



2024-2025

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Moravia High School

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# **Agriculture**

## **FFA**

FFA is an important and integral part of each program in Agricultural Education. Membership in FFA and participation in FFA awards programs is strongly encouraged.

## **Leadership Development**

**Credits:** ½ (Government)

**Length:** 20 weeks

**Prerequisite:** FFA officers receiving credit for Government may enroll

**Course Description:** Open to students in grade 12 who are interested in developing leadership skills.

Students are required to be an FFA officer unless permission is granted by the instructor.

This course is designed to provide students the opportunity to develop leadership skills. Students will gain experience in Public Speaking, Parliamentary procedure and working on committees. Students will participate in community service projects and learn more about how our government system works.

## **Agriculture Mechanics**

**Credits:** 1

**Length:** 40 weeks

**Prerequisite:** Open to students grades 9-12

**Course Description:** This is a year-long course which is designed to introduce the student to basic shop skills necessary to develop a well rounded agricultural mechanics program. Topics include: measurement, woodworking, residential electric, power tools, welding, metal working, and small engines. Throughout the course, students will be graded on participation in intracurricular FFA activities as well as the development and maintenance of an ongoing Supervised Agricultural Experience program.

## Advanced Agriculture Mechanics

**Credits:** 1

**Length:** 40 weeks

**Prerequisite:** Open to students grades 10-12 who have successfully completed the Agriculture Mechanics course.

**Course Description:** This is a year-long course designed to further develop skills built in the beginning Agriculture Mechanics course while focusing on skills and knowledge needed for a career in welding or fabrication. Topics include: measurement, power tools, welding (SMAW and MIG), plasma cutting, and project building. Throughout the course students will be graded on participation in intracurricular FFA activities as well as the development and maintenance of an ongoing Supervised Agricultural Experience program.

## Food Science

**Credits:** 1 credit (Science)

**Length:** 40 weeks

**Prerequisite:** Open to students grades 11-12. It is strongly recommended that students take Chemistry prior to this course.

**Course Description:** What science do you have AT LEAST 3 times a day? From farm to table, in this year-long class, students will have the opportunity to learn about how food is raised, but more specifically discover the requirements of how to prepare and serve food. Curriculum will revolve largely around both fresh and processed food quality. Course units include food safety, regulations, processing, preservation, product development, and nutrition. Was it mentioned that this course is about FOOD?! The basic concepts and principles of this course will largely be based in the sciences. Students are expected to have taken **Chemistry, or an equivalent course**, prior to enrolling. This course will be largely performance based.

## Pre-Veterinary Science

**Credits:** 1 credit (Science)

**Length:** 40 weeks

**Prerequisite:** Open to students grades 10-12 who have successfully completed Animal Science course.

**Course Description:** Have you ever thought about being a vet? Do you like caring for others and your pets at home? This is a year-long science course intended to follow the successful completion of Animal Science. This course will provide hands-on experience in animal care combined with academic work in the applied biological sciences and math. Students will develop communication, problem-solving, and critical thinking skills as they complete independent research and apply their learning to animal care projects. This course is appropriate as an elective for students interested in exploring the field of veterinary medicine, agriculture, or public health at the collegiate level. Topics include animal handling, safety and sanitation, veterinary terminology, anatomy, physiology and nutrition, parasitology, understanding zoonotic diseases and their prevention, and exploring animal science-related careers.

## **Animal Science**

**Credits:** 1`credit (Science)

**Length:** 40 weeks

**Prerequisite:** Open to students grades 9-12

**Course Description:** Do you have animals? Are you a carnivore? Do you care about your pets as much as your siblings? Animal Science is a course intended to introduce students to the basic science and biology of animals. Students will gain a general understanding of Animal Science through the study of Animal Production. An emphasis will be placed on the following topic areas: reproduction, genetics, digestion, nutrition, animal rights, animal welfare, and animal behavior. Students should be prepared to work directly with animals and care for animals as part of required coursework. There are no prerequisites for this course, however, this course must be taken prior to taking Pre-Vet Science.

## **Greenhouse and Nursery Management**

**Credits:** ½ credit (Science)

**Length:** 20 weeks

**Prerequisite:** Open to students grades 9-12. Successful completion of Horticulture course is strongly recommended.

**Course Description:** This ½ year elective course will focus on ornamental plants. Students will gain knowledge of plant propagation, general plant care, greenhouse management, landscape design, and customer sales and service. Students will be responsible for caring for plants on a regular basis including plants in the greenhouse as well as the various gardens around the school grounds. Students will also have the

opportunity to design and create a landscape design of their choice. Taking Horticulture is strongly recommended prior to enrolling in this class.

## Horticulture

**Credits:** 1 credit (Science)

**Length:** 40 weeks

**Prerequisite:** Open to students grades 9-12

**Course Description:** This course will cover many areas of the plant world. Students will gain knowledge in plants, soil science, basic floral design, plant propagation, landscape design, trees, shrubs, customer sales, and service. Students will be responsible for designing and completing a major landscape design. Students will be responsible for the care of the gardens at the high school and elementary school.

## Environmental Science

**Credits:** 1 credit (Science)

**Length:** 40 weeks

**Prerequisite:** Open to students grades 11-12

**Course Description:** Do you like to go outside? Do you care about the environment and your effect on the space around you? This course is for you! This science course is an introduction to ecology, forestry, environmentalism and wildlife management. Topics include local tree identification, habitat restoration, pollution, agroforestry, population restoration, and careers. This is a hands-on course where students will be actively working in the school's land lab. Students will be assessed on problem based assignments and projects.

## Dairy Science

**Credits:** ½ credit (Science)

**Length:** 20 weeks

**Prerequisite:** Open to students grades 9-12

**Course Description:** This course will cover the components of the dairy industry. Topics about dairy production, dairy judging, products, nutrition, herd management, animal health, and various breeds. Students interested in learning more about the practices of the dairy industry should enroll in this course.

## Agriculture Science and Technology

**Credits:** ½ credit (Science)

**Length:** 20 weeks

**Prerequisite:** Open to students grades 9-12

**Course Description:** This course provides instruction in the foundations of the various segments of the agricultural industry. Agricultural career opportunities will be emphasized. Animal science, plant and land science, and agricultural mechanics skills will be the focus of the curriculum. The selection and planning of a supervised agricultural experience program and related record keeping will be presented. Leadership development will be provided through FFA. Students will receive personal guidance and counseling with preparatory instructional program selection. Students interested in advancing their supervised agricultural experience (SAE) and developing an agricultural science fair project should enroll in this course.

## Agriculture, Food and Natural Resources (AFNR)

**Credits:** 1 credit (Science)

**Length:** 40 weeks

**Prerequisite:** Open to first year agricultural students

**Course Description:** Students participating in this course experience hands-on activities, projects, and problems. Student experiences involve the study of communication, the science of agriculture, plants, animals, natural resources, and agricultural mechanics. While surveying the opportunities available in agriculture and natural resources, students learn to solve problems, conduct research, analyze data, work in teams, and take responsibility for their work, actions, and learning. The course is structured to enable all students to experience an overview of the fields of agricultural science and natural resources so that students may continue through a sequence of courses throughout high school.

## Agribusiness & Entrepreneurship

**Credits:** ½ credit (Economics)

**Length:** 20 weeks

**Prerequisite:** Open to students grades 9-12

**Course Description:** Small business is the backbone of the American economy. Agribusiness & Entrepreneurship is the core class for the Agribusiness Pathway.

Financial success in business operations often depends upon the managerial skills of the individual owner/operator. Agribusiness & Entrepreneurship is designed to give students a background in the decision making process and day-to-day financial management skills required to effectively operate a business. Through exploring business types, economics, marketing, and business planning management, students will be introduced to business communications, along with ethics & social responsibility. Students will begin to develop a business plan where they will learn about financing, recordkeeping, accounting, staffing, taxes and government regulations (all necessary for the protection of their businesses). Students then move into marketing, investigating how to persuade others to buy their products and services, and learning how to manage an existing business.

## Ag in Art

**Credits:** ½ credit (Art)

**Length:** 20 weeks

**Prerequisite:** Open to students grades 9-12

**Course Description:** This course will cover a wide variety of topics and artistic techniques. Have you ever made a barn quilt or put your food into art? In this course, you will investigate the visual resources of the science and practice that sustains human life: agriculture. The entirety of this course will be project based.

## Floriculture (Floral Design)

**Credits:** ½ credit (Art)

**Length:** 20 weeks

**Prerequisite:** Open to students grades 9-12

**Course Description:** Throughout this course, students will demonstrate an understanding of the principles and elements of floral design. Students will prepare flowers and plants for floral arrangements. In addition, students will prepare floral arrangements for special occasions using the principles and elements of design, such as designing single flower boutonnières to multiple flower arrangements. It will also give students a hands-on opportunity to use their own creativity and artistic abilities in preparing their principles and elements of design. In addition, students will become more familiar with the different aspects in the floral design industry.

