

Morrisville-Eaton High School
Course Selection Guide



2025-2026

Table of Contents

Procedures for Course Selection.....	3
Registration.....	3
Definitions.....	4
Graduation Information.....	5
Grading System.....	6
Art.....	7
Agriculture.....	8-9
English	10-11
Google On-line Certificate Programs.....	12-13
Health	15
Physical Education.....	15
World Language-Spanish	16-17
Mathematics.....	18-19
Music.....	20
Science.....	21
Social Studies.....	22-23
Technology.....	24
BOCES-New Visions Programs.....	25
Rossetti Education Center Course Offerings.....	26
SUNY Morrisville Online Course Offering/EDge Program.....	27

Procedures for Course Selection

This course selection guide is used to inform students and parents of the courses that Morrisville-Eaton High School intends to provide for the noted academic year. In addition to course descriptions, units of credit and any prerequisites are also included for each course. Student course requests may affect actual course offerings.
The principal determines the final master schedule.

This guide also provides information on high school graduation requirements, including credits and assessments.

School Counselors meet with students annually to create or update four-year plans. Your school counselor will help you work out problems you may encounter.

A copy of the student's course selection list will be sent home with students for Parent/Guardian approval. Parents should feel free to call the Counseling Center if questions arise, or if you do not receive a copy of your child's course selection list. The Counseling Center phone number is (315) 684-9196.

If you and your parents wish to change your plan, you must talk with your counselor.

Your performance for the rest of this year, along with your final grades in June, may cause a change in your course or program selection choices. Any courses failed that are required for graduation, will be scheduled for the next academic year, unless the master schedule does not accommodate the class.

This *Course Selection Guide* includes courses that are offered for students in grades 9-12 to earn credits or units of study at Morrisville-Eaton Central School District. Some courses are those that meet state requirements for graduation. Others are electives, or courses students may choose to take based on personal interest or to further career interests. Please note that the electives listed in the *Course Selection Guide* may not be offered every year. Electives are offered based on student interest and teacher availability.

Registration

All students new to the MECS District must register by August 20th to avoid delays in the first few days of school.

It is recommended that parents/guardians call to make an appointment to register a student(s). Parents are encouraged to bring their child(ren) with them. The following documents are required at time of registration: copy of birth certificate, immunization records, court documents, parent ID (i.e. driver's license) and proof of residency. A copy of the child's most recent report card and name, address, and phone number of last school attended would also be helpful.

Definitions

Unit of Study equals at least 180 minutes of instruction per week for the whole school year or the equivalent amount of instructional time.

Unit of Credit is earned in one of two ways:

1. Completing a unit of study with a passing grade. (65 or higher)
2. Obtaining a score of 85 or better on a state approved exam without the completion of a unit of study; and the successful completion of either an oral exam or a special project and **prior approval of the principal**. Credit obtained in this manner is limited to 6 1/2 units.

Intermediate Assessments are state tests of achievement that may determine the need for academic intervention services.

Regents Examination refers to the state achievement test based upon syllabi prescribed by the New York State Education Department.

World Language means a language other than English.

Career & Technical Education (CTE) means all programs that provide academic and technical instruction in the content areas of agriculture, business & marketing, family and consumer sciences, health sciences, technology education, and trade and technical education.

Board of Regents is the supervisory bureau of the State Education Department.

Regents Action Plan refers to the “Part 100” of the Education Commissioner’s regulations.

Prerequisites are those courses or standards of achievement that should be completed by the student prior to requesting a course. Prerequisites, when applicable, are stated at the end of the course description.

Graduation Information

The Building Principal's Authority

The building principal has the authority to alter any of the rules and policies, not mandated by the Board of Regents, to fit the needs of the individual student.

Graduation Requirements

All students must successfully complete the following:

English, 4 Units

Social Studies, 4 Units

Science, 3 Units

Math, 3 Units

*World Language, 1 Unit of commencement level.

Fine Art, 1 Unit

Health, 1/2 Unit

Physical Education, 2 Units (must be taken every academic year)

Plus Elective Units to total 22 units minimum

**For a Regents Diploma with Advanced Designation, 3 commencement level units of a world language are required, or an approved alternative pathway.*

Regents Exams

Students will be required to pass Regents exams or Department approved alternate assessments in the subjects indicated below in order to receive a New York State Diploma. (A student may choose a Pathway combination that alters the Regents exam requirements noted below)

One Math Regents Exam

One Science (Either a Physical Setting or Living Environment)

One Social Studies (Global History & Geography or U.S. History & Government)

English Language Arts

+ Pathway (Pathway options might include second math, second science, or second social studies Regents exam)

For a **Regents Diploma with Advanced Designation** students must pass these additional Regents exams or department approved alternate assessments:

All three Math Regents exams: Algebra, Geometry, and Algebra II

A Second Science (One from Living Environment and One Physical Setting)

A world language (This is a Regents Equivalency Exam, Checkpoint B, as of 2011-12 academic year) OR a 5-unit sequence in the arts or CTE.

MOBOCES Career & Technical Education Programs (CTE)

MECS, in conjunction with the Madison-Oneida BOCES, offers students a variety of CTE courses that are intended for use by students entering technical schools, colleges, or the labor force upon graduation. Students completing a two-year Career & Technical Ed. Program at BOCES will receive 7.5 credits.

Progress Toward Graduation

Students are expected to take advantage of the diversity of offerings available at the middle/high school, including elective courses. Students may be scheduled for 8 credits per academic year. In order for a student to maintain a schedule that will earn fewer than 6.5 credits, he/she must gain approval from their school counselor and the building principal.

Course Drops and Adds

Students will be allowed to drop or add an elective course during the **first three weeks** of the school year, or semester if the course starts second semester, provided that dropping the course will not result in the student having more than 1.5 achievement centers in their schedule. Dropping certain courses requires the approval of the Principal.

Grading System

Marks reflect the academic achievement of the student. When determining marks teachers consider a variety of factors including; tests, quizzes, homework, notebooks, projects, and class participation. Due to the differing nature of courses at the middle/high school, teachers weigh all these factors differently as is necessary for each course. Consequently, students should consult teachers to find out how they are being graded. Report card grades are based upon a 100% scale.

Report cards are sent home four (4) times per year. In addition to this, progress reports are also sent home four (4) times per year.

