and military programs centered upon Naval subjects designed to foster individual and unit growth in self-awareness and esteem. Students successfully completing two to four years of the program may enter the military at an advanced enlisted pay grade. Opportunities for being accepted in the various service academies and earning ROTC scholarships are enhanced by participation in the NJROTC program.

Offered at Public Service Leadership Academy at Fowler

ROTC 100 NAVAL SCIENCE I *(1.0 Credit)*

Grade Level: 9, 10, 11, and 12

The purpose of this course is to introduce students to the precepts of citizenship, the elements of leadership, and the value of scholarship in attaining life goals. This course is also designed to engender a sound appreciation for the heritage and traditions of America, with recognition that the historically significant role of sea power will be important in America's future and develop in each cadet a growing sense of pride in his/her organization, associates, and self. These elements are pursued at a fundamental level.

ROTC 200 NAVAL SCIENCE II *(1.0 Credit)*

Grade Level: 10, 11 and 12

Prerequisite: Naval Science I

The purpose of this course is to build on the general introduction provided in Naval Science I, to further develop the traits of citizenship and leadership in students, introduce cadets to the technical areas of naval science study, and engender a deeper awareness of the vital importance of the world oceans to the continued well-being of the United States.

ROTC 300 NAVAL SCIENCE III *(1.0 Credit)*

Grade Level: 11 and 12

Prerequisite: Naval Science I, II

The purpose of this course is to further develop the trait of leadership in students and introduce cadets to the vital importance of military justice, international law, and continue with the instruction of Naval Science to include astronomy, meteorology, weather, and the maneuvering board, and to provide an understanding of the facets of sea power, national security, and naval history.

ROTC 400 NAVAL SCIENCE IV *(1.0 Credit)*

Grade Level: 12

Prerequisite: Naval Science I, II, and III

The purpose of this course is to build on the basic qualities of a good follower and an effective leader provided in Naval Science 1, 2, and 3, and to take a more in-depth look at what leadership is, and how to maximize your abilities in the leadership area.

BUSINESS

BIT 100 PERSONAL BUSINESS MANAGEMENT *(1.0 Credit)*

This course is designed to provide a basic understanding of the essential elements of management. The course will introduce the student to the fundamental management functions including planning, organizing, leading, and controlling from a historical and contemporary perspective. These management functions will encompass practical applications of management theory; and is designed with a skills-based approach and focuses on communication (oral, written, non-verbal, and listening), problem solving, teamwork, decision making, conflict resolution, critical analysis and ethical reasoning. Students will be introduced to work related situations that will help foster the management skills necessary for a successful future. **Offered at Nottingham**

BIT 130 PERSONAL AND BUSINESS LAW *(1.0 Credit)*

This course focuses on court systems, ethics, law, torts, contracts, agreements, rights, and consumer laws, owning a vehicle, property, patents, copyrights, trademarks, employee rights and duties, banking, credit, divorce, landlord/tenant relationships, forms of insurance. **Offered at Corcoran and Nottingham**

BIT 140 ENTREPRENEURSHIP *(1.0 Credit)*

A 1-unit course that introduces students to the important role that marketing plays in our economic system. Content revolves around the basic marketing functions of financing, risk management, selling, promotion, pricing, purchasing, marketing information management, product/service/idea planning and distribution. Although students are given the opportunity to refine entry level employment skills, the course focuses on more advanced career sustaining skills associated with employment in various marketing subsystems. **Offered at Nottingham**

BIT 150 CORPORATE COMMUNICATIONS *(1.0 Credit)*

This course describes how companies communicate with key audiences, both internal and external to the corporation. Course introduces students to the communication function and how companies reach a variety of publics to include customers, investors, employees, media, government, and communities in relation to the corporation. The purpose of this course is to engage students in the purpose and significance of communication within an organization at many levels. Students will learn both the why, how and application of communication techniques as organizations interface with customers, employees, and the public. As a result, students should have greater understanding of and appreciation for the corporate communication process. **Offered at Nottingham**

BIT 201 ACCOUNTING *(1.0 Credit)*

Students will study the basic principles, concepts, and practices of accounting using both manual and computerized systems. Computers are used throughout the course to facilitate the processing of financial data, i.e., payroll and accounts receivable and payable. Students use Excel and computer software to analyze and interpret financial data. **Offered at Nottingham**

BIT 205 PERSONAL FINANCE *(0.5 Credit)*

Personal finance is designed to develop competencies required to manage personal financial affairs. Topics, include intro to personal finance, budgeting, types of compensation, managing a checkbook, comparison shopping, credit, managing insurance savings and investments, understanding investments, taxes and purchasing a home. **Offered at Corcoran, Nottingham, PSLA**

BIT 300 PRINCIPLES OF MARKETING *(1.0 Credit)*

This course is designed to provide students a foundation in the starting and managing of a small business. Content includes selected entrepreneurial skills as well as those necessary to the management, merchandising, and marketing functions inherent in the operation of a small business. Students successfully completing the course will have a solid foundation in concepts that may be utilized in starting a small business or entering employment immediately after high school, or as a basis for post-secondary study. **Offered at Nottingham**

BIT 310 SPORTS, ENTERTAINMENT MARKETING MANAGEMENT *(1.0 Credit)*

This course covers the history of sports and entertainment industries and career opportunities and skills required for management, financial/accounting, economic development, personal, legal and other related employment positions. **Offered at Corcoran, Henninger, Nottingham, PSLA**

BIT 401 COMPUTER APPLICATIONS I *(1.0 Credit)*

This is a computer basics course that introduces students to basic keyboarding, word processing, editing, desktop publishing, spreadsheet and database construction/ techniques and effective use/search on the internet. **Offered at Corcoran, Henninger, Nottingham, PSLA**

BIT 402 COMPUTER APPLICATIONS II *(1.0 Credit)*

This is a computer course that enables students to specialize and to use advanced Microsoft word processing, excel spreadsheet, Access. Desktop publishing, power point, advanced research techniques of the internet and Mouse certification information. **Offered at Nottingham**

BIT 410 WEB PAGE DESIGN *(1.0 Credit)*

Prerequisite: Computer Applications I

This course focuses on the fundamentals of WWW, U.R.L., Anatomy, Web servers, browsers, HTML, images, links, test formatting, image maps, tables, frames, forms, Web site evaluation all leading to the creation of a fully functioning website. **Offered at Nottingham**

BIT 705 SYRACUSE UNIVERSITY PROJECT ADVANCE (SUPA) THE ECONOMICS OF PERSONAL FINANCE *(1.0 Credit weighted/3.0 Credits ECN 305)*

This three-credit course is an Economics course. It applies the fundamental Economic problem – how to efficiently allocate (finite) resources in order to most effectively meet (infinite) human wants and needs – to the study of Personal Finance. In this context, the course covers vocabulary, institutional structures, concepts, and issues to take on the problem of most efficiently allocating finite financial resources to effectively meet students' wants and needs as households in terms of gaining and preserving financial security, now and throughout their lives. **Offered at Henninger and Nottingham**

BIT 750 SYRACUSE UNIVERSITY PROJECT ADVANCE (SUPA) ENTREPRENUERSHIP *(1.0 Credit weighted/3.0 Credits EEE 370)*

This is an introductory course intended to provide students with a solid foundation and understanding of the vital role played by entrepreneurs and entrepreneurship in the 21st century global economy. During the course, we will assess, explore, critique, and celebrate the phenomenon of entrepreneurship, including its role in society, its process nature, and its ethical dilemmas. Our emphasis is on entrepreneurship as a manageable process that can be applied in virtually any organizational setting, and our primary focus will be on the creation of new ventures, the ways that they come into being, and the factors associated with their success. This course integrates a number of different disciplines, ranging from sociology and psychology to economics, finance, marketing, and human resource management. It also mixes theory and practice, and students will be challenged to apply principles, concepts, and frameworks to real world situations. **Offered at Nottingham**