# Art

## Intro to Studio in Art 2D

**Credits:** ½ credit

**Length:** 20 weeks

**Prerequisite:** Open to students in grades 9-12. This class satisfies ½ humanity requirement for graduation. It is preferable to take this course and studio art 3D in 9<sup>th</sup> grade if a sequence in Art is desired.

**Course Description:** Studio in Art is the NYS foundation course in the Visual Arts. Students are exposed to some of the more complex issues of art and art history which continues in the higher-level courses. This class involves a continuing process of providing students with opportunities to develop a basic background in the arts including creative problem-solving skills and exposing them to the possibilities of art as a tool of self-expression. This class is geared toward a wide range of artistic abilities.

The units of study include 2-dimensional design, drawing, painting, digital arts, and art history. Students learn the language of art and art techniques within an art history framework whenever possible. Art history is geared to help students realize that some art techniques have evolved to higher levels, that there are many different factors that influence individual artists, and that there are sometimes specific reasons why certain art movements occurred.

## Intro to Studio in Art 3D

**Credits:** ½ credit

**Length:** 20 weeks

**Prerequisite:** Open to students in grades 9-12. This class satisfies ½ humanity requirement for graduation. It is preferable to take this course and studio art 2D in 9<sup>th</sup> grade if a sequence in Art is desired.

**Course Description:** Studio in Art is the NYS foundation course in the Visual Arts. This is a transition class in which students continue to practice and improve their understanding and skills. Students are exposed to some of the more complex issues of art and art history which continues in the higher-level courses. This class involves a continuing process of providing students with opportunities to develop a basic background in the arts including creative problem-solving skills and exposing them to the possibilities of art as a tool of self-expression. This class is geared toward a wide range of artistic abilities.

The units of study include 3-dimensional design, pottery, digital arts, sculpture, printmaking, and art history. Students learn the language of art and art techniques within an art history framework whenever possible. Art history is geared to help students realize that some art techniques have evolved to higher levels, that there are many different factors that influence individual artists, and that there are sometimes specific reasons why certain art movements occurred.

## **Advanced Placement Studio Art**

**Credits:** 1

**Length:** 40 weeks

**Prerequisite:** Five piece portfolio, Short written piece documenting the student's purpose for taking the course and understanding of "college level" and the amount of required work to be done at home, K-12 Art Faculty Review including portfolio, self motivation/discipline, and artistic potential. The Art Department will individually review exceptions.

**Course Description:** Advanced Placement Art is a college level course. This course is designed as a two year course. The end result is a portfolio of drawings consisting of three different sections: The submission of a portfolio is a requirement of the course.

1. **Quality** –5 pieces – any original artwork considered drawing. This work should be excellent.
2. **Breadth** – 12 slides – Evidence of ability to work on a wide range of drawing problems.
3. **Concentration** – 12 slides – Pursuit of a single concern in depth. A written commentary accompanies this area.

This portfolio will be judged by a Board of Examiners and graded. A grade of four or five on a scale of one to five will receive three college credits at most institutions in this country.

The student electing to take this course should be a serious art student willing to devote a great deal of time and effort. Typically this student is interested in art and is going on to college. He/She is interested in receiving up to six college credits, applicable at most colleges in the U.S. Or he/she is interested in pursuing a career in art and will need this portfolio to gain entrance to a quality college of art.

## Crafts

**Credits:** ½

**Length:** 40 weeks

**Prerequisite:** Successful completion of Studio Art

**Course Description:** This course is designed for students who wish to learn a variety of crafts. In the Crafts Class students will develop an appreciation for hand craftsmanship by exploring various techniques used by cultures around the world, and discovering how those crafts are made. Students will get to experience working with a variety of art mediums such as paint, clay, fabric, metal, ink, and yarn, while also learning good studio habits. This class will improve hand-eye coordination skills as well as decision making since students will need to consider design elements and aesthetic attributes to improve their art.

## Desktop Publishing

**Credits:** ½ credit

**Length:** 40 weeks

Students will be responsible for the production, design, and publication of the school yearbook. This production based course requires both in class and after school time. Students must be present at activities and sports events, conduct interviews and sell business ads. This is a wonderful opportunity for members of the team to exercise their creativity, while developing skills that include writing copy, captions and headlines; digital photography; desktop publishing and using appropriate technology tools for media production. Creating the yearbook is a fun process and the end result of all the effort is a product the students can be proud of.

## Intro to Digital Art

**Credits:** ½ credit

**Length:** 20 weeks

**Course Description:** Through lectures, demonstrations, and a variety of projects the students will explore a wide range of digital art applications. Digital Imaging courses explore the creative and conceptual aspects of designing and producing digital imagery, graphics, and photography. Students study techniques, genres, and styles from various mediums and forms.

## Advanced Digital Art

**Credits:** ½ credit

**Length:** 20 weeks

**Prerequisite:** Intro to Digital Art

**Course Description:** This class is for those students who want to continue improving their digital art skills. Students will explore a wide range of digital art applications pursuing their own interest and ideas. The class will focus on allowing students to develop their own digital art style across a variety of digital art programs. Students will explore the creative and conceptual aspects of designing and producing digital imagery and will incorporate skills they have learned in previous classes.

## CCC Computer Graphics - Illustrator (3 credits)

**Credits:** ½

**Length:** 20 weeks

**Prerequisite:** Intro to Digital Art

**Course Description:** The studio course utilizes the vector techniques of digital art and imaging primarily using Adobe Illustrator. Students will create original imagery using Illustrator, input imagery created in another medium, and manipulate photographic imagery. Students will learn to use Illustrator and Adobe Photoshop in collaboration to create digital imagery. The student will link artwork created to the Elements of Principles and Design.

## Digital Photography

**Credits:** ½ credit

**Length:** 20 weeks

**Prerequisite:** Studio Art 2D or 3D

**Course Description:** Through lectures, demonstrations, tests, and hands-on projects students will learn all aspects of digital photography. They will learn how to operate a digital camera and all of its functions. They will learn and work with studio lighting, as well as enhancing and altering photos on the computer. Projects will include documentary, portraiture, commercial, and fine art photography.

- **Recommended** to have your own digital camera but not a necessity.
- **Time outside of class will be required for taking photos.**

## CCC Photography (3 credits)

**Credits:** ½

**Length:** 20 weeks

**Prerequisite:** Intro to digital art or digital photography

- Recommended to have your own digital camera.
- **Time outside of class will be required for taking photos.**

**Course Description:** Students will acquire the skills needed to fully operate and control a digital single-lens reflex camera, digital image editing software and full-color photographic printers. As in other art courses, students will complete image assignments, which will be critiqued in class.

## Drawing and Painting I

**Credits:** 1 credit

**Length:** 40 weeks

**Prerequisite:** Successful completion of Studio Art

**Course Description:** In this course, we will continue to work with design, drawing, painting, and art history. Concentration is on using the foundations of design and history developed in Studio Art to further knowledge and expertise in drawing and creativity. Creative solutions to standard problems are preferred over traditional solutions.

## CCC Drawing and Painting II (ART 106 - Expressive Drawing & ART 104 - Painting Studio I, 6 college credits)

**Credits:** 1 credit

**Length:** 40 weeks (20 week CCC course)

**Prerequisite:** Successful completion of Drawing and Painting I

**Course Description:** This course builds on the skills developed in Drawing and Painting I, and will be broken into two sections with the first half of the year concentrating on drawing, and the second half on painting. Students will learn drawing skills as well as the fundamentals of water color, acrylic painting, color theory and color mixing. Projects will include observational drawings from models, landscapes and artwork based on personal experiences and conceptual ideas. The art of the past and present is discussed, assessed and often utilized while encouraging new approaches to expression.

## Pottery

**Credits:** ½

**Length:** 20 weeks

**Prerequisite:** Open to students in grades 10-12. Beneficial if student has taken Studio Art

**Course Description:** This is a messy yet fun hands-on learning class where students will become familiarized with the process of creating ceramic artwork. In this course, students will learn different techniques which include wheel throwing, slab method, coiling method, pinching method, and glazing. Along with these different methods, students will be introduced to the different tools and glazes used in pottery. The history and process of clay/ceramics will also be taught during this course. By the end of the course, students will have a wide variety of both functional and decorative pieces to take home as well as a love for making pottery!