A schedule covering the marking periods and the interim reports can be found on the school calendar.

Honor Roll, Cumulative Average, and Class Rank

High Honor Roll = 91.5 Honor Roll = 84.5

At the end of each marking period the honor and high honor rolls are computed. Students with incomplete grades cannot be considered for honor or high honor status unless the incomplete course work is made up within five school days after the end of the marking period. Students with a failing mark in any subject cannot be included in the honor or high honor rolls.

Example of Honor Roll Computation

To calculate, multiply the grade times the frequency value (2 for classes that meet every day, and 1 for .5 credit courses that meet alternate days or are semester courses) and divide by the total frequency value.

English 9 = 90 X 2
Global History = 95 X 2
Algebra = 98 X 2
Biology = 92 X 2
Spanish I = 96 X 2
Band = 92 X 1
PE 9 = 95 X 1
Total = 1129/12 = 94.08

National Honor Society GPA-To be considered for the National Honor Society (NHS) students must have a minimum overall grade point average (GPA) of 90.00 prior to entering grade 11 or grade 12. This GPA cannot be rounded from 89.5, it must be 90.00 or higher. Students must complete an application and meet all other requirements for the National Honor Society in addition to the GPA requirement. All required materials will be reviewed by the NHS committee to determine induction.

COMMUNITY SERVICE HOURS:

All students are encouraged to complete community service hours. Those students who complete 100 hours or more of documented community service during grades 7-12 will earn a "Diploma of Distinction" notation on their diploma. Documented community service means a community service form has been filled out, signed, and turned in to the main office staff. The form must be signed by the individual who oversaw the community service. Many scholarships note community service as a criteria for selection.

Art

It is the aim of the art department at MECS to enhance the appreciation and importance of art in students' lives. For some students it is an opportunity to further their talents and creative abilities so that they may be able to pursue a career in the art field. For all students, art is an opportunity to increase perceptual awareness, become aware of the history of art, artists and their styles, and to have studio experiences with art media. Studio Art may also be used to fulfill the "Fine Art" requirement for graduation.

CN 641 Studio Art, 1 Unit

Studio Art is the foundation needed for an art sequence. This basic art elective is designed primarily for ninth & tenth grade students. This is a discipline-based course with emphasis on aesthetic perception, critical evaluation, understanding of cultural and historical influences, and studio experiences in different art media. Attention is paid to fostering good drawing abilities as a foundation for proficiency in other forms of expression in art such as painting, print making, ceramics, graphic design, and sculpture.

CN 643 Advanced Art I, 1 Unit

Advanced Art is designed for tenth, eleventh and twelfth graders as a continuation of Studio Art. It is an opportunity for students to master the theories of color and the Principles and Elements of Design and Art. They will also become more deeply involved in the process of creative thinking, freedom of expression, good craftsmanship, critical evaluation, and aesthetics. They will use the skills from the year before and the greater knowledge of The Principles and Elements of Design. This course requires the student to produce three pieces of finished, matted work every ten weeks (a marking period) and will include reading assignment and drawing exercise homework. Students are expected to follow the assignment sheets given and evaluate their own work using a rubric given with each project. This is a prerequisite for Advanced Art II. **Prerequisite:** Studio Art

CN 644 Advanced Art II, 1 Unit

Advanced Art II is for students that have mastered Advanced Art I and have shown a true interest and talent to be creative thinkers and skillful artists. This course reviews the Principles and Elements of Design. The expectation for students is that they incorporate the Principles throughout the year, critiquing and expressing their ideas and opinions about their work and others using the correct vocabulary and definitions. This course allows for more creative freedom as well as independence. It is a course for students who can self-monitor their time and challenge themselves as they are expected to produce 12 to 16 pieces of excellent finished pieces. Students enrolled in Advanced Art II have the opportunity to earn dual credit through MVCC for FA101 and FA105. See below for MVCC course descriptions. **Prerequisite:** Advanced Art I

MVCC FA 101 General Drawing

This course is offered through Mohawk Valley Community College as a 3-credit course. It introduces the tools, media and theory used in drawing for visual communication. Coursework includes both the study of fundamentals of perspective and the theory of light and shade as well as a survey of graphic representation. Classroom work consists of drawings that show line, value, tone, form, texture, space, and proportion.

MVCC FA 105 2D Foundation Design

This course is offered through Mohawk Valley Community College as a 3-credit course. It introduces the visual elements and principles of design. Emphasis is placed on compositional concepts and the mastery of a visual language. Course projects explore a variety of media, processes and techniques to provide a broad view of visual problem solving.

Advanced Studio Art, 1 Unit

Advanced Studio Art is an upper-level course designed for the student who wishes to further develop skills and techniques that were introduced in Studio Art and Advanced Art I. This course is for those students who do not wish to take Advanced Art II, MVCC course FA 101 and FA 105. This course will help develop a portfolio for college. Students will be continually encouraged to expand their creative ideas as well as their technical potential using a variety of mediums. **Prerequisite:** Advanced Art I.

CN 647B Ceramics, .5 Unit

Ceramics is offered to students that are interested in clay sculpture, hand building and throwing. The expectation is that students will finish three excellent pieces of pottery that are fired and glazed, each marking period. Students are expected to produce high quality pieces. Students are required to keep a sketchbook. Similar to the other advanced art courses, Ceramics is for students who can self-monitor their time and challenge themselves. **Prerequisite:** Studio Art

Agriculture

CASE AFNR

1 credit offered every year

An introductory course designed for **students in grades 9 & 10**. AFNR introduces students to the range of agricultural opportunities and the pathways of study they may pursue. CASE incorporates science, mathematics, reading, and writing components into the context of agriculture. Students use this course's introductory skills and knowledge throughout the CASE curriculum. Woven throughout the course are activities to develop and improve students' employability skills through practical applications. Students explore career and post-secondary opportunities in each area of the course. While surveying the opportunities available in agriculture and natural resources, students learn to solve problems, research, analyze data, work in teams, and take responsibility for their work, actions, and learning. Students investigate, experiment, and learn about documenting a project, solving problems, and communicating their solutions to their peers and members of the professional community.