BIT 780 ONONDAGA COMMUNITY COLLEGE (OCC) INTRODUCTION TO BUSINESS *(1.0 Credit weighted/3.0 Credits BUS 101)*

This is an introductory course designed to give the student an overview of the impact of business on society. The course is intended to aid the student in obtaining a clear understanding of the way in which contemporary business functions through the interrelationships of marketing, management, and finance. It is not open to students with previous credit in BUS 121 and/or BUS 230. **Offered at ITC**

BIT 781 ONONDAGA COMMUNITY COLLEGE (OCC) MATHEMATICS OF BUSINESS & FINANCE *(1.0 Credit weighted/3.0 Credits BUS 102)*

A study of applied mathematical concepts and processes as applied to business and finance. Students will develop skills required to perform with accuracy and facility mathematical operations integral to the interpretation and solutions of business problems. Arithmetic operations, signed numbers, linear equations, percentage, and statistical procedures are applied to such topics as accounting, retailing, risk management, banking and finance. **Offered at ITC**

BIT 783 ONONDAGA COMMUNITY COLLEGE (OCC) FINANCIAL ACCOUNTING *(1.0 Credit weighted/3.0 Credits BUS 105)*

An introduction to accounting as a means of recording business activities. This course includes a study of the classification and recording of original business transactions, the preparation and evaluation of financial statements, and the application of Generally Accepted Accounting Principles. This course will incorporate appropriate computer technology in the instruction process. **Offered at ITC**

BIT 784 ONONDAGA COMMUNITY COLLEGE (OCC) INFORMATION AND COMPUTER LITERACY *(1.0 Credit weighted/3.0 Credits CIS 100)*

This course offers students an overview of the role of technology in society and introduces digital and information technologies, concepts, and terminologies. Discussions of the Community, Legal, and Ethical issues related to digital devices and the Internet are integral to the nature of this course. This course provides students with opportunities to develop research and critical thinking skills and will introduce students to continuously evolving and emerging digital technologies and their effects on society. Students will demonstrate the skills needed to be an informed digital citizen, achieve academic and workplace success, and participate in an increasingly globalized environment. Students will use web applications, word-processing, spreadsheet, database, presentation, and other software, as applicable, to learn, search and organize their research, and then present and communicate their findings. **Offered at ITC**

BIT 900 CAREER AND FINANCIAL MANAGEMENT *(.05 Credit)*

This course is designed to provide students with a basic knowledge of many of the most fundamental life and career skills. Students will receive instruction in Business Systems and Economics, Career Planning, the Career Selection Process, Career Success, and Financial Literacy. **This course is mandatory for all students enrolled in a Career and Technical Education Program**.

BIT 901 MATH AND FINANCIAL APPLICATIONS *(1.0 Credit)*

This course covers the basic areas of business math as well as develop a deeper understanding of loans, insurance, annuities, and other topics that will soon be a part of the student's life. Technology is integrated throughout. **For the class of 2018 and beyond this is no longer an option for a 3rd unit of mathematics. Offered at Corcoran, Nottingham, PSLA**

ELECTIVES

OTH 009 AVID - ADVANCEMENT VIA INDIVIDUAL DETERMINATION *(1.0 Credit)*

This elective aids students' transition into, through, and beyond high school. It promotes early college awareness by guiding students to explore colleges based on academic, financial, and social fit. The course emphasizes goal setting, fostering motivation and strategic planning. The exploration of symbolic representation in both reading and writing enhances students' interpretative and expressive skills. Critical thinking is applied through research on post-secondary options. The course explores financial literacy, covering goal setting, debt management, and budgeting. A unique unit on bridge building and civil engineering sparks interest in STEM fields. The course also provides a leadership opportunity for students to serve in their community. This course combines academic, financial, and social learning, preparing students for a successful high school journey.

OTH 010 AVID - ADVANCEMENT VIA INDIVIDUAL DETERMINATION *(1.0 Credit)*

This elective course starts with students creating a digital profile to document their high school and community activities, fostering personal organization and record-keeping skills. Goal setting and career exploration are gamified in a unit enhancing strategic planning and career awareness. A novel study is included to advance critical reading skills, a key competency at this stage of academic development. Argumentative writing through a service learning-based research project hones students' persuasive communication skills. The continuation of financial literacy study includes lessons on banking, saving, employment, insurance, and tax credits. Sophomores study broadband internet in their STEM unit. Student Agency and self-confidence are developed to prepare students to become purpose-driven leaders. The 10th-grade AVID course uniquely blends academic, financial, digital literacy, and leadership skills, equipping students for future endeavors.

OTH 011 AVID - ADVANCEMENT VIA INDIVIDUAL DETERMINATION *(1.0 Credit)*

This elective begins the year with cultivating a growth mindset and setting personal improvement goals, which are critical for self-development. The course then transitions into enhancing critical reading skills, specifically aimed at analyzing college essays, a skill unique to upper-level high school students preparing for college applications. The course also emphasizes timed writing skills, a crucial ability for standardized tests and college exams. Juniors research colleges for academic fit and look for scholarship opportunities, as well as engaging in a financial literacy course on financing higher education, consumer skills, and credit and debt. They apply research and source integration skills in a practical service-learning project, promoting community engagement and experiential learning. The curriculum incorporates the engineering design process, encouraging critical thinking and collaboration in a STEM context. Lastly, the course initiates the college application process through the creation of a compelling college entrance essay, a key skill for students at this juncture in their academic journey.

OTH 012 AVID - ADVANCEMENT VIA INDIVIDUAL DETERMINATION *(1.0 Credit)*

This elective course is the final step in preparing students for higher education and careers. Senior year begins with a checklist of important tasks such as college applications, resumes, letters of recommendation, and interviews which continue throughout the year in the Ready! Set! Go! Transition! units. SMART goals are established for students' future plans, including a scaffolded release of responsibility in AVID senior tutorials. Students design blueprints of their futures inspired by a speech of Dr. King's, and work on their short-response writing skills, crucial for college and scholarship applications. They delve into a practical unit on financing higher education and foster innovative thinking through a STEM unit on space exploration. Seniors complete their checklist by mapping out their summer transitions, preparing themselves for their imminent transition to post-secondary life.

OTH ACADEMIC INTERVENTION SERVICES *(0 Credit)*

AIS are classes that provide additional instruction which supplements the instruction provided in the general curriculum and assists students in meeting the State learning standards. Students may also receive student support services which may include guidance, counseling, attendance, and study skills which are needed to support improved academic performance; provided that such services shall not include services provided to students with limited English proficiency or special education services and programs as defined in Education Law. Academic intervention services are intended to assist students who are at risk of not achieving the State learning standards in English language arts, mathematics, social studies and/or science, or who are at risk of not gaining the knowledge and skills needed to meet or exceed designated performance levels on State assessments. Academic intervention services shall be made available to students with disabilities on the same basis as nondisabled students, provided, however, that such services shall be provided to the extent consistent with the individualized education program developed for such student *(NYSED Part 100 Regulations/100.1 Definitions).*

OTH 040 ELA
OTH 045 ALGEBRA
OTH 046 GEOMETRY
OTH 051 LIVING ENVIRONMENT

HEALTH, SAFETY, AND PHYSICAL EDUCATION

HSP 101 PHYSICAL EDUCATION *(0.5 Credit)*

Students in Physical Education I will focus on gaining a level of competency in six selected activities from at least three different complex motor and sport activities. Students will self-assess their fitness level in order to begin setting realistic fitness goals based upon the fitness components and the F.I.T.T. concept and begin to identify resources in the community to meet their goals. Students will also be able to demonstrate responsible personal and social behavior while engaging in physical activity. In order to complete Physical Education I, students must draft a personal lifelong fitness plan. **Offered at all High Schools**