## Advanced Pottery

**Credits:** ½

**Length:** 20 weeks

**Prerequisite:** Open to students in grades 10-12. Students must have completed Pottery 1

**Course Description:** This is a more advanced course in pottery making after being introduced to the different techniques used in pottery the year before. After mastering throwing, pinching, slabs, and coiling, students will begin to make larger, more difficult pieces of pottery. In this course, students will be given the task to create multiple piece projects as well as make series (sets) of their pottery. Students will be introduced to new styles of pottery as well as be encouraged to use stricter vocabulary that relates to the creation and function of pottery. This year, new advanced tools are accessible which will allow students to create larger pieces than the year before. The year will be broken into two different sections. The first half of the year, we will look into the ergonomics of pottery. For the second half of the year, we will work in the “Art for Arts sake” style of pottery. At the end of the year, students will have a full portfolio that shows their true talents in pottery making.

## CCC Pottery (ART 131- Introduction to Ceramics, 3 credits)

**Credits:** 1/2 credit

**Length:** 20 weeks

**Prerequisite:** Successful completion of Pottery and Advanced Pottery

**Course Description:** This is a college level pottery class building on the knowledge and skills gained in Pottery and Advanced Pottery. This class will meet every day for half of the year and students will continue to use the pottery wheel as well as hand build using the methods of pinching, slabs, and coiling. Students will learn surface decoration and glaze techniques as well as develop an appreciation for past and present ceramic artists.

## Printmaking

**Credits:** ½

**Length:** 20 weeks

**Prerequisite:** Successful completion of Studio Art

**Course Description:** Students will learn techniques of fine art printmaking such as relief printing, monotype, intaglio, collagraph and collage while incorporating the elements and principles of art. The goal of this course is for students to gain the skills and confidence to produce multiple images while exploring personal visual expression. Hand printmaking techniques will engage students with problem solving in drawing, design and color. Class activities are project based giving students an opportunity to practice art fundamentals while learning technical skills in Printmaking.

## Studio in Sculpture

**Credits:** ½ credit

**Length:** 20 weeks

**Prerequisite:** Studio Art 3D

**Course Description:** Sculpture courses promote the expression of ideas through three-dimensional works. Students explore representational and abstract sculpture through subtractive (carving), additive (modeling), and assemblage techniques in one or more media. A study of historical and contemporary sculpture and sculptors from a worldwide perspective, and instruction and practice in the critique process are addressed.

## Advanced Sculpture/CCC Three-Dimensional Design (3 credits)

**Credits:** ½ credit

**Length:** 20 weeks

**Prerequisite:** Studio in Sculpture

**Course Description:** Fundamentals of organizing three-dimensional space. Students learn to design space using line, plane, and mass. Traditional approaches (additive and subtractive techniques) as well as contemporary modes of expression. (AR), (ARTS)

## **Business**

Students interested in learning more about business and finance have the opportunity to try one class or acquire a Business Administration Pathway. The purpose of the pathway is to prepare students for employment and post-secondary study.

### **Business Administration Pathway (3 credits)**

Required Courses	
	CCC BUS 101: Principles of Accounting
	CCC BUS 103: Principles of Business
	Business Law
	Personal Finance
	CEIP (Career Exploration Internship Program)

#### Recommended Sequence:

10	Personal Finance
11	CCC Accounting
12	CCC Principles of Business Business Law Career Exploration Internship Program

## CCC BUS 101: Principles of Business (3 College Credits)

**Credits:** ½

**Length:** 40 weeks

**Prerequisite:** Open to students in grade 12 (may be used for Economics credit).

**Course Description:** Would you like to earn 3 college credits through CCC (Cayuga Community College)? Do you plan on studying business in college or owning a business one day? If so, this course is for you! This project-based business course develops student understanding and skills in such areas as business law, economics, financial analysis, human resources management, information management, marketing, operations, and strategic management. Through the use of project-based learning, students acquire an understanding and appreciation of the business world. Throughout the course, students are presented problem-solving situations for which they must apply academic and critical-thinking skills. Formal reflection is an on-going component of the course.

## CCC BUS 103: Accounting (4 college credits)

**Credits:** 1 (may be used towards a 3rd math credit for graduation)

**Length:** 40 weeks

**Prerequisite:** Open to students in grades 11-12.

**Course Description:** Would you like to earn 4 college credits through CCC (Cayuga Community College)? Do you plan on studying business in college or owning a business one day? If so, this course is highly recommended for you! This is the first of a two course sequence in accounting required by all business majors including marketing, management, and finance. Students will create a business of their choice and process transactions through the entire accounting cycle. They will also be introduced to computerized accounting and will use a computer to process a variety of transactions and financial statements.

## Personal Finance

**Credits:** 1 (may be used towards a 3rd math credit)

**Length:** 40 weeks

**Prerequisite:** Successful completion of Algebra I Regents Exam or teacher's recommendation.

**Course Description:** In this project-based class, students will participate in a robust classroom economy through Class Equity, an immersive banking and investing simulation. Students will learn financial literacy by navigating the complex world of personal finance—budgeting, paying bills, earning an income, saving, investing, and

more. Through project-based learning, students experience a safe space to explore real-world financial situations and practice informed decision-making around money. In addition, students will participate in online competitions including the Stock Market Game and Virtual Personal Finance Simulation.

## **Business Law - Students seeking a CTE Endorsement**

**Credits:** ½ - 1 (may be used towards a 3rd math credit)

**Length:** 20 - 40 weeks

**Prerequisite:** Principles of Business; Open to students in grade 12

**Course Description:** Gain knowledge about the basic principles of law including contracts, consumer issues, insurance, negotiable instruments, wills, torts, landlord-tenant, and court procedures. Emphasis is on contract law and the importance of citizen rights and responsibilities. A mock trial experience will be included. Course includes analyzing cases, doing a variety of legal projects, field trips, and guest speakers.

## **Career Exploration Internship Program (CEIP)**

**Credits:** ½ - 1 credit

**Length:** 20 - 40 weeks

**Prerequisite:** Open to students grades 11 & 12

Are you interested in an internship, community service, or job shadowing? If so, this class is for you! Career exploration focuses on activities that help students develop a general awareness of themselves, the world of work, and the application of academic concepts. These activities provide an opportunity for examination of career options that match each student's interests and aptitudes. Students will have an opportunity to observe and interact with professionals in the workplace to learn more about the demands and rewards of a career they are interested in. Students will choose which type of WBL (Work Based Learning) experience they would like to explore and will submit a proposal for approval. The WBL experience may include the following activities:

- Job shadowing
- Community service/volunteering
- Career-focused research projects
- School-based enterprises
- Entrepreneurship
- Career Exploration Internship

## **Driver Education**

### **Driver Education - Summer**

**Credits:** ½

**Length:** 6 weeks - Summer

**Prerequisite:** 16 years old as of July 1<sup>st</sup> of the year you are taking the course; first time enrolled in class; physically able to drive a car safely (e.g. eyesight and use of body limbs). Parental permission required.

**Course Description:** The course is divided into two sections: lecture and driving. The student must obtain a minimum passing grade of 65 *in each section* and pass the final exam to receive a blue card. Class work involves reading, discussion, presentations, tests, films, and guest lecturers. Laws of the road, the driver's manual, and current problems are all discussed to make the students more aware, alert, and competent. Car work involves four students with the instructor, grouped to work on fundamental driving maneuvers and driving situations.

**Attendance Policy:** New York State requires 24 hours of classroom instruction, and 24 hours of in car instruction (6 hours of actual driving, 18 hours of observation).

**Work Requirements:** Daily reading assignments, an individual or small group project and chapter tests. Extra driving practice outside of class is recommended.

**Upon Completion:** To receive a Blue Card MV-285, the student must pass the classroom phase, in-car instruction phase and pass the final exam. This allows the student at age 17 to register for a night driving license if they already have a license. It also provides for lower insurance rates. For non-licensed drivers, a yellow slip is available after the third week of the course. A student failing one of the two sections of the course, but who has an overall grade of 65 – will receive ½ school credit.

# **English**

## **English 9**

**Credits:** 1

**Length:** 40 weeks

**Prerequisite:** none

**Course Description:** English 9 addresses the New York State Next Generation Learning Standards in regards to reading, writing, speaking, and listening. Self-directed choice reading and writing practice are core to daily classroom activities. Students will learn to ask complex questions and think critically about texts, content, and discussions. To expand their perspectives promoting empathy and social action, students will connect with and respond to texts to learn how to evaluate them for validity and quality. Through these lenses, students will learn to assess, challenge, and modify their beliefs by viewing or analyzing the world from different perspectives.

## **English 10**

**Credits:** 1

**Length:** 40 weeks

**Prerequisite:** none

**Course Description:** English 10 includes the reading, analysis, and discussion of both English and American Literature. The course is designed to facilitate mastery of the New York State Next Generation Learning Standards, the English Regents exam, and to assist students in becoming stronger readers, writers, speakers, and thinkers. In addition to literature, composition skills will be emphasized to reinforce and strengthen student writing. Other areas of study include vocabulary, outside reading, speech, and films.