NATURAL RESOURCE CONSERVATION & WILDLIFE MANAGEMENT**

1 credit offered every 2 years

This course is designed to give a broad overview of our wildlife, fisheries and natural resource management in a manner that is interesting and understandable to students. The NRC course helps students understand the relationships between natural resources and the environment. Students will learn through exploration, hands-on activities, problems and projects. Experiences to develop career paths and to improve employability skills of students will be woven throughout the course.

SMALL ANIMAL CARE & MANAGEMENT

1 credit offered every other year

Small animal care will introduce students to the animal science industry. Large and small animals will be discussed. We will cover animal science history, safety, taxonomy, and care. Emphasis will be on proper handling, housing, feeding, and health care for each species. Behavior and natural habitats as it relates to captive care will also be covered. Biotechnology, and the animal research industries will be introduced. The program teaches the basic skills in such areas as health and disease, nutrition, reproduction, anatomy, physiology, parasitology, handling, restraint, and management. Specialized skills in such areas as grooming, marketing, and leadership are also emphasized. Animal handling, management, and care are practiced with a variety of species. Career opportunities in all animal science industries will be explored. Course work is geared to the interests and career direction of the individual student.

INTRODUCTION TO HORTICULTURE**

1 credit offered every other year

This course covers topics in ornamental horticulture, including floriculture, landscaping, turf, and greenhouse production. Content includes species and importance of horticultural plants, plant safety, plants as living organisms, sexual and asexual reproduction, plant growth, and cultural practices, including the use of greenhouses and other growing structures.

PRE-VETRINARY SCIENCE**

1 credit offered every other year

This course covers the basics in veterinary animal care. Topics covered include disease, parasites, feeding, shelter, grooming, and general animal care. The target population is career preparatory students desiring to continue their education after high school or to enter the workforce after graduation from high school. College preparatory students benefit from the course as an elective as they plan to enter college and pursue a degree to enter the veterinary profession. This course allows students entering the workforce after graduation from high school to develop entry-level skills to become employed and continue their education on the job.

CASE AGRICULTURE BUSINESS FOUNDATIONS and Entrepreneurship

1 credit offered every year

Agricultural Business Foundations (ABF) introduces students to business management in agriculture. Mathematics, reading, and writing components are woven in the context of agriculture. Throughout the course, practical and engaging activities, projects, and problems are used to develop and improve business and employability skills. Additionally, students investigate and create viable business plans in order to solve local problems. The business plan ideas are communicated to student peers and members of the professional community.

WORK BASED LEARNING

Offered every spring semester to all seniors in a pathway

The best way to prepare a young person for work is to have a meaningful work experience. The Morrisville-Eaton Middle High School's WBL program will bridge the gap from the classroom to the workplace. Goals of the program are to, provide direct career development, work experience placement, and job placement services to M-ECS Agriculture Students, provide career development information and support to all agriculture students in the district. This course is offered to Juniors and Seniors only. The students must be or willing to be employed in a real-life agricultural job. The student spends up to one-half of a day on a job site where they must become proficient in at least 20 new agricultural skills during the course of the school year. Work agreements must be filed with the employer, teacher, and principal.

English

*Through the study of literature, speech, and composition, students will increase awareness of solutions for problems in modern society. An individualized diagnostic program emphasizing competency in the spoken and written English language skills, as well as the understanding and interpretation of literature, prepares students for these problem-solving situations. New York State requires students to complete four years of English for high school graduation. These courses are sequential and should be taken in the order listed and only under exceptional circumstances be taken two in one year. *Students requesting HONORS level classes must meet the required criteria.*

CN 102 English 9, 1 Unit

English 9 helps students to improve critical reading and thinking skills and to write clearly and effectively. Students read and study poetry, short stories, novels, plays, and nonfiction. Several expository essays are written based on both student interest and class literature. A short research paper on a literary topic is also required. Grammar and usage are covered in conjunction with compositions. Vocabulary is studied both in and out of reading context.

CN 103 English 10, 1 Unit

This course will require students to think clearly and to express their thoughts in organized writing and speaking, expand their knowledge and understanding of the world and people through both fiction and nonfiction. Short stories, essays, poems, drama, and novels will be studied. Writing involves a continuation of what was practiced and developed in 9th grade. Some of the units will correspond with the content that is being taught in Global Studies.

CN 110 English 10 Honors, 1 Unit

The content of the honors class is very similar to the regular 10th grade course, however some of the novels and short stories are at a higher Lexile level and have more complex themes and more difficult vocabulary. Additionally, the supplementary nonfiction that will accompany the novels are longer (on occasion) and more difficult. The honors class will require students to do more reading and work outside of class. Students in this course will also do two independent reading projects. *Students must meet required criteria for enrollment in this course.*

CN 104 English 11, 1 Unit

The New York State Common Core Regents Examination in English is given in the 11th year, and the course is comprehensive, meaning it is testing the skills obtained from grades 9-11. It attempts to solidify skills including: reading comprehension, literary discussion, building essential vocabulary, spelling, library reference, correct use of grammar and composition skills including the argumentative essay. Literature is emphasized with work done on novels (fiction and non-fiction), short stories, poetry, drama, and essays. Writing involves polishing the types of writing required for the state tests and short research papers.

CN 111 English 11 Honors, 1 Unit

The New York State Common Core Regents Examination in English is given in the 11th year, and the course is comprehensive, meaning it is testing the skills obtained from grades 9-11. It attempts to solidify skills including: reading comprehension, literary discussion, building essential vocabulary, spelling, library reference, correct use of grammar and composition skills including the argumentative essay. Literature is emphasized with work done on novels (fiction and non-fiction), short stories, poetry, drama, and essays. Writing involves polishing the types of writing required for the state tests and short research papers. The honors level course will have a faster pace, more difficult literature, and increased emphasis on literary analysis/criticism. *Students must meet required criteria for enrollment in this course.*

CN 112 English 12, 1 Unit

The English 12 curriculum will focus on both classical and contemporary literature, vocabulary, writing, and critical thinking. Class discussion and written assignments will foster strong analytical and communication skills. Writing assignments will include numerous essays and a research paper designed to prepare students for future study.

CN 116 Public Speaking, 1/2 Unit

This course will include tips to become a successful public speaker. Students will learn techniques that will be used to overcome fears of public speaking such as how to present yourself, projecting your voice, and how to engage with an audience. Students will do several varieties of speeches both individually, with pairs, and in small groups. Lots of interactive activities such as demonstrative (How To) speeches, debates, and readers' theater productions.