HSP 201 HEALTH I (HEALTH AND SAFETY) *(0.5 Credit)*

Health I (Health and Safety) is the initial health course with .5 units and is required for all students. All three areas of one's total health are covered (mental, physical, and social). This course is recommended for tenth-twelfth grade students covering the following subject areas: nutrition, diseases, drugs, alcohol, tobacco, wellness, consumerism, first aid, mental health, and environmental issues. **Offered at all High Schools**

HSP 930 SENIOR LIFESAVING *(0.5 Credit)*

A physical education teacher who is a certified water safety instructor teaches this course. Students who successfully complete the course receive Red Cross certification as lifeguards. Many certified lifesavers have been and are employed by the Syracuse Parks and Recreation Department. Requirements for this course include successful completion of Physical Education II and demonstration of proficiency in at least two motor skill/sport activities. **Offered at Corcoran, Henninger, Nottingham and PSLA**

HSP 932 CITIZEN HANDS-ONLY CPR *(Mandatory Graduation Requirement per NYSED)*

The purpose of the American Red Cross Citizen CPR course is to teach untrained bystanders how to perform hands-only CPR. Having more citizen bystanders trained in this simple skill can help save lives by putting more cardiac arrest victims within a few steps of lifesaving assistance. There are no prerequisites or minimum age to participate in the Citizen CPR course. **Offered at all High Schools**

HSP 090 ADAPTED PHYSICAL EDUCATION *(0.5 Credit)*

Students in Adapted Physical Education will focus on gaining a level of competency in six selected activities from at least three different complex motor and sport activities. Students will self-assess their fitness level in order to begin setting realistic fitness goals based upon the fitness components and the F.I.T.T. concept and begin to identify resources in the community to meet their goals. Students will also be able to demonstrate responsible personal and social behavior while engaging in physical activity. In order to complete Adapted Physical Education, students must draft a personal lifelong fitness plan. Students must have Adapted Physical Education on their IEP. **Offered at all High Schools**

VISUAL AND PERFORMING ARTS

VISUAL AND PERFORMAING ARTS COURSES OF STUDY

	DANCE	DRAMA	MUSIC	VISUAL ARTS
Approved for NYS Graduation Arts Credit			Mixed Chorus/Chorus (1.0) Concert Choir (1.0) Beginning Band (1.0) Band (1.0) Orchestra (1.0) Music in Our Lives (1.0) Music Theory I (1.0) Digital Music (0.5) World Drumming (0.5) Modern Band (1.0)	Studio Art (1.0) Art History I (1.0) Art History II (1.0) 2-Dimensional Art (1.0) 2-Dimensional Art Advanced (1.0) 3-Dimensional Art (1.0) 3-Dimensional Art Advanced (1.0) AP Studio Art (1.0) Photography (1.0)
Electives	Dance I (0.5) Dance II (0.5)	Drama I (0.5) Drama II (0.5) Technical Theatre (0.5) IB DP Theatre SL (1.0) IB DP Theatre HL-I (1.0) IB DP Theatre HL-II (1.0)	Vocal Jazz (1.0) Piano Keyboarding/ Guitar (1.0) Piano I (0.5) Piano II (0.5) AP Music Theory (1.0)	OCC Principles of Drawing (1.0) OCC Basic Photography (1.0) OCC College Drawings 1 (1.0) OCC Art Portfolio (1.0) IB DP Visual Arts SL (1.0) IB DP Visual Arts HL-I (1.0) IB DP Visual Arts HL-II (1.0)

VPA 300 MUSIC IN OUR LIVES *(1.0 Credit)*

Students past, present and future experiences with and through music in their everyday lives are the focus of this course. Students will engage in listening, performing composing activities throughout. **Offered at all High Schools**

VPA 301 MUSIC THEORY I *(1.0 Credit)*

Pre-requisite: 1 credit in a performing ensemble course or Instructor Approval (see Fine Arts Instructor Approval Form)

This course is designed to provide students with an understanding of the fundamental of music and includes the following topics: composition, arrangement, analysis, aural development, and sight reading. **Offered at all High Schools**

VPA 321 AP MUSIC THEORY *(1.0 Credit weighted)*

Pre-requisite: VAP 301 Music Theory I

The AP Music Theory course corresponds to one or two semesters of a typical introductory college music theory course that covers topics such as musicianship, theory, musical materials, and procedures. Musicianship skills, including dictation and other listening skills, sight singing, and harmony, are considered an important part of the course. Through the course, students develop the ability to recognize, understand, and describe basic materials and processes of tonal music that are heard or presented in a score. Development of aural skills is a primary objective. Performance is also part of the curriculum through the practice of sight singing. Students understand basic concepts and terminology by listening to and performing a wide variety of music. Notational skills, speed, and fluency with basic materials are also emphasized. **Offered at Nottingham**

VPA 331 MODERN BAND *(1.0 Credit)*

This one-credit course offers a student-centered, hands-on introduction to the fundamentals of popular music performance. Students of all experience levels explore, rehearse, and perform contemporary music in small-group ensembles, gaining practical skills on instruments common to popular music, including voice, guitar, bass, keyboards, drums and other popular instruments. Students will learn the fundamentals of music reading and music theory as well. Students will regularly perform in their schools and community. **Offered at all High Schools**

VPA 330 BAND *(1.0 Credit)*

This performing ensemble is open to all instrumentalists. The music varies from classics to marches, to show tunes and contemporary music. This course may incorporate concert and/or marching band. Students may enroll in this class multiple years in high school and continue through the program until graduation. **Offered at all High Schools**

VPA 329 BEGINNING BAND *(1.0 Credit)*

This performing ensemble is for high school students who wish to learn a traditional concert band instrument. The goal of the course is to provide basic playing fundamentals, to prepare students to play in the concert band the following school year, and continue with the full band program until graduation, if the student chooses. **Offered at all High Schools**

VPA 335 ORCHESTRA *(1.0 Credit)*

This performing ensemble is open to all string players. Music is varied from classics to contemporary music. Students may enroll in this class multiple years in high school and continue through the program until graduation, if the student chooses. **Offered at all High Schools**

VPA 340 PIANO I *(0.5 Credit)*

Piano I class offers an introduction to the basics of piano playing, including a balance of beginning keyboard skills, beginning music theory, beginning ear training and sight reading through the use of beginning level repertoire. **Offered at all High Schools**

VPA 440 PIANO II *(0.5 Credit)*

Piano II class offers more advanced work in piano playing, including intermediate keyboard skills, intermediate music theory, intermediate ear training and sight reading through the use of intermediate level repertoire. **Offered at all High Schools**

VPA 341 WORLD DRUMMING *(0.5 Credit)*

This performing ensemble requires students to drum, sing and dance. This multicultural ensemble will feature the percussion-centered musical traditions of Cuba, Puerto Rico, Brazil and Western Africa., such as salsa, bomba, son, rumba, samba and African songs. **Offered at all High Schools**

VPA 342 PIANO KEYBOARDING/GUITAR *(1.0 Credit)*

Learn basics of piano and guitar including piano/keyboard skills and techniques, guitar skills and techniques, music theory, ear training, sight reading and repertoire appropriate to the student's level and musical ability. **Offered at all High Schools**

VPA 350 CHORUS *(1.0 Credit)*

This performing ensemble is open to all singers. Most music is performed in three- or four-part harmony. This class offers a wide variety of styles, which include Popular, Rhythm and Blues, Country and Western, Gospel, and Classical. Students can enroll in chorus every year of high school and continue with the full chorus program until graduation if the student chooses. **Offered at all High Schools.**

VPA 351 CONCERT CHOIR *(1.0 Credit)*

This performing ensemble provides students the opportunity to sing all styles of music in four-part harmony. Students will also work on music theory and sight signing skills. **Offered at all High Schools**

VPA 354 VOCAL JAZZ *(0.5 Credit)*

Entrance into this vocal performing ensemble is by audition only.