The study of literature is linked to the development of students' own writing and speaking skills. Students will use close reading, literary analysis, and claim based arguments as tools to interpret literature and as models to encourage independent critical thought. Writing Exercises, content-specific vocabulary, and the implementation and practice of grammatical concepts are incorporated into the course. Students in English 10 will demonstrate the ability to be reflective and work and learn at a pace appropriate to the sophomore (and ultimately junior) level(s).

## English 11

**Credits:** 1

**Length:** 40 weeks

**Prerequisite:** none

**Course Description:** In this 11th grade English Language Arts course, students will hone their analytical thinking skills through the exploration of diverse literary works. Engaging in critical discussions and written analysis, students will deepen their understanding of complex texts and ideas, fostering the ability to interpret and evaluate information effectively. Through a variety of writing assignments, students will refine their analytical writing skills, preparing them for both the New York State Regents exam as well as for advanced literary analysis and critical thinking in future academic pursuits.

## Honors English 9-11

**Credits:** 1

**Length:** 40 weeks

**Prerequisite:** Successful completion of previous year's English course. Students must also meet academic criteria established by the English Department. Recommended for students expecting to enroll in AP English. Summer reading and accompanying assignment is required.

**Course Description:** These courses focus on the writing process and an in-depth study of literature: short stories, novels, poetry, essays, non-fiction and drama. Students are introduced to critical reading and writing skills necessary for passing the English Regents Exam and for ensuring success in college, as well.

## English 11 Honors/AP English Language and Composition

**Credits:** 1

**Length:** 40 weeks

**Prerequisite:** English 10

**Course Description:** This course serves the dual purposes of preparing students for both the Advanced Placement exam in English Language and Composition and the New York State Common Core Regents exam. The Advanced Placement portion of the curriculum is taken from college level rhetoric courses and includes units on reading and writing narrative, expository, and argumentative essays. In addition, students will complete a research skills unit and learn the terminology necessary for effective

rhetorical analysis. The remainder of the curriculum consists of literature and poetry units that stress recognition of theme and the methods used to convey meaning. Vocabulary acquisition and varied sentence structure are also emphasized.

The study of literature is inextricably linked to the development of students' own writing and speaking skills. Students will use close reading, literary analysis, and claim-based arguments as tools to interpret literature and as models to encourage independent thought. Writing exercises, content-specific vocabulary, and implementation of grammatical concepts are incorporated into the course. Students will demonstrate the ability to be reflective and work and learn at a pace appropriate to that of a collegiate level course.

The Advanced Placement Examination in English Language and Composition may provide successful students with up to 6 college English credits depending on the school a student chooses to attend. Students enrolled in Advanced Placement English are expected to take the Advanced Placement Examination in Language and Composition that is administered in early May of their junior year. There is an AP exam fee. Monies are available to assist those in need. Please see your school counselor.

## **AP English Literature and Composition / CCC ENGL 101-102**

**Credits:** 1

**Length:** 40 Weeks

**Prerequisites:** A grade of 85% or better on the English Regents Exam, a writing sample, and recommendation by members of the English Department.

**Course Description:** Advanced Placement English Literature and Composition is based upon the curriculum and resources required by The College Board. This program is modeled on the one-year Freshman English Literature and Composition courses commonly taught in colleges. The study of poetry is emphasized, as is the reading of drama and novels. In addition, expository writing on literature is an area of significant focus. Students are expected to have detailed knowledge of the literature they have read in previous courses. The Advanced Placement Examination in Literature and Composition may provide successful students with up to 6 college English credits.

Students enrolled in Advanced Placement English are expected to take the Advanced Placement Examination in Literature and Composition that is administered in early May of their senior year. There is an AP exam fee. Monies are available to assist those in need. Please see your school counselor.

## English 12

**Credits:** 1

**Length:** 40 weeks

**Prerequisite:** English 9-11

**Course Description:** English 12 further develops students' advanced reading, writing, and critical thinking skills. Students will analyze a variety of complex texts, write persuasively, and refine their research abilities. Emphasis on communication prepares them for college essays and workplace documents, fostering skills essential for success in diverse academic and professional settings.

## Creative Writing

**Credits:** ½

**Length:** 40 Weeks

**Course Description:** This course is an elective designed to allow students to advance their creative writing abilities. Students will develop their authentic voice as writers, experimenting with a variety of genres and styles. Strategies will be provided to help students conquer writers' block. They will learn to critique and accept criticism of their work through conferences. Students will edit and revise their writing for professionalism and potential publishing. The course will follow the NYS ELA Next Generation Learning Standards for Reading, Writing, Speaking, and Listening.

## **Family and Consumer Sciences**

### Food and Nutrition

**Credits:** 1

**Length:** 40 weeks

**Prerequisite:** Open to all students in grades 10-12

**Course Description:** This course is an introduction to the basic principles of food preparation and wellness. The focus of this course is nutrition, reading recipes, measuring ingredients, and knife skills. This information will help ensure a safe and healthy learning environment for everyone. Throughout this course students will cook and bake a variety of dishes as well as analyze the nutritional impact on overall health.

## International Food

**Credits:** 1

**Length:** 40 weeks

**Prerequisite:** Successful completion of Food and Nutrition

**Course Description:** International Food introduces students to the ways in which the culture and traditions of regions and countries influence food choices. Students will identify and prepare foods from various regions and countries to compare cuisines, ingredients used, and preferred cooking methods. Students will also examine the issues and conditions which affect the availability and quality of food in the global market.

## Textile Design and Production

**Credits:** ½

**Length:** 20 weeks

**Prerequisite:** Family and Consumer Sciences

**Course Description:** Textile Design and Production offers students the opportunity to expand their skills in fashion design and textile production. Students will learn hand sewing techniques, machine operation, garment design and production. Students will work on a wide variety of projects including the construction of a log cabin quilt and a simple garment. Students will also learn about clothing decisions, fashion, design elements, fibers and fabrics, clothing care, purchasing ready-to-wear, and careers.

## Housing and Interior Design

**Credits:** ½

**Length:** 20 weeks

**Prerequisite:** Family and Consumer Sciences

**Course Description:** In Housing and Interior Design students will investigate how lifestyle, social factors, and stages in the life cycle influence housing decisions. Through hands-on experience, students will discover design elements and principles as they relate to architecture and interior design. The student will explore the exterior and interior design of homes. Interior design options, such as furniture, wall coverings, window treatments, and floor covering will also be discussed.

## **Foreign Language**

### **Spanish 2**

**Credits:** 1 (Cayuga Community College credit optional)

**Length:** 40 weeks

**Prerequisite:** Spanish 1

**Course Description:** This course is Part I of Checkpoint B of the NYS Foreign Language Syllabus. Students build on skills learned in Spanish 1. The course is a balanced blend of grammar and culture from the Spanish speaking nations of the world. Students are taught in a variety of ways. Students will continue to work on learning the present tense and its progressive form while also learning present progressive, preterite, imperfect, and future tenses. There are many engaging games and activities to assist with the memorization of vocabulary and grammar concepts.

### **Spanish 3**

**Credits:** 1 (Cayuga Community College credit optional)

**Length:** 40 weeks

**Prerequisite:** Spanish 2

**Course Description:** This course is Part II of Checkpoint B of the NYS Foreign Language Syllabus. The course is a balanced blend of grammar and culture from the Spanish speaking nations of the world. Students are taught in a variety of ways. Students will build on skills learned in Spanish 1 & 2. They will review the preterite, imperfect, and future tenses while also learning the conditional, present perfect and subjunctive tenses. At this level students are required to read, write and speak more in the target language. There are many engaging games and activities to assist with the memorization of vocabulary and grammar concepts.

### **Spanish 4**

**Credits:** 1 (Cayuga Community College credit optional)

**Length:** 40 weeks

**Prerequisite:** Spanish 3 (Cayuga Community College credit optional)

**Course Description:** This course is the beginning study of Checkpoint C of the NYS Foreign Language Syllabus. Students explore the use of Spanish in the United States and a theme of “identify” helps students to connect to the language and the different

cultures of the Spanish-speaking world through community outreach, culinary experiences, literary projects, and movie reflections. Students at this level work with students in the elementary and middle schools to teach students introductory Spanish vocab and phrases. This course continues to prepare students for college and future jobs. This course focuses on the fine tuning of skills learned in previous years and prepares students for the NYS Seal of Biliteracy.