SUNY COMP 101

This course provides students with the rhetorical foundations that prepare them for the demands of academic and professional writing. The course will help students understand the strategies and processes that good writers use whenever they try to accomplish a specific purpose. In college, these purposes include writing to understand and to demonstrate that understanding, writing to teach, entertain, or persuade a reader, writing to pose or solve problems, and writing to explain or challenge existing knowledge.

Pre-requisite: Teacher recommendation and 90 average in either ELA 11 (for full senior year) or 1st semester of ELA 12 (if fall college class was not available/taken).

SUNY COMP Literature 102

This is a college level English class. In this class you will be given the opportunity to read various novels, plays, and poems while taking part in guided discussions to further develop your **critical thinking skills**. As you are examining these **texts** carefully, you will also respond to them through various types of writing including literary analysis, creative writing and reflection pieces. You will learn how to revise some of your writing, developing the ability to improve your skills in **diction, structure**, organization and use of details from the texts until you are able to submit a finely polished essay.

Google On-line Certificate Programs

Project Management – approximately 27 weeks - 146 hours

This course aims to equip you with the skills you need to apply to introductory-level roles in project management. Project managers play a key role in leading, planning and implementing critical projects to help their organizations succeed. In this course, you'll discover foundational project management terminology and gain a deeper understanding of the role and responsibilities of a project manager. We'll also introduce you to the kinds of jobs you might pursue after completing this program. Throughout the program, you'll learn from current Google project managers, who can provide you with a multi-dimensional educational experience that will help you build your skills for on-the-job application.

Digital Marketing & E-commerce – approximately 30 weeks - 171 hours

This course aims to equip you with the skills you need to apply to entry-level roles in these fields. People who work in digital marketing and e-commerce help their organizations attract new customers, engage customers through various digital channels, and drive transactions like purchases and customer loyalty. In this course, you'll explore entry-level jobs in digital marketing and e-commerce and identify the roles and functions that those jobs play within an organization. You'll also learn about the marketing funnel and how it shapes the customer journey.

IT Support – approximately 31 weeks – 144 hours

This course aims to prepare you for a role as an entry-level IT Support Specialist. In this course, you'll be introduced to the world of Information Technology, or IT. You'll learn about the different facets of Information Technology, like computer hardware, the Internet, computer software, troubleshooting, and customer service.

Data Analytics – approximately 37 weeks – 188 hours

This course will equip you with the skills you need to apply to introductory-level data analyst jobs. Organizations of all kinds need data analysts to help them improve their processes, identify opportunities and trends, launch new products, and make thoughtful decisions.

Google UX Design – approximately 33 weeks – 244 hours

This course will equip you with the skills needed to apply to entry-level jobs in user experience design. UX designers focus on the interactions that people have with products like websites, mobile apps, and physical objects. UX designers make those everyday interactions usable, enjoyable, and accessible. The role of an entry-level UX designer might include empathizing with users, defining their pain points, coming up with ideas for design solutions, creating wireframes, prototypes, and mockups, and testing designs to get feedback.

Google IT Automation with Python – approximately 30 weeks – 117 hours

This course is designed to provide IT professionals with in-demand skills -- including Python, Git, and IT automation -- that can help you advance your career. This program builds on your IT foundations to help you take your career to the next level. It's designed to teach you how to program with Python and how to use Python to automate common system administration tasks. You'll also learn to use Git and GitHub, troubleshoot and debug complex problems, and apply automation at scale by using configuration management and the Cloud.

PROJECT STEM COURSES

CS Python Fundamentals – 3-5 hours/week

CS Python Fundamentals is an introductory-level course for students brand new to programming and computer science. Students will learn the basics of computer programming along with the basics of computer science. The material emphasizes computational thinking and helps develop the ability to solve complex problems. This course covers the basic building blocks of programming along with other central elements of computer science.

In this course, you will learn problem-solving strategies, software design, and the foundations of computer science. You'll do so using two key tools: the **Project STEM programming environment** and **EarSketch**, a software package that turns your code into music.

Not only will this course prepare you for continuing your studies in computer science (for example, by taking AP Computer Science A and AP Computer Science Principles), but it will also teach you how to think like a scientist and solve real-world problems, skills that are important to every 21st-century citizen.

CS Fundamentals in Scratch

CS Explorations 1 is an introductory computer science course that empowers students to create authentic artifacts and engage with computer science as a medium for creativity, communication, problem-solving, and fun. In this introductory course, students will learn the foundational concepts and skills of computer science (CS). They will explore these concepts using computers both to solve problems and to express themselves. The course is designed to be engaging and relevant to student life. Students build, remix, and share their animations, games, stories, music, and art in an engaging and collaborative environment.

Artificial Intelligence

This course will help students build a foundational understanding of what AI is, how it impacts society, and seeks to inspire students to imagine how they can harness the power of AI technologies to shape our world.

More than any other technology AI has the potential to revolutionize our lives for the better so long as it's done in a way that avoids bias that could cause harm or inequity. There are endless ways in which artificial intelligence touches our lives, from smartphones to streaming services. As AI touches more and more of our daily lives, it is becoming an essential part of foundational computer science education. For every opportunity where AI can be used for good, there is the potential for misuse and the spreading of inequity. That's where AI education becomes essential.

Across six units and three block projects, students will investigate the broad implications of AI technology. Through a combination of group activities, individual explorations, and end-of-module deep dive projects, students will build familiarity with AI technology, engage in real-world and career connections, and examine the implications of AI technology for our society and our world.

With AI transforming countless industries, every student should have the opportunity to learn about artificial intelligence. It is critical that we prepare a diverse and inclusive workforce, trained to understand how these technologies work so they can best navigate, consume, apply and develop responsible solutions using AI.

Creative CS

An introductory CS course designed to support the transition from block-based to text-based programming in Python, through engaging learning units and projects that explores CS as a medium for creation including app design, LED art, music and more. Students also get a chance to explore innovative tools such as AppLab, the Micro:bit Python editor platform and the Earsketch music app, as a means for creative and social expression. The units are designed to build excitement about the skills that students will develop throughout CSE 3 by connecting what students are learning to the real world. Students build, remix, and share apps, animations, LED art, and music, in a collaborative environment.