Vocal Jazz is a performing ensemble that performs challenging literature and jazz pieces from all of the various musical eras written for small vocal ensembles. The class concentrates on vocal improvisation (scatting), performing with a combo and learning the basics essential to the genre. Concentration will also be on solo singing, singing in a small group, and emphasis on part balance. **Offered at all High Schools**

VPA 390 DIGITAL AUDIO MUSIC *(0.5 Credit)*

Digital music uses modern technology in the creation and manipulation of music. Students will use a variety of programs and websites to engage in musical practices and explore the technological aspects of music. **Offered at all High Schools**

ART 100 ART HISTORY *(1.0 Credit)*

Prerequisite: VPA 403 Studio Art

Comparative consideration of past and present forms and techniques in painting, sculpture and graphic design, with emphasis on developing an understanding and appreciation of the diversity of human expression in the Visual Arts. Students explore Cave Art to Medieval time periods. **Offered at all High Schools**

ART 200 ART HISTORY II *(1.0 Credit)*

Prerequisite: ART 100 Art History

Comparative consideration of past and present forms and techniques in painting, sculpture, and graphic design, with emphasis on developing an understanding and appreciation of the diversity of human expression in the Visual Arts. Students explore Renaissance to Contemporary Art periods. **Offered at all High Schools**

VPA 403 STUDIO ART *(1.0 Credit)*

No pre-requisites – first level of art study. The prerequisite course for all other Art classes.

An introductory experience in 2 Dimensional AND 3-Dimensional Art fundamentals, whereby exploration and skill development of various mediums, concepts, and philosophies are explored. This will include drawing, painting and other creative 2D media, ceramics, sculpture, and other 3D media. **Offered at all High Schools**

VPA 406 2-DIMENSIONAL ART *(1.0 Credit)*

Prerequisite: Studio Art, 2D Art and 3D Art are NOT sequential. These classes can be taken in any order.

An intensive approach in developing individual skills in varied activities in drawing, painting, printmaking and other creative 2D media. **Offered at all High Schools**

VPA 409 2-DIMENSIONAL ART ADVANCED *(1.0 Credit)*

Prerequisite: Studio Art and 2D Art– Can be used for the advanced unit for Art sequence.

Students interested in continuing their pursuit for advanced study in drawing, painting, printmaking and other creative 2D media. Beginning portfolio development and college preparation for Art majors. Analysis of the components of the Elements of Art. Subject matters vary. **Offered at all High Schools**

VPA 407 3-DIMENSIONAL ART *(1.0 Credit)*

Prerequisite: Studio Art, 2D Art and 3D Art are NOT sequential.

An intensive approach in developing individual skills in varied activities in sculpture: ceramic materials (clay and glazes), wood, stone, plaster, wire, weaving, and other creative 3D media. **Offered at all High Schools**

VPA 408 3-DIMENSIONAL ART ADVANCED *(1.0 Credit)*

Prerequisite: Studio Art and Art 2D or Art 3D– Can be used for the advanced unit for Art sequence.

Students interested in continuing their pursuit for advanced study in ceramics, sculpture, or any creative 3D media. Beginning portfolio development and college preparation for Art majors. Analysis of the components of the Elements of Art. Subject matters vary. **Offered at all High Schools**

VPA 423 AP STUDIO ART *(1.0 Credit weighted)*

Prerequisite: Studio Art, 2D Art and 3D Art

The AP Program offers three studio art courses and portfolios: Two-Dimensional Design, Three-Dimensional Design, and Drawing. The AP Studio Art portfolios are designed for students who are seriously interested in the practical experience of art. Students submit portfolios for evaluation at the end of the school year. The AP Studio Art Program consists of three portfolios — 2-D Design, 3-D Design and Drawing — corresponding to the most common college foundation courses. Students may choose to submit any or all of the Drawing, Two-Dimensional Design, or Three-Dimensional design portfolios. AP Studio Art students create a portfolio of work to demonstrate the artistic skills and ideas they have developed, refined, and applied over the course of the year to produce visual compositions. **Offered at all High Schools**

VPA 440/OCC ART 200 ART PORTFOLIO/OCC ART PORTFOLIO PREPARATION *(1.0 Credit weighted)*

The OCC Art Portfolio Prep is offered at Henninger HS only. Prerequisite: Studio Art, 2D Art and 3D Art.

This course will focus on sequencing and editing images for inclusion in a final portfolio, portfolio presentation models, and writing 'artists statements.' **Offered at all High Schools**

VPA 706/OCC ART 101 ONONDAGA COMMUNITY COLLEGE (OCC) DRAWING I *(1.0 Credit Weighted)*

Prerequisite: Studio Art, 2D Art and 3D Art

An exploratory course that analyzes the components of drawing (line, shape, form, value, transition, texture, tension, balance, composition, etc.) Subject matter varies and may include still-life, landscape, architectural and figurative elements. **Offered at Henninger**

GPA 110 PHOTOGRAPHY *(1.0 Credit)*

This one-credit, full-year course introduces students to the art, science, and history of photography, providing a comprehensive foundation in both digital and traditional image-making. Through a series of hands-on projects, students will learn to operate a camera creatively and technically, developing skills in exposure control (aperture, shutter speed, ISO), composition, and lighting. **Offered at all High Schools**

GPA 711/OCC PHO100 OCC BASIC PHOTOGRAPHY *(1.0 Credit weighted)*

Prerequisite: VPA110 Photography

This black and white photography course is an introduction to basic digital camera techniques, digital literacy, aesthetics, and image editing software. Class time is a combination of lecture, demonstration, critique, and hands-on lab instruction. Regular projects, exams and writing assignments will be given as appropriate to the discipline. **Offered at Henninger**

VPA 710 IB DP VISUAL ARTS SL *(1.0 Credit weighted)*

The IB Diploma Programme visual arts course encourages students to challenge their own creative and cultural expectations and boundaries. It is a thought-provoking course in which students develop analytical skills in problem-solving and divergent thinking, while working towards technical proficiency and confidence as art-makers. In addition to exploring and comparing visual arts from different perspectives and in different contexts, students are expected to engage in, experiment with and critically reflect upon a wide range of contemporary practices and media. **Offered at Corcoran**

VPA 712_IB THEATRE ARTS SL *(1.0 Credit weighted)*

The IB Theatre Arts program is designed to give students the opportunity of developing an appreciation of theatre by creating it and studying it. In addition, students are given the opportunity to explore the rich historical, societal, and cultural significance of theatre throughout the world. One year of Theatre Arts performance or production in grade 9 or 10 is recommended. In addition, the aims of the theatre course at SL are to enable students to:

1. inquire into theatre and its contexts
2. develop and practically apply theatre performance and production skills and elements, led by intentions
3. create, present and evaluate theatre work both independently and collaboratively
4. acquire the perspectives and intentions of an internationally minded theatre-maker.