## Spanish 5

**Credits:** 1 (Cayuga Community College credit optional)

**Length:** 40 weeks

**Prerequisite:** Spanish 4

**Course Description:** This course is the continued study of Checkpoint C of the NYS Foreign Language Syllabus. This course continues to prepare students for college and future jobs. This course focuses on the fine tuning of skills learned in previous years and prepares students for the NYS Seal of Biliteracy. All Seal of Biliteracy work still outstanding at the beginning of this level will be addressed, completed, and practiced in this course. At the intermediate high- advanced- low level students will follow classes conducted with a 90% Spanish fluency. They will improve upon their 4 modes of communication through various listening and speaking activities that encourage them to improve their pronunciation and proficiency through music and videos followed by discussions and written assignments. Students will be expected to write compositions at a more advanced level using evidence from resources provided, personal opinions, and persuasive speech.

All writing assignments will be structured to demonstrate an understanding of all grammatical tenses and level-appropriate vocabulary. We will dive deeper into the subject matter and expand our understanding of each verbal tense and mood with an emphasis on the subjunctive mood. We will read at least two level-appropriate novels and several other articles, short stories, and poems that will show us how the language is used in multiple contexts. Authentic Hispanic literature and articles will be used to explore the history and culture of the Spanish-speaking world. Students will be expected to participate in the target language as much as possible and to actively build upon their understanding and use of it through applications of conversation, debate, circumlocution, and comparative speech.

## World Languages New York State Seal of Biliteracy

**Credits:** Distinction Seal on High School Diploma and Transcript

**Length:** Project Guidelines Designed to be Completed in 1 Academic Year

**Description:** The Seal of Biliteracy is a formal recognition of a student's **high level of proficiency** in reading, writing, listening and speaking in English and in one or more additional World Languages. The Seal of Biliteracy distinction on your high school transcript and diploma specifically:

- Shows your commitment to World Languages and cultural awareness.
- Provides universities with a method to recognize and give you credit for attainment of high level skills in multiple languages.

In order to be awarded a Seal of Biliteracy, students must complete a culminating project or portfolio that includes a survey, project proposal, mentor packet, 10 or more journal entries, 4 target language projects, a home language writing piece, and a works cited list. Students will then submit their project or portfolio to a panel and present an oral defense of their work. Students will be assigned to a mentor. The mentor will work with each individual student to set up monthly check-ins as well as ongoing methods of communication to support the student pursuing the project.

## **Health**

### High School Health Education

**Credits:** ½

**Length:** 20 weeks

**Prerequisite:** Required High School Course

**Course Description:** Health education instills in students the knowledge and skills needed to examine alternatives and make responsible health-related decisions. Drawing on knowledge from the biological, environmental, psychological, social, physical, and medical sciences, health education helps students learn to prevent and manage health problems. Topics include: human growth and development, nutrition, family life, alcohol, tobacco, and other drug substances, safety, first aid, and survival, community health, environmental health, diseases and disorders, consumer health, emotional health, and healthy lifestyles.

# **Mathematics**

## **Algebra 1**

**Credits:** 1

**Length:** 40 weeks

**Prerequisite:** none

**Course Description:** The units of study include: expressions, polynomial expressions, linear equations and systems, inequalities and systems, descriptive statistics, linear and exponential functions, transforming functions, polynomial equations and graphs, and quadratic equations and graphs. The final unit is a synthesis of modeling with equations and functions. There will be a CCSS Regents exam in June.

## **Algebra 1A**

**Credits:** 1

**Length:** 40 weeks

**Prerequisite:** none

**Course Description:** The units of study include: expressions, polynomial expressions, linear equations and systems, inequalities and systems, descriptive statistics, linear and exponential functions, transforming functions. There will be a final exam in June.

## **Algebra 1B**

**Credits:** 1

**Length:** 40 weeks

**Prerequisite:** Successful completion of Algebra 1A

**Course Description:** This course will be the second half of Algebra 1. The topics from Algebra 1A will be reviewed and new topics will include: linear and exponential functions, transforming functions, polynomial equations and graphs, and quadratic equations and graphs. The final unit is a synthesis of modeling with equations and functions. There will be a CCSS Regents exam in June.

## Geometry

**Credits:** 1

**Length:** 40 weeks

**Prerequisite:** Successful completion of Algebra 1

**Course Description:** The units of study include: Geometry Basics, Parallel and Perpendicular Lines, Congruent Triangles, Relationships in Triangles, Similar Triangles, Right Triangles and Trigonometry, Polygons & Quadrilaterals, Transformations, Circles, Volume and Surface Area, Constructions, and Proofs. There will be a CCSS Regents exam in June.

## Math Lab

**Credits:** 0

**Length:** 40 weeks

**Prerequisite:** Teacher recommendation or student request

**Course Description:** This course is designed to enrich the students with a concrete view of the Math material. The labs consist of activities and examples that demonstrate and extend understanding of the topics taught in a math course.

## Algebra 2

**Credits:** 1

**Length:** 40 weeks

**Prerequisite:** Successful completion of Algebra 1 and Geometry

**Course Description:** This course is a full year course that is a continuation and extension of the two courses that preceded it. Algebra 2 covers topics of Operations; Equations and Inequalities; Variables and Expressions; Patterns, Functions, Relations; Coordinate Geometry; Trigonometric Functions; Measurement; and Statistics and Probability. Students may expect daily homework. Students will sit for a Regents examination at the end of this course which leads to an Advanced Regents Diploma.

## CCC College Algebra and Trigonometry

**Credits:** 1/2 HS credit (3 College Credits)

**Length:** 20 weeks

**Prerequisite:** Algebra 2 (average class grade and regents score > 70)

**Course Description:** A Continuation of the study of Intermediate Algebra, the fundamentals of Trigonometry. The concept of function is then introduced and applied to algebraic, rational, exponential and logarithmic functions. Applications of the right triangle are emphasized. A non-graphic scientific calculator is required.

## CCC Pre-Calculus

**Credits:** 1/2 HS credit (3 College Credits))

**Length:** 20 weeks

**Prerequisite:** MATH 104 *or* Algebra 2 (average class grade and regents score > 80)

**Course Description:** This course completes the study of algebraic and trigonometric skills necessary for the successful study of calculus. Trigonometric functions and identities are applied to analytic geometry. Applications of oblique triangle trigonometry and vectors are emphasized. Theory of equations including remainder, factor and De Moivre's theorem are used to study and help in graphing of equations. Using standard equations to graph and evaluate ellipses, hyperbola and parabolas is also emphasized. Series and sequences (arithmetic and geometric), as well as the binomial theorem, and mathematical induction are introduced. A graphing calculator is required.

## AP Calculus / CCC Math 108 Calculus I

**Credits:** 1 HS credit (4 College Credits))

**Length:** 40 weeks

**Prerequisite:** MATH 106

Studies functions; properties of limits and continuity; derivatives with applications to related rates, maximum/minimum and curve sketching; the chain rule; differentials; the mean value theorem; Newton's Method; integration with applications to plane areas, volumes of solids of revolution by disk, shell, and cross sections. Differentiation and integration of exponential and logarithmic functions are applied to growth and decay.

**Students must take the AP Calculus exam that is held in May.**

## AP Statistics / CCC Math 214 Statistics

**Credits:** 1/2 HS credit (3 College Credits))

**Length:** 20 weeks

**Prerequisite:** MATH 106 or MATH 104 (with teacher recommendation)

**Course Description:** Topics range from data collection, descriptive statistics and linear regression models to inferential statistics. Includes probability, counting principles, and binomial probability distribution. Normal probability distribution and student's t-distribution are discussed in single and two-populations applications. Statistical inference (confidence intervals and hypothesis testing) in sociology, psychology, and business/industry are stressed. Additional topics may include Chi-square goodness of fit test, tests for independence, and testing the significance of the linear regression model.

**Students must take the AP Calculus exam that is held in May.**

## **Music**

### Senior High Concert Choir

**Credits:** ½

**Length:** 40 weeks

**Prerequisite:** Open to students in grades 9-12

**Course Description:** This chorus performs a variety of music, ranging from pop, jazz, Broadway, and classical. General knowledge of sight reading is a plus. Attendance at each performance is required. Students may qualify for All-County Chorus, Area All-State Chorus, and All-State Chorus. A willingness to experience new music is a must. Students should be willing and eager to sing in a large group.

### Choralaires

**Credits:** ½

**Length:** 40 weeks

**Prerequisite:** An audition is required

**Course Description:** A small women's ensemble, performing a variety of music including jazz, pop, Broadway and classical. This is a small choral ensemble and students must be comfortable singing in a small group.

## Jazz Band

**Credits:** ½

**Length:** 20 weeks

**Prerequisite:** Must be proficient on their main instrument.

**Course Description:** Jazz band is a select group that performs advanced music from the regular concert band setting. The band plays all varieties of music including, swing, big band, Latin, pop and rock. Rehearsals are held one evening per week. The band performs at all high school concerts and other selected events during the school year. An audition may be required to gain access to this group.