Health

Completing the New York State High School Health requirement is accomplished by completing the course entitled HS Health.

CN 610 HS Health, 1/2 Unit

It is the purpose of our health curriculum to allow each student two primary aims. The first aim is to understand and appreciate the value of total physical, mental, and social health. After this, the second aim is to acquire the knowledge that is needed to achieve and maintain such a state of well-being. Several topics covered include:

Mental Health, Substance Abuse,
Personal Health Care, Disease Prevention,
The Life Cycle, and Nutrition

Physical Education

Physical Education, ½ Unit

Physical education in grades 9 and 10 is geared toward the development of fundamental skills. Objectives of the program include neuromuscular development, interpretive development, and physical fitness through active participation in individual and team sports such as soccer, basketball, badminton, racquetball, orienteering, physical fitness, golf, dance, touch football, volleyball, and softball.

The primary emphasis of the physical education program for students in grades 11 and 12 will be on lifetime and recreational activities that the students may pursue after graduation. In addition, the opportunity for fitness development, as well as continued coverage of team and individual activities, will be retained.

World Language-Spanish

Spanish is offered in grades 7-12. For a Regents Diploma with Advanced Designation, a pathway a student may complete includes three units in a world language and successful completion of checkpoint B.

Spanish 1a, students embark on the journey to becoming Spanish speakers by acquiring phonics, essential vocabulary, and the basic grammar concepts of the Spanish language. They are expected to integrate their knowledge of the English language with Spanish to communicate effectively in the present, discussing preferences across various topics through both written and oral means. The grammar component entails a comparison of the basic parts of speech in English and Spanish, basic present conjugation (including regular and irregular verbs, the verb "to be," and expressions using *querer*, *tener*, *necesitar*, and *preferir*), along with exposure to various Spanish-speaking cultures through movies, art projects, and other engaging methods.

Spanish 1b, students delve deeper into greeting people, describing family and friends, discussing hobbies, and communicating about topics such as home life, occupations, travel, and medicine. Each lesson incorporates vocabulary, grammar, and culture within context, followed by explanations and exercises. The vocabulary expands to cover school subjects, parts of the body, and people, as well as idiomatic phrases. Grammar instruction encompasses present-tense verb forms, imperatives, adjective agreement, impersonal constructions, formal and informal address, and reflexive verbs. Additionally, students begin exploring the past using the preterit and imperfect tenses, discovering words used in different Spanish-speaking regions and gaining insights into the cultures of the 22 Spanish-speaking countries and regions worldwide. This course culminates with checkpoint A.

CN 601 Spanish I, 1 Unit

This is an intermediate Spanish class for students who have completed Spanish 1b and/or have some prior language experience. Students expand their knowledge by exploring more in-depth vocabulary and grammar skills. Students will also examine the culture of Spanish-speaking countries. The basic program is a textbook, workbook, and other accompanying materials. This course involves regular assignments.

CN 602 Spanish II, 1 Unit

Students enhance their ability to speak, write, read, and understand Spanish. The course covers vocabulary, grammar, and culture, addressing indirect and direct object pronouns, demonstrative adjectives, possessive adjectives, passive voice, and the preterit, imperfect, and future tenses. Cultural exploration continues through readers, movies, and videos.

CN 603 Spanish III, 1 Unit

Builds on the concepts from Levels 1a, 1b, and 2, emphasizing cultural practices, analysis of cultural similarities and differences, and the use of culturally appropriate gestures and language. Grammar study includes nominalization of adjectives, past participle as adjective conjunctions, subjunctive pronouns, prepositions (*por* vs. *para*), and verb conjugations using the imperfect vs. preterit. The course introduces command forms, the conditional, future, passive voice, *gustar*-like verbs, present and past perfect, and present and past progressive-present subjunctive.

CN 604 Spanish IV, 1 Unit

Adopts a dynamic approach, incorporating Problem-Based Learning (PBL), Cooperative Learning, and Total Physical Response and Total Physical Response Storytelling (TPR and TPRS) methodologies. It aims to develop speaking, listening, reading, and writing skills, delving into the rich tapestry of Spanish-speaking cultures. Students engage in conversation, comprehend diverse dialogues, and build proficiency in grammar control, reaching a high-beginning to low-intermediate level.

CN Spanish V, 1 Unit

conducted primarily in Spanish, requires active student involvement in achieving proficiency in reading, writing, speaking, and listening. The course involves an in-depth analysis of Iberian and Latin American political, cultural, and historical topics through literature, poetry, art, music, and film. Critical thinking skills are honed through cooperative activities, and authentic aural activities are integrated using podcasts, short videos, and streaming services. The course explores topical news stories from authentic Latin sources, demanding advanced reading and listening skills. Students are expected to be self-directed, motivated, and participate actively in class discussions, with a target proficiency level of Intermediate Mid. Similar to previous courses, Spanish 5 is a Checkpoint C level course, meeting the criteria for

earning the NYS Seal of Biliteracy endorsement and incorporates a 2-point Capstone project. It is also a concurrent course divided into two semesters, offering students the opportunity to earn 6 college credits from Tompkins Cortland Community College.

Mathematics

The mathematics curriculum at Morrisville-Eaton Central School has evolved as the result of a continuing response to the needs and interests of our students and the requirements set forth by New York State. The primary goal of the math department closely parallels the New York State Learning Standards for Mathematics. We want our students to understand mathematics and become mathematically confident by communicating and reasoning mathematically, by applying mathematics in real-world settings, and by solving problems through the integrated study of number systems, geometry, algebra, data analysis, probability, and trigonometry.

CN 210A (Next Generation) Algebra I, 1 Unit

The fundamental purpose of this course is to formalize and extend mathematics that students learned in the middle grades. Because it is built on the middle grades' standards, this is a more ambitious version of Integrated Algebra that has been generally offered. The critical areas, called units, deepen and extend understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibit a linear trend, and students engage in methods for analyzing, solving, and using quadratic functions. Students will experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. It is intended for all students and will cover the required topics in the New York State syllabus, culminating with an Algebra I Regents exam. Use of Graphing Calculator Required.