Offered at Corcoran

VPA 720 IB DP VISUAL ARTS HL-I *(1.0 Credit weighted)*

Prerequisite: VPA 403 Studio Art

The IB Diploma Programme Visual Arts course encourages students to challenge their own creative and cultural expectations and boundaries. In this visual arts course students learn how to create, communicate and connect as artists. It is a thought-provoking course in which students develop analytical skills in problem-solving and divergent thinking, while working towards technical proficiency and confidence as art-makers. In addition to exploring and comparing visual arts from different perspectives and in different contexts, students are expected to engage in, experiment with and critically reflect upon a wide range of contemporary practices and media. Teachers introduce a variety of art-making forms and creative strategies. Students learn how to generate ideas from investigation and observation and engage with experimentation or in resolving artworks. They learn how to follow lines of inquiry from conception to realization and to develop a visual language. **Offered at Corcoran**

VPA 721 IB DP VISUAL ARTS HL-II *(1.0 Credit weighted)*

Prerequisite: VPA 720 IB Visual Art HL-1

The IB Diploma Programme Visual Arts course encourages students to challenge their own creative and cultural expectations and boundaries. In this visual arts course students learn how to create, communicate and connect as artists. Teachers introduce ways to investigate artworks from different times and contexts. Students consider the relationship between artwork, artist and audience. They learn how to situate their artmaking in relation to context and to consider cultural significance. Teachers introduce methods of visual and written presentation and create opportunities for dialogue and critique. Students learn how to curate, share and situate their artwork. Teachers introduce methods to digitally document and curate artwork. The curriculum in Visual Arts is devoted to making art as an inquiry. Students integrate the core areas of create, connect and communicate, through the pursuit of personal lines of inquiry and while developing a coherent body of resolved artworks.

They learn to:

- Develop their artistic intentions and creative processes
- Connect their artwork with the work of others
- Create their artworks in context
- Communicate with audiences

Offered at Corcoran

VPA 111 DANCE I *(0.5 Credit)*

This one-credit dance course offers a focused introduction to many styles of dance. Students will explore foundational techniques, vocabulary, and stylistic elements specific to the chosen dance form. Through practical studio work including warm-ups, basic movement patterns, and choreographed phrases, students will develop physical awareness, coordination, and strength. The course aims to foster an appreciation for dance as a form of artistic expression, including rehearsal and performance but also discussions of the style's cultural and historical impact. Dance I is designed as a survey course that will introduce students to a wide variety of experiences. **Offered at all High Schools**

VPA 112 DANCE II *(0.5 Credit)*

Dance I is a prerequisite for Dance II. Dance II is an intermediate-level course designed for students who have successfully completed Dance I or possess equivalent foundational dance experience. This course deepens students' understanding and application of dance principles, building upon the vocabulary and techniques established in Dance I. Students will further develop their kinesthetic awareness, spatial understanding, and rhythmic precision through more complex movement sequences and stylistic explorations. **Offered at all High Schools**

VPA 722_IB THEATRE ARTS HL *(1.0 Credit weighted)*

The aims of the DP arts subjects Theatre Arts are to enable students to:

1. explore the diversity of the arts across time, cultures and contexts
2. become imaginative and skilled creators and collaborators
3. express ideas creatively and with competence in forms appropriate to the discipline
4. critically reflect on the process of creating and experiencing the arts
5. develop as informed, perceptive and analytical practitioners
6. enjoy lifelong engagement with the arts.

In addition, the aims of the theatre course at SL and HL are to enable students to:

7. inquire into theatre and its contexts
8. develop and practically apply theatre performance and production skills and elements, led by intentions
9. create, present and evaluate theatre work both independently and collaboratively
10. acquire the perspectives and intentions of an internationally minded theatre-maker
11. understand, appreciate and explore the relationship between theory and performance (HL only).

Offered at Corcoran

VPA 724 IB DP THEATRE ARTS HL-II *(1.0 Credit weighted)*

Prerequisite: VPA 722_IB Theatre Arts HL

This IB, college-level course, offers primary training in speech, acting movement, and production skills. Students will become more aware of classic playwrights from various time periods and analyze dramatic theater as literature. Students will learn to recognize subtler shadings of the elements of literature in the context of theater. They will engage in the development, the analysis, and the production of many different works of theater and work collaboratively to create and produce great performance art. The HL curriculum and assessments include staging play texts, exploring world theatre traditions, collaboratively creating original theatre and performing theatre theory. Students will be assessed through a Production Proposal, Research Presentation and a Collaborative Project. **Offered at Corcoran**

VPA 940 TECHNICAL THEATER *(0.5 Credit)*

Technical Theater is both a design based and hands on elective class focusing on the "behind the scenes" work in theater. Students will have the opportunity to analyze various dramatic works and create the set design, lighting, sounds and music to go along with them. They will have the opportunities to work backstage during performances with Drama 2 students. Students taking Tech Theater should have already completed Drama 1. **Offered at all High Schools**

VPA 941 DRAMA I *(0.5 Credit)*

Drama I offers primary training in speech, acting movement and production skills, as well as focused practice and development in the academic language art skills: writing, reading, speaking, and listening. Students become more aware of drama as literature. Students learn to recognize subtler shadings of the elements of literature, in particular, plot, theme, symbol, character, and exposition. Drama is especially helpful to today's students because it demands a development of self-control, and the ability to accept and give constructive criticism. (All students are encouraged to participate in major and minor stage productions.) Drama I students will be required to complete all drama projects, a research paper, two play reports, one review and the final exam. **Offered at all High Schools**

VPA 942 DRAMA II *(0.5 Credit)*

Prerequisite: VPA 941 Drama I

In the Drama II elective course, students will be expected to continue work, which they began in Drama I. Drama II students will complete additional drama projects: three play reports, two reviews, their project exam, and a research paper. **Offered at all High Schools**

WORLD LANGUAGES

ARA 101 ARABIC I *(1.0 Credit)*
Offered at selected High Schools *(NCAA Approved)*

ASL 101 AMERICAN SIGN LANGUAGE 1 *(1.0 Credit)*
Offered at selected High Schools *(NCAA Approved)*

FRE 101 FRENCH I *(1.0 Credit)*
Offered at selected High Schools *(NCAA Approved)*

SPA 101 SPANISH I *(1.0 Credit)*
Offered at all High Schools *(NCAA Approved)*

This course is designed for student who did not obtain the Checkpoint A credit in middle school (Level 1). The first year of a world language study, this course begins the developmental process of interpretive, interpersonal, presentational, and inter-cultural communication skills at the Novice level.

ARA 102 ARABIC II *(1.0 Credit)*
Offered at selected High Schools *(NCAA Approved)*

ASL 102 AMERICAN SIGN LANGUAGE 2 *(1.0 Credit)*
Offered at selected High Schools *(NCAA Approved)*

FRE 102 FRENCH II *(1.0 Credit)*
Offered at selected High Schools *(NCAA Approved)*

SPA 102 SPANISH II *(1.0 Credit)*
Offered at all High Schools *(NCAA Approved)*

Within the framework of the New York State World Language Standards, this course provides the first half of checkpoint B. Language study continues to build on previous learning in alignment with interpretive, interpersonal, presentational, and inter-cultural communication skills.

ARA 103 ARABIC III *(1.0 Credit)*
Offered at selected High Schools *(NCAA Approved)*

ASL 103 AMERICAN SIGN LANGUAGE 3 *(1.0 Credit)*
Offered at selected High Schools *(NCAA Approved)*

FRE 103 FRENCH III *(1.0 Credit)*
Offered at selected High Schools *(NCAA Approved)*

SPA 103 SPANISH III *(1.0 Credit)*
Offered at all High Schools *(NCAA Approved)*

Within the framework of the New York of the New York State World Language Standards, this course concludes checkpoint B. Language study continues to build on previous learning in alignment with interpretive, interpersonal, presentational, and inter-cultural communication skills.