## Marching Band

**Credits:** 1/2

**Length:** 20 weeks

**Prerequisite:** Open to 9th-12th grade band students

**Course Description:** The Marching Band practices during the months of February, March, April, May, and June. The band rehearses in the evening twice a week and performs various marching band competitions and parades both local and out of town.

## Music Technology and Business

**Credits:** 1/2

**Length:** 40 weeks

**Prerequisite:** 9th - 12th grade students, does not have to be in band or chorus but it is encouraged.

**Course Description:** This course is designed to provide students with important skills and knowledge of the industry side of music. Students will learn how to program music using software, such as GarageBand and Sound Trap, to develop songwriting skills on electronic software and instruments. Students will also experience working with technology needed for running select music performances. This is intended for those who have an interest in music, electronic instruments, computer programming and to develop a deeper understanding in how to create and understand music beyond performing.

## Symphonic Band (Senior High Band)

**Credits:** 1/2

**Length:** 40 weeks

**Prerequisite:** Open to students in grades 9-12, Students must be proficient in playing a band instrument.

**Course Description:** The band performs all styles of music including classical, symphonic, 20<sup>th</sup> century, marches, pop, musicals, and rock. The band rehearses every other day during school time. One group lesson per week is required, plus students should be practicing at home. Performances include the Winter Holiday Concert, Music In Our Schools Month Concert, Spring Concert, Graduation. Students may qualify for All-County Band and Area All State Band based on performing NYSSMA solo.

## Piano/Guitar Class

**Credits:** 1 or ½

**Length:** 20 weeks

**Prerequisite:** Music Theory 1 or have special permission from the instructor. Permission to take the class may be granted without having Music Theory only to upperclassmen who already have the basic understandings of theory through years of playing and/or singing in band or chorus.

**Course Description:** This class will be offered as a 1 credit or ½ credit course focusing on learning both piano and guitar throughout the school year. It will consist of a great deal of individual work as the only way you improve on an instrument is through PRACTICE! The theory you have learned previously should provide you with a solid foundation, but it is understood that you may be at different levels in terms of understanding theory as well as playing both the piano and guitar coming into the class. Guidelines will be set to suit your individual needs and goals. We will be working as individuals and as a team to achieve our ultimate performing goals.

**Grading:** Grading for this class is based primarily on performing tests. Every 2 weeks you will be playing your chords, scales, songs, etc. that were previously assigned to you. The majority of the playing tests will be for both piano and guitar so that each instrument is getting a consistent amount of practice time. You may also have occasional written exams (more likely during the beginning of the year). Following is the breakdown of how you will receive grades: 60%: Performing Tests, 25%: Written Test & Quizzes, 15%: Behavior, Attitude, & Effort

**Equipment:** Each of you will be given your own guitar for the year! You may choose to keep your guitar in your assigned spot in the cabinet or you may choose to bring it

home. No matter where you choose to keep your guitar you must make sure it is in the Chorus Room during class time. You do not have to have a piano or keyboard at home in order to achieve success on the piano. You will be given class time to practice so you can still achieve a great deal of success on the piano even without the instrument at home.

## Elements of Musical Theater

**Credits:** ½

**Length:** 20 weeks

**Prerequisite:** Open to students in grades 9-12

**Course Description:** This class is designed for students actively involved in the choral and drama programs at Moravia High School. It is offered every other school year in rotation with Introduction to Piano and Guitar. In this class you will explore the three main elements of musical theater performance: singing, acting, and dancing. At the conclusion of the class students will all participate in a Broadway review performance where they will get the opportunity to showcase all that they have learned throughout the course.

**Singing:** All students in this class should be actively involved in high school chorus. Students will learn a variety of musical theater songs to perform for the class. This includes different decades and styles of musical theater.

**Dancing:** Students must come to class in appropriate dancewear if we are dancing. Students do not need to have any prior dance experience. All students will be required to purchase necessary shoes which may include jazz shoes or tap shoes.

**Acting:** Students will participate in a variety of acting games and will learn how to perform in different styles. This includes, but is not limited to, dramatic scenes, comedic scenes, and improvisation.

**Other Aspects:** Students will all have the opportunity to not only perform, but play the role of the director. They will learn about the aspects that go into directing a musical (lighting, sound, production details, etc) and they will all take a turn directing their own scenes.

**Musical Theater Review:** The show will culminate in a Broadway musical theater review where all students will be involved in performing scenes and directing scenes. All dance elements and acting styles will be included in this final production.

# **Physical Education**

## **Physical Education**

**Credits:** ½

**Length:** 40 weeks

**Prerequisite:** Required course for all students in grades 9-12 to graduate

**Course Description:** This course meets the New York State Standards for Health and Physical Education:

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

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

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

The New York State Physical Fitness Screening Test or Fitnessgram screening is administered at all grade levels.

Students are expected to:

1) Participate regularly in class except when a 1 day medical excuse from the parent or doctor note, signed by the school nurse, is presented to the teacher. 2) Wear appropriate attire. 3) Provide a sweatshirt, or similar clothing, for cold weather. 4) Have name on belongings. 5) Provide a folder as a portfolio. 6) have a pencil or pen and paper available daily for class usage.

In 9<sup>th</sup> and 10<sup>th</sup> grade PE a student is expected to participate in all activities included in the curriculum. Hopefully, he/she has achieved sufficient knowledge and skill to move into the elective program in the junior year. Activities include field hockey, flag football, fitness, lead-up activities and games, volleyball, basketball, racquetball, badminton, table tennis, tennis, softball, soccer, lacrosse, track & field, outdoor snow activities, weight training, and others as determined by staff and students. Eleventh and twelfth grade PE is on a selective program. Within a PE class, choices will be offered. All activities will be co-ed. Stress will be put on lifetime activities. Elective activities run for

four- week periods. Students are graded on a per class basis on a scale of 1 to 5. Students may receive 1 point for being prepared, 1 point for sportsmanship, 1 point for skill and 2 points for effort. Their daily class totals comprise 75% of their grade. 25% of their grade is derived from knowledge work including quizzes, written assignments, research projects, and article summaries. A written assignment or additional class makeup work is left up to the discretion of the instructor. Students must make up all missed classes including field trips, medicals, absences and specials. Classes can be made up during 10<sup>th</sup> period, or with a pre-signed pass during a study hall.

## CCC Fitness Center 1

**Credits:** 1

**Length:** 20 weeks

**Prerequisite:** Open to upperclassmen only

**Course Description:** Fitness Center 1 will provide an orientation to Moravia HS Fitness Center and provide multiple physical assessments. Students will identify components of an effective workout plan using the FITT Principle, and use those components to build a personal program.

## CCC Fitness Center 2

**Credits:** 1

**Length:** 20 weeks

**Prerequisite:** Must pass Fitness Center 1

**Course Description:** Fitness Center 2 will build on the workout plan they created in Fitness Center 1 implementing more advanced training techniques. Students will expand on their fitness by adding recovery techniques and learning nutritional tips.

# **Science**

## **The Living Environment**

**Credits:** 1

**Length:** 40 weeks

**Prerequisite:** Open to students in grades 9-12

**Course Description:** This course is designed to provide a broad general understanding of the fundamental principles of life. Included are units on physiology, reproduction, modern genetics, evolution and ecology. An emphasis is placed on lab work with an extra period every other day for that purpose. A required number of labs must be successfully completed in order to be allowed to take the Regents exam.

## **The Physical Setting: Earth Science**

**Credits:** 1

**Length:** 40 weeks

**Prerequisite:** Must have passed one Regents Science Exam

**Course Description:** You will gain an awareness of the uniqueness of the Earth and learn of the major physical, geological, and meteorological features of the Earth. Topics studied will include maps, weather, rocks and minerals, plate tectonics, weathering and erosion, glaciers, astronomy and Earth's history. Computer programs are used to improve understanding. An emphasis is placed on lab work with an extra period every other day for that purpose. NYS Education Department requires each student to successfully complete 1200 minutes of laboratory experiences in order to be eligible to take the Regents exam. The regents exam is the final exam.

## **Environmental Science**

**Credits:** 1

**Length:** 40 weeks

**Prerequisite:** Open to students in grades 10-12

**Course Description:** The study of Environmental Science lives at the interface between humans and the environment. Students that take this course will explore topics like sustainability, natural resource management and population dynamics; freshwater resources and water pollution; atmospheric science, climate and air pollution; soil science, agricultural practices and soil contamination; and alternative energy production methods. Success in this course is heavily weighted on classwork and participation.

## Intro to Forensic Science

**Credits:** ½

**Length:** 20 weeks

**Prerequisite:** Open to students in grades 10-12

**Course Description:** Students that take Forensic Science will enjoy problem solving and hands-on activities. We will cover an array of topics based on students' interests. Topics may include crime scene investigation, fingerprinting, DNA profiling, soil evidence, hair and fiber analysis, forgery, and toxicology.