CN 235 Next Generation Geometry, 1 Unit

The primary goal of this course is to provide an integrated approach to the study of geometric relationships. The following topics included in this program are: congruence and similarity of triangles and all polygons, transformations, coordinate geometry, formal and informal proofs and properties of triangles, quadrilaterals and circles, with finding the area/perimeter/circumference of each. It is a requirement that all students take the Geometry Common Core exam at the end of the course. **Prerequisite:** Successful completion of Next Generation Algebra I

CN 239 (Next Generation) Algebra II, 1 Unit

The fundamental purpose of this course is to help students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. Students will build on their work with linear, quadratic, exponential functions and extend their repertoire of functions to include polynomial, rational, and radical functions. They will work closely with the expressions that define the functions and continue to expand and hone their abilities to model situations and to solve equations, including solving quadratic equations over the set of complex numbers and solving exponential equations using the properties of logarithms. This course is intended for the above average math student and will culminate with the Next Generation Algebra II Regents exam. Use of Graphing Calculator Required.

Prerequisite: Successful completion of Next Generation Geometry and Algebra I

Pre-Algebra, 1 Unit

Pre-Algebra is to be taken prior to Next Generation Algebra I, in order to strengthen a student's basic mathematical understanding. This course will be followed by the completion of Next Generation Algebra I course during the students' sophomore year.

MVCC MA 110 Elementary Statistics, 1 Unit

This course introduces probability and statistics. Students can receive both high school credit and 4 college credits (MVCC-MA 110) through Mohawk Valley Community College with this dual credit course. College credit will be dependent upon students successfully passing the placement exam, course, and final exam. Topics include graphs, tables, frequency distributions, measures of central tendency and dispersion, normal distribution, correlation and regression, probability, and inferential statistics. **Prerequisite:** Algebra I

Mathematics (Continued)

CN 224 Business Math, 1 Unit

This class fills the requirement for a third year of math. The intent of this class is to strengthen the math skills students will use in their everyday life. Topics include, but are not limited to, budgeting, checking and savings accounts, investing, credit, insurance, taxes, researching and presenting their “Dream Life.”

MVCC MA150/Pre-Calculus, 1 Unit

This advanced mathematics full year course is developed to review and expand concepts from Algebra II. Students can receive both high school credit and 4 college credits TC3 with this dual credit course. College credit will be dependent upon students successfully passing the placement exam, course, and final exam. Major topics include: The Theory of Equations, Relations and Functions, Polynomial Functions, Exponent and Logarithmic Functions, Applications of Trigonometry, Conic Sections, Matrices, Vectors, and an Introduction to Calculus. Students who successfully complete this course should be prepared to take an applications-oriented course in college. Use of Graphing Calculator Required.

Prerequisite: Successful completion of Algebra II

MVCC MA 151/Calculus, 1 Unit

This advanced mathematics course is offered as a dual credit course. Students have the potential to earn both high school credit and college credit through Mohawk Valley Community College (MVCC-MA151-4 credits). College credit is dependent upon students successfully passing the placement exam, course, and final exam. This course strengthens students’ understanding of functions in preparation for the process of differentiation and integration. Calculus concepts explored include limits and continuity, derivatives, definite integrals, trigonometric functions, and techniques of integration. **Prerequisite:** Pre-Calculus

Music

The music program at MECS allows students to participate for elective credit or required Music/Art credit. Both vocal and instrumental music is available.

CN 620 HS Band, 1/2 Unit

There is a High School concert band of grades 9-12 at Morrisville-Eaton. Students perform at school concerts and community events. The band offers an opportunity to develop musical understanding and maturity by playing some of the world's most treasured works of music. Part of the curriculum of band is weekly small group or individual lessons. Although beginner instrumentalists are always welcome, it is highly recommended that students who join band at the middle or high school level without any prior experience discuss their options with the instructor before joining. Middle School Concert Band is for grades 6-8.

CN 615 HS Chorus, 1/2 Unit

The mixed chorus is open to all students in the high school in grades 9-12. The group performs a wide variety of music including both sacred and secular classical music, musical theater, and contemporary selections. They perform in school programs and community events. Students are required to attend three vocal lessons each marking period.

CN 624 Basic Guitar, 1/2 Unit

The basic guitar class is an elective for high school students wishing to learn the basics of playing the guitar. Students in the class will learn chords, strumming patterns, picking, and how to play a melody line on the guitar. This class is for the beginning guitar player.

Music Theory, ½ Unit

This course will help students to further their musical knowledge by studying the makeup, mathematics, and foundations of music and how it is developed. The second half of the course is comprised of the study of form and style. Students will analyze and compose the various forms studied.

Prerequisite: Completion of at least one year of high school band or chorus.

Science

The New York State Learning Standards have set high expectations for students graduating from New York State Schools in the twenty-first century. Students who have completed science classes will be expected to be able to use scientific inquiry methods to investigate questions both in and out of the classroom. The use of empirical evidence will be seen as the way to the best solutions and not just argumentation. Technology is seen as a significant enhancement of the investigative process and should be used where deemed appropriate. Students of the new century will have command of scientific concepts and principles and will be able to apply them in their everyday lives. Students will recognize the interconnected nature of science, math and technology and be able to use their knowledge of these processes to solve real-life problems and make informed decisions about their own lives.

CN 304 Life Science Biology, 1 Unit

This course is based on the requirements of the New York State Learning Standards. Students must complete a minimum of 1200 minutes of laboratory experience to be eligible to take the Regents exam. The course consists of 4 disciplinary core ideas: From Molecules to Organisms: Structures and Properties, Ecosystems: Interactions, Energy, and Dynamics, Heredity: Inheritance and Variation of Traits, and Biological Evolution: Unity and Diversity. (Upon completion of the course students are required to take the NYS Regents exam in Life Science: Biology)

CN 306 Earth Science, 1 Unit

This full-unit course is based on the requirements of the New York State Regents syllabus. Students must complete a minimum of 1200 minutes of laboratory experience to be eligible to take the Regents exam. This course consists of the following units: astronomy, geology, meteorology, mineralogy, weathering and erosion, geologic history, structural geography and energy and environment. (Upon completion of the course, students are required to take the NYS Regents exam in Physical Setting: Earth Science.)

Physical Science, 1 Unit

The goal of this course is to provide students with an understanding of general chemistry and physics. All lab activities are completed in class, not in a separate lab section. This is a Non-Regents course.