HARA 301 ARABIC III - NSP *(1.0 Credit)*

Mapped to NYS course code for Arabic for Native Speakers

This course is for native speakers of Arabic to maintain the language, a formal study of language needs to occur with instructional goals focusing on grammar, reading, and writing, vocabulary development, exposure to the language and culture withing our community and consciousness raising activities about language and identity. **Offered at selected High Schools**

HSPA 103 SPANISH III – NSP *(1.0 Credit)*

Mapped to NYS course code for Spanish for Native Speakers

This course is for native speakers of Spanish to maintain the language, a formal study of language needs to occur with instructional goals focusing on grammar, reading, and writing, vocabulary development, exposure to the language and culture withing our community and consciousness raising activities about language and identity. **Offered at all High Schools**

ARA 104 ARABIC IV *(1.0 Credit)*
Offered at selected High Schools

ASL 104 AMERICAN SIGN LANGUAGE IV *(1.0 Credit)*
Offered at selected High Schools *(NCAA Approved)*

FRE 104 FRENCH IV *(1.0 Credit)*
Offered at selected High Schools *(NCAA Approved)*

SPA 104 SPANISH IV *(1.0 Credit)*
Offered at all High Schools *(NCAA Approved)*

Prerequisite: Level III

Within the framework of the New York of the New York State World Language Standards, this course begins checkpoint C. Language study continues to build on previous learning in alignment with interpretive, interpersonal, presentational, and inter-cultural communication skills. (This level completes Checkpoint C of the New York State Syllabus). **Offered at Corcoran**

FRE 105 FRENCH V *(1.0 Credit)*
Offered at selected High Schools *(NCAA Approved)*

SPA 105 SPANISH V *(1.0 Credit)*
Offered at selected High Schools *(NCAA Approved)*

Prerequisite: Level IV

Within the framework of the New York of the New York State World Language Standards, this course concludes checkpoint C. Language study continues to build on previous learning in alignment with interpretive, interpersonal, presentational, and inter-cultural communication skills.

SPA 711 IB DP SPANISH SL-I *(1.0 Credit Weighted)*

Prerequisite: Spanish III

This course serves as the first year of IB Language B (HL/SL). The focus of the two-year International Baccalaureate program is to achieve full literacy in Spanish with equal attention being placed on the areas of reading, writing, listening and speaking. Students will be exposed to various types of being placed on the areas of authentic texts, with which they must show their understanding through an assortment of activities (i.e. written and oral summaries, reaction essays, description, letters to and interviews with the author.) The students' proficiency in writing and speaking will be developed in such a way that students move away from prepared dialogues to increase spontaneous conversations on various topics. In addition to the development of speaking and listening skills through full immersion in the language during class time, the students will have the opportunity to further increase their proficiency through participation in a small group and full discussions as well as through participation in a language lab. Successful completion of the second year of the IB program, the student will take the Standard Level International Baccalaureate Exam. The SL-I curriculum contains units of study focusing on review from Spanish I, II and III, Identities and Experiences, as well as higher-level grammatical constructions. **Offered at Corcoran**

SPA 712 IB DP SPANISH SL-II *(1.0 Credit Weighted)*

Prerequisite: IB DP Spanish SL-I

The focus of the two-year International Baccalaureate program is to achieve full literacy in Spanish with equal attention being placed on the areas of reading, writing, listening and speaking. Students will be exposed to various types of being placed on the areas of authentic texts, with which they must show their understanding through an assortment of activities (i.e. written and oral summaries, reaction essays, description, letters to and interviews with the author.) The students' proficiency in writing and speaking will be developed in such a way that students move away from prepared dialogues to increase spontaneous conversations on various topics. In addition to the development of speaking and listening skills through full immersion in the language during class time, the students will have the opportunity to further increase their proficiency through participation in a small group and full discussions as well as through participation in a language lab. The SL-II curriculum contains units of study focusing on Human Ingenuity, Social Organization and Sharing the Planet. Successful completion of the second year of the IB program, the students will take the Standard Level International Baccalaureate Exam, which includes an Individual Oral Assessment, a written expression assessment (Paper 1), and reading and listening comprehension (Paper 2). **Offered at Corcoran**

SPA 755 SYRACUSE UNIVERSITY PROJECT ADVANCE (SUPA) SPANISH V *(1.0 Credit weighted/4.0 Credits SPA 201)*

This is an intermediate level course designed for students who have successfully completed SPA104. This course is a communicative, proficiency-based course that reviews understanding of the formal structures of language, refines previously acquired linguistic skills and builds cultural awareness. Authentic cultural and literary texts are introduced. Communicative objectives include: giving and getting information, surviving predictable and complicated situations, asking and requesting things and influence others, express emotions, assumptions, or attitudes about other people's actions, narrating and describing in present, past and future time. This class is conducted entirely in Spanish *(NCAA Approved)*

FRE 795 SYRACUSE UNIVERSITY PROJECT ADVANCE (SUPA) FRENCH V *(1.0 Credit weighted/4.0 Credits FRE 201)*

This course allows students with skills at the intermediate level to continue their learning of the language and to prepare them for continuing into advanced university courses. By the end of the course, students should be able to sustain understanding of main ideas and details over long stretches of continued discourse, whether written or oral. They should also be able to read a variety of texts with increased comprehension and to write well enough to meet practical needs. Course work will include the use of film and video to develop listening and note-taking skills; role-playing, interviews, and extended narrative accounts to develop speaking skills; and the composition of letters, journals, summaries, and reports to develop writing skills. **Offered at Nottingham** *(NCAA Approved)*

ENG 901 NYS SEAL OF BILITERACY *(0.5 Credit)*

To develop high quality multi-genre NYSSB Culminating projects, students must be proficient in the process of research and inquiry. This course will outline clearly articulated steps, logical progression, and embedded strategies to support students as they locate, identify, and evaluate information. Additionally, the course will ensure that students have the guidance needed to ask questions, investigate research topics, and make connections to their own culture and language experiences.

OTH 105 NATIVE LANGUAGE CREDIT *(3.0, 4.0 or 5.0 Credits)*

World Language credits maybe awarded for documented school attendance in an other-than-English-speaking environment.

- If residence and school attendance document(s) reflect enrollment at age 10, the school may award up to three (3.0) units of credit
- If residence and school attendance document(s) reflect enrollment at age 11, the school may award up to four (4.0) units of credit
- If residence and school attendance document(s) reflect enrollment at age 12 or older, the school may award up to five (5.0) units of credit

Credits awarded through this provision may be used towards the student's fulfillment of the World Language requirement, even if the language is different than the language offered in SCSD.

ENGLISH AS A NEW LANGUAGE

Note: Students in the ENL program adhere to the following two requirements:

- All ESL students must take the NYSESLAT until they test proficient, however it is not a requirement for graduation.
- To meet the New York State graduation requirements, all ENL students must pass the English Regents examination

Offered at all High Schools

ENG 080 ENL ENTERING *(1.0 Credit)*

English as a New Language is an elective course for students who have been identified as Entering based on the NYSITELL or NYSESLAT scores. Addresses appropriate English Language Development (ELD) skills in listening, speaking, reading, and writing. This course is designed to help ELL students learn and acquire English to an Emerging level of proficiency or higher, that maximizes their capacity to engage successfully in academics taught in English.

ENG 081 ENL EMERGING *(1.0 Credit)*

English as a New Language is an elective course for students who have been identified as Emerging based on the NYSITELL or NYSESLAT scores. Addresses appropriate English Language Development (ELD) skills in listening, speaking, reading, and writing. This course is designed to help English Language Learner (ELL) students learn and acquire English to a Transitioning level of proficiency or higher, that maximizes their capacity to engage successfully in academics taught in English.