## Science Today

**Credits:** ½

**Length:** 20 weeks

**Prerequisite:** Open to students in grades 10-12

**Course Description:** Science Today is a course that is always current, relevant and flexible to meet the needs and interests of students. Students will explore current scientific topics through articles and videos and they will engage in active classroom discussions. To be successful, students will need to participate in class, communicate, read, and write regularly.

## The Physical Setting: Chemistry

**Credits:** 1

**Length:** 40 weeks

**Prerequisite:** Passing grades in Algebra 1, Earth Science, and Living Environment, Students may advance if they have an 85 or above on the Living Environment Regents AND above an 85 on the Algebra Regents.

**Course Description:** This course is an intensive fast paced quantitative science designed for the student who intends to pursue a college level education. Students must possess extremely strong math, literacy, and study skills. The student is expected to take charge of their own learning experience and will be asked to do some tasks independently. The major areas covered will be a broad understanding of the fundamental principles of: the physical behavior of matter and thermodynamics, atomic structure and bonding, periodic trends, formulas and equations, solutions, kinetics and equilibrium, acids, bases and salts, redox and electrochemistry, organic chemistry, and nuclear chemistry. This course also has a laboratory class period where theory will be put to practical use.

Expect at least 2 hours of homework/lab work or studying each night.

## The Physical Setting: Physics

**Credits:** 1 HS - 4 CCC credits in Natural Science

**Length:** 40 weeks

**Prerequisite:** Must have passed Regents Chemistry and Algebra 2/Trig

**Course Description:** This Physics course follows the same NYS Core Curriculum. If you opt to take the CCC component you will be required to attend Physics 2 periods **EVERYDAY** as opposed to every other day. The CCC curriculum is the same as the Regents curriculum but goes more in depth. There are opportunities to explore concepts and questions of interest to the learner. There will be more challenging exams, quizzes, and labs during the course. The student is expected to take charge of their own learning experience and will be asked to do some tasks independently. Expect at least 2 hours of homework/lab work or studying each night.

## CCC Biology 103

**Credits:** 1 HS and 4 CCC credits in Natural Science (NS)

**Length:** 40 weeks

**Prerequisite:** Living Environment and Chemistry Course and Regents Examinations. It is strongly suggested that students had an overall average of 85 or above in both the Living Environment and Chemistry courses and Regents exams to expect to succeed in this course.

**Course Description:** This course is designed to be the equivalent of a college introductory biology course usually taken by biology majors during their freshman year. Topic of study include: Scientific Methodology (inquiry, investigations, and statistical analysis of results), Biochemistry, Molecular Biology, Cell Structure and Function, Biological Energy Transformation, Cell Communication and the Cell Cycle, Heredity, Gene Expression and Regulation, Evolution, Ecology, Diversity of the Animal Kingdom, Physiology, and Growth and Development.

This is a college level course; students are required to be able to work independently and should expect to spend an additional 3 - 5 hours per week on homework/ work outside of the classroom. Some AP students, as college freshmen, are permitted to undertake upper-level courses in biology or to register for courses for which biology is a prerequisite. Other students have fulfilled a basic requirement for a laboratory science course and will be able to undertake other courses to pursue their majors. All students enrolled in CCC Biology 103 will take a midterm and a final exam.

# **Social Studies**

## **Global History I**

**Credits:** 1

**Length:** 40 weeks

**Prerequisite:** Required for all ninth grade students

**Course Description:** Global Studies I (9<sup>th</sup> grade) is a World History course. Emphasis is on major points in European and non-Western civilizations up to approximately 1789 (French Revolution). Areas of study include world religions, cultures, economics, politics, and geography. This course is the first part of a 2 year sequence (Global Studies II is taken in 10<sup>th</sup> grade) which culminates in a Regents exam. A local exam is given at the end of the 9<sup>th</sup> grade course.

## **Advanced Global History and Geography**

**Credits:** 1

**Length:** 40 weeks

**Prerequisite:** Teacher recommendation as well as pre-admittance testing

**Course Description:** This course is an introductory course to the AP World History course. Emphasis is on major points in European and non-Western civilizations up to approximately 1789 (French Revolution). Content covered involves deeper investigation of ancient history and the impact it has had on modern events. College level materials are used and more content is covered independently as homework assignments. Students must have strong reading, writing, and analytical skills.

## **Global History II**

**Credits:** 1 Required course for 10<sup>th</sup> graders

**Length:** 40 weeks

**Prerequisite:** Passing grade in Global Studies I

**Course Description:** The focus of this course is a chronological examination of Global History, from the Scientific Rev and Enlightenment through present time. Students are expected to make connections among events occurring at similar times across different regions of the world. The final exam will be a Regents exam.

## Advanced Placement World History

**Credits:** 1

**Length:** 40 weeks

**Prerequisite:** Passing grade in Advanced Global History & Geography

**Course Description:** The purpose of the AP World History course is to develop a greater understanding of the evolution of global processes and contacts, in interaction with different types of human societies. This understanding is advanced through a combination of selective factual knowledge and appropriate analytical skills. The course highlights the nature of changes in international frameworks and their causes and consequences, as well as comparisons among major societies. It emphasizes relevant factual knowledge used in conjunction with leading interpretive issues and types of historical evidence. The course builds on an understanding of cultural, institutional, and technological precedents that, along with geography, set the human stage. Periodization, explicitly discussed, forms an organizing principle for dealing with change and continuity throughout the course. Specific themes provide further organization to the course, along with consistent attention to contacts among societies that form the core of world history as a field of study.

The course is designed to prepare students for the AP exam in World History that is administered in May. **All students enrolled in AP World History are required to take the AP exam in May.** Students will also take the NY State Regents exam in Global History and Geography at the conclusion of the course.

## U.S. History and Government

**Credits:** 1

**Length:** 40 weeks

**Prerequisite:** Required course for 11<sup>th</sup> graders

**Course Description:** The focus of this course is a chronological examination of American History, from colonial times to the present. Students will be required to do homework, assigned readings, participate in class discussions, and pass tests. In June, students will take the Regents exam.

## Advanced Placement US History & Government

**Credits:** Credit: 1 H.S. and College Credit - Alternative to US History & Government

**Length:** 40 weeks

**Prerequisite:** Minimum 85 average in Global II/teacher recommendation

**Course Description:** A survey course in American History from the Age of Exploration to the present. Students are required to do assigned readings, study primary documents, write analytical essays, and participate in class activities. **Students are required to take the AP Exam in early May.** This course is more rigorous and demanding than the US History & Government class. Students are also required to take the New York State Regents Exam.

## Economics

**Credits:** ½ graduation requirement

**Length:** 20 weeks

**Prerequisite:** Must be a senior

**Course Description:** Students are given a survey course in micro and macroeconomics. Areas covered in the course are: supply and demand, forms of business organizations, competition and monopolies, government regulation of business, unemployment and inflation, advertising and marketing, the business cycle, money and banking, investing, taxation and international trade. A comparison of economic systems found in the world is also included. A local exam is given at the end of the course.

## Participation in Government

**Credits:** ½ graduation requirement

**Length:** 20 weeks

**Prerequisite:** Must be a senior

**Course Description:** Government is a one semester course focusing on the citizen's role in government. It involves four levels of government: school, local, state, and national. The state syllabus requires that this be an issue-related course with a heavy emphasis on student participation. Students will also be required to complete a project for their final exam.

## History Through Film

**Credits:** 1

**Length:** 40 weeks

**Prerequisite:** open to all students 10-12

**Course Description:** Often, movies can spark a person's interest in history. However, many times one has to ponder, "Fact or fiction"? This is a question that an individual often wonders as they walk out of a movie theater having watched a "historical movie" Many times a person asks after watching a movie "Is that how it really happened?" In this course we will watch various historical films and examine that very question.

We will separate fact from fiction, myth from reality. In doing this we'll compare the Hollywood portrayal to the real story. As we examine each film students will learn interesting facts about history; and along the way see that movies can be a valuable way to learn about history - provided you take what you see with a grain of salt and are willing to look into the true story yourself.

The accuracy of each movie will be judged using a variety of methods. We will use group discussion, web quests, look at primary accts from the time period, and secondary and tertiary sources. After discussing and researching the facts the class will decide whether the movie is more Hollywood or more History.

Some of the movies we will be watching this year may include but are not limited to *Saving Private Ryan*, *300*, *Brave Heart*, *We Were Soldiers*, *Blood Diamond*, *Taken*, *Miracle*, *Thirteen Hours*, *Lone Survivor*, *United 93*, *Hotel Rwanda*, *Defiance*, *Thank You For Your Service*, *12 Years a Slave*, *Free State of Jones*.