CN 308 Chemistry, 1 Unit

This full-unit course is based on the requirements of the New York State Regents syllabus. Students must complete a minimum of 30 hours laboratory experience to be eligible to take the Regents exam. The course consists of twelve units: matter and energy, atomic structure, chemical bonding, the periodic table, mathematics of chemistry, redox and electrochemistry, organic chemistry, application of chemistry, nuclear chemistry and laboratory activities. (Upon completion of the course, students are required to take the NYS Regents exam in Physical Setting: Chemistry.)
Prerequisite: Successful completion of two units of Science and Geometry

CN 312 Physics, 1 Unit

This full-unit course is based on the requirements of the New York State Regents syllabus. Students must complete a minimum of 1200 minutes of laboratory experience to be eligible to take the Regents exam. This course provides the four major fields of physics; mechanics, waves, electricity and magnetism, and modern physics. (Upon completion of the course, students will be expected to take the NYS Regents exam in Physical setting: Physics.)

Prerequisite: Successful completion of or concurrent enrollment in Common Core Algebra II. Juniors could take this course if they aren't interested in chemistry.

Anatomy and Physiology, 1 Unit

This is a higher-level course, recommended for juniors or seniors who have successfully completed, with an 85% final grade or higher, Biology, Earth Science, and (if taken as a senior) Chemistry.

This course focuses on human anatomy, taking an in-depth look into the structure of the body systems and how they function. The class also requires lab work to be done (not a separate lab section), including multiple organ and animal dissections. This is a Non-Regents course.

Earth Systems, 1 Unit

Earth Systems is a Non-Regents course including the scientific process, astronomy, seasons, maps, weather, weathering and erosion, minerals and rocks, earthquakes and volcanoes, geologic history, and natural resources. All lab activities

are completed in class, not in a separate lab section. Successful completion of Living Environment class and Regents exam required. Teacher recommendation required.

Social Studies

Students in all New York State schools must take Social Studies in grades 9-12 as part of their required course load. New York State Regents exams are given after the 10th grade Global Studies class and again following the 11th grade United States History class. All classes in this department incorporate the 5 "Learning Standards" established by the New York State Department of Education. These standards cover major themes in the history of New York State, the United States, and World History. Other areas of emphasis include Geography, Economics, Civics, Citizenship, and Government.

CN 402 Global History & Geography 9, 1 Unit

This course examines the geography, history, culture, economic systems, and political systems in different regions and societies throughout the world. Students will be expected to be able to interpret the past, act like historians using analytical techniques like corroboration, contextualization, and sourcing and be able to evaluate the perspectives and motives of historical figures. In this course students will evaluate the importance of the river valley civilizations, beliefs, the rise and fall of classic empires such as Greece and Rome. Students will have to identify the reasons why the Ottoman and Ming Empires, rise, fall and the factors that made them stable throughout history. This course also highlights the world trading networks like Silk Road and Trans Saharan Trade Route, the empires that are built in Eurasia, the rise of power in the Catholic Church during the Middle Ages in Europe, the Renaissance, and the rise of the Global Age.

CN 404 Global History & Geography 10, 1 Unit

A chronological study of the units of Global History which include the Middle East, Latin America, Africa, South/Southeast Asia, Western Europe, Russia, Eastern Europe, China and Japan. Global History 10 will examine the period from 1750 to the present. Topics within this time period will include physical and historical setting; dynamics of change; contemporary nations and cultures; economic development; and the areas within the global context. There will be substantial focus on intellectual revolutions, political revolutions, industrialization, nationalism, imperialism, conflict, technology, and the interconnectedness of the world. The course will culminate with the New York State Regents in June.

***CN 415 Global History 10 Honors, 1 Unit**

A chronological study of the units of Global History which include the Middle East, Latin America, Africa, South/Southeast Asia, Western Europe, Russia, Eastern Europe, China and Japan. Global History 10 will examine the period from 1750 to the present. Topics within this time period will include physical and historical setting; dynamics of change; contemporary nations and cultures; economic development; and the areas within the global context. There will be substantial focus on intellectual revolutions, political revolutions, industrialization, nationalism, imperialism, conflict, technology, and the interconnectedness of the world. The honors course will stress reading comprehension and interpretation, formal essay writing, as well as researching and writing pertinent information. Global 10 honors level will also include substantial discussion in class, where ideas, opinions, and time periods can be debated, discussed and assessed to determine their importance in shaping World practices and politics today. Global History 10 Honors will culminate with the New York State Regents Exam in June.

Social Studies (Continued)

CN 406 U. S. History, 1 Unit

This United States History course is a survey of United States History from the Pre-Columbian period to present day. It will include a chronological study of U.S. History in general, but the emphasis in this course will be on the United States as a developing industrial and post-industrial nation. Constitutional government and legal issues surrounding Supreme Court Cases will be explored in depth, as will be the problems of a dynamic industrial society in an increasingly complex and technology-oriented world. This course will culminate in a New York State Regents in June.

Social Studies 12:

CN 409 Economics, 1/2 Unit

Economics is a half unit course that is required for graduation. Students will use a variety of intellectual skills to demonstrate their understanding of how the United States and other societies develop economic systems and associated institutions to allocate scarce resources, how major economic decision-making units function in the U.S. and other national economies, and how an economy solves the scarcity problem through market and non-market mechanisms.

CN 408 Government, 1/2 Unit

Government is a half unit course that is required for graduation. Students will use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments, the governmental system of the U.S. and other nations, the U.S. Constitution, the basic civic values of American constitutional democracy, and the roles, rights, and responsibilities of citizenship emphasizing avenues of participation.

Technology

CN 626 Technology I, 1 Unit

This material processing course is designed to give the learner a wide overview of materials and processes used to transform them. This course focuses on the classifying properties, and processes of materials and the selection of those materials to be used in applications. Learners should be concerned with processes and materials used in metals, woods, plastics, ceramics, and composites. This course demonstrates unchanging processes used on different materials, as well as specific processes used on certain materials. This course also offers selection process of the use of materials in different applications. Special attention is given to safety in the workshop environment. Major activities include analysis of materials and hands on projects. Furniture, small wood projects, sheet metal, welding, and safe techniques are used to process materials.