ENG 082 ENL TRANSITIONING *(1.0 Credit)*

English as a New Language is an elective course for students who have been identified as Transitioning based on the NYSITELL or NYSESLAT scores. Addresses appropriate English Language Development (ELD) skills in listening, speaking, reading, and writing. This course is designed to help English Language Learner (ELL) students learn and acquire English to an Expanding level of proficiency or higher, that maximizes their capacity to engage successfully in academics taught in English.

ENG 087 ENL FOR STUDENTS WITH INTERRUPTED FORMAL EDUCATION *(1.0 Credit)*

An introductory level English as a New Language is an elective course for Students with Interrupted Formal Education (SIFE). English Language Learner (ELL) students in this course will be provided more intensive, more explicit English language acquisition instruction, designed to meet individual needs. Addresses appropriate language skills development in listening, speaking, reading and writing. This course will focus on literacy with support and scaffolds at the appropriate level that enable students to transition to the ENL Entering level.

OTH 105 NATIVE LANGUAGE CREDIT *(3.0, 4.0 or 5.0 Credits)*

World Language credits maybe awarded for documented school attendance in an other-than-English-speaking environment.

- If residence and school attendance document(s) reflect enrollment at age 10, the school may award up to three (3.0) units of credit
- If residence and school attendance document(s) reflect enrollment at age 11, the school may award up to four (4.0) units of credit
- If residence and school attendance document(s) reflect enrollment at age 12 or older, the school may award up to five (5.0) units of credit

Credits awarded through this provision may be used towards the student's fulfillment of the World Language requirement, even if the language is different than the language offered in SCSD

APPENDICES

APPENDIX A

DEPARTMENT-APPROVED ALTERNATIVE EXAMINATIONS ACCEPTABLE FOR MEETING REQUIREMENTS FOR A LOCAL OR REGENTS DIPLOMA

The test score(s) indicated below are the minimum acceptable score(s) that can be substituted for a Regents Examination score of 65 for all students who have completed the course of study for that subject.

Approved Alternative Examination	Minimum Acceptable Score
ENGLISH	
Advanced International Certificate of Education (AICE) English Examination	E
AP English Language and Composition Examination	3
AP English Literature and Composition Examination	3
International Baccalaureate English A: Language & Literature Standard Level Examination	4
International Baccalaureate English A: Language & Literature Higher Level Examination	3
GLOBAL HISTORY AND GEOGRAPHY	
AP World History Examination	3
UNITED STATES HISTORY AND GOVERNMENT	
AP United States History Examination	3
SAT Subject Test in United States History*	560
**in addition to achieving the established score, students must complete a multi-source, in-depth research project that demonstrates the ability to use primary and secondary sources.*	
INTEGRATED ALGEBRA	
Advanced International Certificate of Education (AICE) Mathematics Examination	E
AP Calculus AB Examination	3
AP Calculus BC Examination	3
International Baccalaureate Mathematics: Applications & Interpretations Standard Level Examination	4
International General Certificate of Secondary Education (IGCSE)	A
SAT Subject Test in Mathematics Level 1	470
SAT Subject Test in Mathematics Level 2	510
GEOMETRY AND ALGEBRA 2	
AP Calculus AB Examination	3
AP Calculus BC Examination	3
SAT Subject Test in Mathematics Level 2	550
SCIENCES**	
AP Biology Examination	3
SAT Subject Test in Biology E/M	520
SAT Subject Test in Chemistry	540
SAT Subject Test in Physics	530
***In addition to achieving the established scores, students must complete 1,200 minutes of hands-on laboratory work with satisfactory lab reports.*	

For additional information on the AICE and IGCSE exams, http://www.cie.org.uk/qualifications/academic/uppersec/aice
For additional information on the Advanced Placement or SAT exams, http://www.collegeboard.org
For additional information on the International Baccalaureate Mathematics Examinations, http://www.ibo.org

APPENDIX B
DISTRICT PARTNERSHIPS

HILLSIDE WORK SCHOLARSHIP CONNECTION

Hillside Work Scholarship Connection (HWSC) of Syracuse helps youth stay in school, earn their high school diplomas, and prepare for secondary education or employment. Students enter the program in fifth through ninth grade. School-based youth advocates provide 360-degree support to help students develop good habits, acquire social skills, and achieve their potential to become contributing, responsible young people at home, in school and at work.

For more information about the Syracuse Work Scholarship Connection program, please contact Lisa Berardi lberardi@hillside.com, (315) 558-6108

LIBERTY PARTNERSHIPS PROGRAM

LeMoyne College, Onondaga Community College and Syracuse University sponsor the Liberty Partnerships Program (LPP). The program was established in 1988 to address New York State's significant high school dropout rate. Over 40 colleges and universities across the state partner with students in grades 6-12 who may be at risk or underprepared for college and/or a career.

Students in the Onondaga Community College Liberty Partnerships Program enroll in grades 9-12 with a commitment to maintaining enrollment in the Program through graduation and the first year of post-secondary education or career. Throughout their tenure in LPP, students benefit from comprehensive academic support services and special programming to ensure a successful transition from high school to post-secondary education or a meaningful career. Graduating LPP students are also able to earn scholarships from selected LPP-sponsoring colleges and universities.

Workforce preparation programming, which is overseen by trained staff, includes year-round grade and age-appropriate activities to prepare students to make positive, informed career decisions; resume development, and interviewing workshops; career site visits; guest speakers; and job shadowing and internships at the eleventh and twelfth grade levels.

Academic support services provided: Tutoring in basic skills as needed, homework assistance, SAT examination preparation and review, study skills, academic support workshops, placement/diagnostic testing, Individual Learning Plans

Mark Vazquez - Liberty Partnership Program Director
Whitney Applied Technology Center - W112
(315) 498-2887
m.a.vazquez@sunyocc.edu

The **Le Moyne LPP Program** offers a wide variety of services and experiences and encourages all of its students to participate...Personal and Academic advising...Tutoring...Opportunities for internships...Cultural and recreational activities...Social events.... All students have access to the following services: Exploring and Experiencing

Advising
LPP has a full-time personal counselor who is always available to meet with students and/or their families. Students also receive frequent academic and career counseling from full-time staff members knowledgeable in such areas as study skills, test taking strategies, course selection and graduation requirements, SAT preparation, Regents requirements, college preparation and selection, and employment skills, strategies, and preparation.

Tutoring
The LPP program employs a staff of professional adult tutors and Le Moyne College students, all of whom work with students on a one-to-one or small group basis to assist students with homework and strengthening of classroom lessons. All tutoring activities take place during the school day in the student's home school so that students can receive timely reinforcement of in-class skills and lessons. Multiple chances to explore and learn more about themselves and others are offered to all LPP students. Whether it be touring college campuses, visiting area businesses, exploring career opportunities, training for a job, taking a career test, completing an internship, or riding a roller coaster, LPP students can choose to participate in many activities which will broaden their horizons and enrich their lives while having fun!

Mary Pat Clark, Director
Romero Hall
(315) 445-4654
clarkmp@lemoyne.edu

The **Syracuse University LPP** program provides both basic and advanced skill development to Syracuse City School District middle and high school students through tutorial services, career and college exploration activities, and a variety of support and enrichment experiences for students and their families.

Chandice Haste-Jackson, Ph.D.
315-443-5181
200 Huntington Hall

ON POINT FOR COLLEGE

On Point for College, Inc., is dedicated to making higher education accessible to low-income youth who have the desire and the will to continue their education, but who feel college is out of reach due to economic, academic, and other barriers.