## History of Rock-N-Roll

**Credits:** 1/2

**Length:** 20 weeks

**Prerequisite:** open to all students 10-12

**Course Description:** Music has an outstanding impact in our societies, culture, and individual everyday lives. The genre of Rock "N" Roll began as a movement of rebellion and quickly grew into a force for change in both politics and society.

Within this course, students will learn the origins of Rock "N" Roll music, starting with the blues during the 1920s and ending in the present day with the study of various new genres including metal, hip hop, and punk music. Students will learn about the impact

Rock “N” Roll has had historically, culturally, and socially throughout the history to the present. Students will learn the historical and cultural impact of events such as Woodstock and Live Aid and the influence these events had on the United States and the world. The course will also explore influential artists and their impact on the genre and the cultural and social elements of the time. Some of these artists include the Beatles, Bob Dylan, Elvis, the Rolling Stones, Led Zeppelin and Jimi Hendrix, just to name a few.

If you have a love for Rock “N” Roll, an interest in the ways music has shaped history, or are simply looking to discover your new favorite music artist, this is the course for you.

## **Technology**

### **Mechanical Drawing**

**Credits:** ½

**Length:** 20 weeks

**Prerequisite:** Open to any student in grades 9-12

**Course Description:** Lettering, sketching, geometric construction, orthographic projection, dimensioning, sectioning, isometric and oblique drawings, and graphs. Outside work is required.

### **Computer Aided Design (CAD)**

**Credits:** ½

**Length:** 20 weeks

**Prerequisite:** Passing grade in Mechanical Drawing

**Course Description:** This is an introductory course in Computer Aided Drafting. The CAD program used in this course is Auto CAD LT. Drawings that are required will include border/title block, one-view, orthographic projection, isometric drawings, dimensioning, and geometric construction.

## Materials

**Credits:** 1

**Length:** 40 weeks

**Prerequisite:** Open to students in grades 9-12

**Course Description:** This class is introductory in nature and will be taught in the metal shop. Emphasis will be placed upon the understanding and use of basic tools, equipment, processes, and materials used in the fabrication of metal products. Topics covered will include: forging/heat treating, sand casting, sheet metal, arc/oxyacetylene welding, and elementary lathe operations. Course instruction will be divided between lecture (25%) and hands-on activities (75%). Project materials fee required.

## Production Systems

**Credits:** 1

**Length:** 40 weeks

**Prerequisite:** Open to students in grades 9-12

**Course Description:** This class is introductory in nature and will be taught in the wood shop. Emphasis is placed upon the understanding of and use of basic tools, equipment, processes and materials used in the fabrication of wood products. Students will also gain exposure to product determination, design of jigs and fixtures, machining, assembly, and finishing of wood products. Course instruction will be divided between lecture (25%) and hands-on activities (75%). Project materials fee required.

## Basic Electronics

**Credits:** 1/2

**Length:** 20 weeks

**Prerequisite:** Open to students in grades 9-12

**Course Description:** This is a basic course which deals with the areas of electrical safety, A.C. and D.C. theory, measuring instruments, generation and transmission of power, practical applications such as lighting, and simple printed circuits. The students will be required to design and build electronic devices of their own choice as a learning experience.

## Transportation Systems

**Credits:** ½

**Length:** 20 weeks

**Prerequisite:** Open to students in grades 9-12

**Course Description:** This course provides students with an opportunity to study transportation systems of land, marine, and aerospace. The course will cover such topics as use of parts manuals and parts lists, use of appropriate tools and techniques in engine repair, servicing procedures, safety, engine theory of operation. The students will complete lab activities in areas such as: small engine tear down and repair, fuel systems, lubrication systems, cooling, exhaust, ignition servicing and troubleshooting.

## Home Repair and Maintenance

**Credits:** ½

**Length:** 20 weeks

**Prerequisite:** Open to students in grades 9-12

**Course Description:** This ½ credit course is a study of repairs that are commonly undertaken by the average homeowner. Areas of hands-on learning experience may include drywall installation and repair, ceramic tile, wiring, plumbing, basic automobile maintenance, alternate energy, property care and landscaping, and basic woodworking. Examples of projects include black iron “STEAM PUNK” lamps, ceramic tile night stands, PVC yard decorations, and more.

# REGIONAL EDUCATION CENTER

Occupational education is provided under the supervision of the Board of Cooperative Education Services (BOCES) at the Regional Education Center in Auburn. Juniors and Seniors selecting occupational education will spend one half of the day at the Center and the other half-day at the high school. Students completing a program should acquire entry-level skills in the desired occupation.

## **BOCES Program List:**

### **Advanced Manufacturing**

Measurement, blueprint reading, layout, machine setup, and operation of various types of welders and machines are all studied and applied. In the Advanced Manufacturing Program. Individual projects expand on the core curriculum skills. Second-year students have the opportunity to specialize in either machining or welding. Skills and knowledge will expand through advanced trade applications.

### **Applied Electrical Technology**

These students are involved in "live" work with off-campus construction and restoration sites. Students master the fundamentals of residential wiring and, as a second-year student, learn electrical codes and their interpretations, the proper installation of metallic and PVC conduit.

### **Auto Body Technology**

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

### **Automotive Technology**

The Automotive Technology Program provides knowledge and practical experiences that teach the basic phases of automotive repair, along with related safety procedures. Students learn to diagnose, troubleshoot, and perform preventive maintenance while repairing automobiles. Students can add to their credentials the ASE Certification (Automotive Service Excellence Certification), an industry-wide accepted certification.

### **Computer Systems & Network Admin**

The first year of this program begins with basic PC repair and troubleshooting. Students learn the basics of computer technology. The student will learn proper computer help desk and technician skills. In the second year, the students build upon previous experience and gain a solid foundation in network and systems administration, complete with training in the latest technologies used by businesses today.

### **Construction & Building Trades**

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

### **Cosmetology**

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

### **Criminal Justice**

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

### **Culinary Arts**

Students learn everything from culinary techniques and methods to catering and gain management skills needed to succeed in the food service industry. The food service program teaches menu planning, cooking, baking and catering/production techniques, as well as restaurant management. Students learn in a commercial kitchen where they prepare lunches, buffets, and banquets during the year.

### **Early Childhood Education**

The focus of this Program is to prepare students for careers working with children from birth to eight years of age. The first year of the program covers prenatal development, birth through middle childhood, child nutrition, and techniques for effective guidance. The second year focuses on developing curriculum and internships in the public schools. ECE students establish networks with the Offices of Children and Family Services, the Department of Health and the Department of Mental Health through their experiences and course study.

### **Emerging Careers In Commerce**

This Program provides students with the opportunity to explore their interests in fashion, music, gaming, and entertainment. Students dive into real-world learning systems, develop lifelong skills, and graduate with a professional portfolio filled with quality work examples and a resume - the perfect resource for a college or job interview!

Exploration in Construction & Mechanical Trades

In the Exploration in Construction & Mechanical Trades program students learn in a professional environment while gaining skills necessary to obtain and maintain employment in a variety of automotive, mechanical and construction fields.

### **Exploration in Food Service & Hospitality**

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

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

Students receive broad-based instruction and hands-on experience in visual communications fields. Graduates of this program will be prepared to enter college or begin entry-level employment in their chosen field. Students gain experiential knowledge and skills with emerging media technologies that apply to graphic design, illustration, digital photography, marketing, computer animation, web design, and video production

### **Health Related Occupations**

The Health Related Occupations Program provides a broad foundation of theory and clinical skills enabling students to pursue entry-level employment or continuing education. Permanent certification for Homemaker Home Health Aide can be obtained after successful completion of the junior year of study and the completion of supervised clinical experiences. Certification as a Nursing Assistant requires successful completion of the senior year of study and completion of the State Certification examination. These courses prepare the students to provide basic care to clients in their homes, long-term care facilities, residential facilities, and hospitals. Students in the senior year also take a unit in phlebotomy, which provides knowledge and skills necessary to draw blood specimens from veins (performing venipuncture).

### **Heavy Equipment Repair & Operation**

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

### **Outdoor Powersports Equipment & Technology**

The Program focuses on all aspects of system operations and component breakdown related to the small gasoline engine industry. Students learn the general theories of systems and apply repair/troubleshooting techniques to small gas engines while utilizing the same tools and equipment found in repair shops all over the country. Students get

the opportunity to practice on customer and school owned equipment. Safe operation practices are implemented into every aspect of student training.

### **Plant, Animal & Life Sciences**

The Plant, Animal, and Life Sciences Program is a stimulating and challenging option for employment bound or college-bound high school students. Not sure what you want to do...just know you like working with plants and animals and being outside...we'll help you figure it out.

## **New Visions Program**

### **Senior year only for Medical Professions**

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