Because income and parental educational levels strongly influence the decision to attend college, On Point for College generally targets:

- Teens who are the first in their families to go to college (98% of our students)
- Low-income students who assume that college is financially inaccessible
- Teens from single-parent homes
- Students who fall through the cracks, including GED recipients and high-school grads
- Young adults who have no parent in their life to provide guidance (over 30% of our students), including those who are homeless, aging out of foster care, or refugees

1654 W Onondaga St.
Syracuse, NY 13204 (Catholic Charities Building; enter in rear, on bottom floor)
(315) 362-5003
info@onpointforcollege.org
www.onpointforcollege.org

SAY YES TO EDUCATION FOUNDATION

Say Yes Syracuse is a landmark collaboration that brings the Syracuse City School District, Syracuse University, Onondaga Community College, Say Yes Higher Education Compact partner colleges, Say Yes to Education, Inc., the Syracuse Teachers' Association, the Syracuse Association of Administrators and Supervisors, the City of Syracuse, Onondaga County, the American Institutes for Research, and a diverse group of Syracuse area corporate, non-profit, and philanthropic organizations together to organize people, time, money and resources to provide holistic, year-round support to Syracuse City School District students their K-12 years and beyond. Say Yes to Education and its partners believe every student can graduate high school and college when given the proper supports, resources, and opportunities.

Say Yes Tuition Scholarship

If a Say Yes eligible student enrolls at a Say Yes Higher Education Compact partner college in the SUNY/ CUNY system and does not receive the full cost of tuition from state, federal, and/or institutional grants, and scholarships, Say Yes will provide a grant for the remaining tuition balance. The Say Yes Tuition Scholarship is available to all students, regardless of family income, at SUNY and CUNY colleges.

Most Higher Education Compact private colleges guarantee full tuition to students from families with incomes of less than $75,000. Students who attend a private college with family incomes over $75,000 may be eligible to receive a Say Yes Choice Grant. Please note that tuition does NOT include room, board, fees, books, or supplies. The Say Yes Tuition Scholarship ONLY supports tuition, not these other costs.

http://sayyessyracuse.org/college-scholarships/scholarship-types

Say Yes to Education
1005 W. Fayette Street - 4th Floor
Syracuse, NY 13204
(315) 435-6461
info@sayyessyracuse.org

Please see the say yes to education website for a complete listing of partner institutions.

APPENDIX C

ATHLETIC/ACTIVITY PARTICIPATION

The mission of New York State interscholastic athletic program is to foster the quest for excellence by creating an educational and competitive experience within an atmosphere of sportsmanship. Successful programs develop individual and team potential by promoting high standards of competence, character, civility, and citizenship.

Requirements for High School Participation

- Must be enrolled fulltime in the Syracuse City School District in Grades 9-12 until his/her nineteenth birthday. If the age of nineteen years is reached on or after July 1, the student may continue to participate during that year in all sports.
- Student-athletes are mandated by NY State Education Department to pass an annual physical examination. Recommended to be completed by own family physician. Copy of physician's report must be sent to the school nurse.
- Student-athletes must complete registration on Family ID, signed on Family ID by parent/guardian, and approved by the school nurse.
- Authorization for Medical Treatment form should be completed, signed by parent/guardian, and submitted to the coach.
- SCSD Student/Athletic Behavior Code must be reviewed, signed by both parent/guardian and student-athlete, and submitted to the coach.
- All student-athletes are expected to be in good academic standing.

**It is the recommendation of SCSD that any student interested in applying for NCAA eligibility should enroll and successfully complete, English, math, social studies and science for all four years during high school. This course of study will allow students to receive the maximum amount of subject area credits needed for eligibility.*

NCAA ELIGIBILITY

Students planning to participate in intercollegiate athletics at an NCAA Division I or II institution must have their academic and amateurism status certified by the NCAA Eligibility Center at www.eligibilitycenter.org.

DIVISION I ACADEMIC ELIGIBILITY

To be eligible to compete in NCAA sports during your first year at a **Division I** school, you must graduate high school and meet ALL the following requirements:

Complete 16 core courses:

- Four years of English
- Three years of math (Algebra 1 or higher)
- Two years of natural/physical science (including one year of lab science if your high school offers it)
- One additional year of English, math or natural/physical science
- Two years of social science
- Four additional years of English, math, natural/physical science, social science, foreign language, comparative religion or philosophy
- Complete 10 core courses, including seven in English, math or natural/physical science, before your seventh semester. Once you begin your seventh semester, you may not repeat or replace any of those 10 courses to improve your core-course GPA.
- Earn at least a 2.3 GPA in your core courses.

What If Happens If You Don't Meet The Requirements?

If you have not met all the Division I academic requirements, you may not compete in your first year at college. However, if you qualify as an academic redshirt you may practice during your first term in college and receive an athletics scholarship for the entire year.

To qualify as an academic redshirt, you must graduate high school and meet ALL the following academic requirements:

Complete 16 core courses:

- Four years of English
- Three years of math (Algebra 1 or higher)
- Two years of natural/physical science (including one year of lab science if your high school offers it)
- One additional year of English, math or natural/physical science
- Two years of social science
- Four additional years of English, math, natural/physical science, social science, foreign language, comparative religion or philosophy
- Earn at least a 2.0 GPA in your core courses.

DIVISION II ACADEMIC ELIGIBILITY

To be eligible to compete in NCAA sports during your first year at a **Division II** school, you must meet academic requirements for your core courses, grade-point average (GPA).

You must graduate high school and meet ALL the following requirements:

Complete 16 core courses:

- Three years of English.
- Two years of math (Algebra 1 or higher).
- Two years of natural or physical science (including one year of lab science if your high school offers it).
- Three additional years of English, math or natural or physical science
- Two years of social science
- Four additional years of English, math, natural or physical science, social science, foreign language, comparative religion or philosophy
- Earn at least a 2.2 GPA in your core courses.

What If I Don't Meet The Requirements?

If you enrolled full-time at a Division II school and you have not met all the Division II academic requirements, you may not compete in your first year. However, if you meet the requirements to be a partial qualifier, you may practice and receive an athletics scholarship in your first year at college. To be a partial qualifier, you must graduate high school and meet ALL the following requirements:

Complete 16 core courses:

- Three years of English
- Two years of math (Algebra 1 or higher)
- Two years of natural or physical science (including one year of lab science if your high school offers it).
- Three additional years of English, math or natural or physical science
- Two years of social science
- Four additional years of English, math, natural or physical science, social science, foreign language, comparative religion or philosophy
- Earn at least a 2.0 GPA in your core courses.

DIVISION III ACADEMIC ELIGIBILITY

Division III schools provide an integrated environment focusing on academic success while offering a competitive athletics environment. Division III rules minimize potential conflicts between athletics and academics and focus on regional in-season and conference play.

While Division III schools do not offer athletics scholarships, 75 percent of Division III student-athletes receive some form of merit or need-based financial aid.

If you are planning to attend a Division III school, you do not need to register with the NCAA Eligibility Center. Division III schools set their own admissions standards.

The NCAA rules are complex, students should ask coaches, athletic supervisors, and school counselors for help. It is important to let the school counselor know if a student plans to seek an athletic scholarship. More detailed information is available on the NCAA website at http://www.ncaa.org.

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Notice of Non-Discrimination

The Syracuse City School District hereby advises students, parents, employees and the general public that it is committed to providing equal access to all categories of employment, programs and educational opportunities, including career and technical education opportunities, regardless of actual or perceived race, color, national origin, Native American ancestry/ethnicity, creed or religion, marital status, sex, sexual orientation, age, gender identity or expression, disability or any other legally protected category under federal, state or local law.

Inquiries regarding the District's non-discrimination policies should be directed to:

Civil Rights Compliance Officer
Syracuse City School District
725 Harrison Street • Syracuse, NY 13210
(315) 706-2662
CivilRightsCompliance@scsd.us