CN 627 Technology II, 1 Unit

Construction Systems is a 1 unit, forty-week course offered to all students. Construction systems explores how mankind shapes the world using current technology to provide solutions for society's needs. This course will explore the four fields of construction: Light Construction, Commercial Construction, Industrial Construction, and Civil Construction. Seventy-five percent of the course time will be spent on hands-on activities in a laboratory setting. Lab activities will center on the most common construction activities found in light and commercial construction. Careers within the construction trades will be explored throughout the course. Personal safety, energy use, conservation, and environmental issues are addressed as related to all fields of construction.

Prerequisite: Successful completion of Technology I.

CN 629 Design & Drawing For Production I, 1 Unit

These courses are designed to give beginning students a basic understanding of the universal language in industry. The student will learn how to visualize and graphically represent ideas and objects on paper in such fashion as would be done in an industrial situation. Any student, regardless of whether or not they intend to go into any industrially oriented career, will find many practical applications for these courses.

Design & Drawing for Production also offers Auto Cad, which is using the computer as a tool to produce drawings instead of using the standard drafting tools. Auto Cad is the industry standard and is, more often than not, the standard in most engineering schools and universities. This gives any student with career goals in either drafting, architecture, or engineering an excellent opportunity for hands on experience.

Design & Drawing for Production I can be used to fulfill the Fine Art requirement for students.

Basic Welding (20 weeks)

This introductory course provides students with hands-on experience in welding and metalworking techniques, including Stick/Arc and MIG welding. Students will also learn the basics of brazing and torch cutting, along with essential safety protocols and proper equipment usage. Through practical projects, students will develop a strong foundation in technical skills, equipping them for further training and education to pursue careers in the skilled trades or other industrial fields.

Small Engines (20 weeks)

This course introduces students to the fundamentals of small engine operation, emphasizing its application in agriculture. Students will learn to diagnose, repair, and maintain small engines, while also gaining practical knowledge of farm equipment mechanics. Designed for students interested in agriculture, engineering, or mechanical systems, this course combines hands-on learning with real-world applications

New Visions -Senior Year Only Programs

Madison-Oneida BOCES' New Visions programs are competitive, seeking highly motivated, academically capable, and mature high school seniors interested in exploring career options in specific areas of industry.

CN 840 Allied Health, 4 Units

The Allied Health Program places seniors in the highly challenging work environment of the Oneida Healthcare Center, where they will receive a firsthand, in-depth, overview of the health care field. Through observation within various departments of the hospital, students will learn what it takes to be successful healthcare professionals and how their training and education apply to real-life situations. Equally as important, students will gain an appreciation and understanding for the professional demands, busy work environment, and team spirit inherent to the delivery of quality patient care.

This program is an interdisciplinary approach. Students will study senior/college level English and social studies within the context of the health care industry. They will learn to interrelate academic and occupational skills, and how to apply them to diverse situations. Dual Credit from MVCC is also awarded with successful completion of this program.

COURSE CREDITS: Students will receive two (2) units of health occupations, one (1) unit of English 12, and one (1) unit of social studies 12 credit for completion of this program.

Prerequisite: Completion of three (3) units of Regents level math and science.

CN 843 New Visions Professions, 4 Units

Students will be given an opportunity for worksite experience in their career goal area. Students will gain skills necessary for entry level employment while on the worksite. Student time is divided between work experience at the worksite and classroom instruction at the Rossetti Education Center. Entrance requirement: vocational application, home school counselor interview and recommendation and, vocational counselor interview.

COURSE CREDITS: Students will receive one (1) unit of English 12, (1) unit of social studies 12 and (2) units of New Visions CTE. Dual Credit from MVCC is also awarded with successful completion of this program.

New Visions Law, Government & Public Administration, 4 Units

This program will engage students in rigorous academic and college preparation activities, assignments, and projects. In addition to classroom learning, students will be on scheduled rotations through county and local government departments as well as the court. They are also exposed to workplace expectations through internships. Networking and interacting with professionals in a specific career field of interest affords students a unique advantage in preparing for college and their future careers in law, government, or public service.

COURSE CREDITS: Students will receive one (1) unit of English 12, (1) unit of social studies 12 and (2) units of Law, Government & Public Administration CTE.

MO-BOCES Rossetti Education Center Course Offerings

A description of the courses offered by the Rossetti Education Center is available from your counselor. Most of these courses meet 1/2 day, for two years, and are open to juniors and seniors. The completion of a two year CTE program gives students 7.5 units. The course titles available are as follows.

CN 802 Conservation I, 2 Units
CN 803 Conservation II, 1.5 Units
CN 834 Graphic Design Technology I, 2 Units
CN 835 Graphic Design Technology II, 1.5 Units
CN 836 IT Systems/CISCO Net I, 2 Units
CN 837 IT Systems/CISCO Net II, 1.5 Units
CN 870 Health Related Careers I, 2 Units
CN 871 Health Related Careers II, 1.5 Units
CN 870A Health Related Careers: Advanced Health Science I, 2 units
CN 871A Health Related Careers: Advanced Health Science II, 1.5 units
CN 816 Cosmetology I, 2 Units
CN 817 Cosmetology II, 1.5 Units
CN 822 Early Childhood Education I, 2 Units: Located at Stockbridge
CN 823 Early Childhood Education II, 1.5 Units: Located at Stockbridge
CN 806 Carpentry I, 2 Units
CN 807 Carpentry II, 1.5 Units
CN 810 Heavy Equipment Operation I, 2 Units
CN 811 Heavy Equipment Operation II, 1.5 Units
CN 808 Electricity & HVAC I, 2 Units
CN 809 Electricity & HVAC II, 1.5 Units
CN 824 Automotive Collision Repair I, 2 Units
CN 825 Automotive Collision Repair II, 1.5 Units
CN 826 Automotive Technology I, 2 Units
CN 827 Automotive Technology II, 1.5 Units
CN 828 Outdoor Power Equip I, 2 Units
CN 829 Outdoor Power Eq. II, 1.5 Units
CN 818 Criminal Justice I, 2 Units
CN 819 Criminal Justice II, 1.5 Units
CN 820 Culinary Arts I, 2 Units
CN 821 Culinary Arts II, 1.5 Units
CN 872 Manufacturing Technology I, 2 Units
CN 873 Manufacturing Technology II, 1.5 Units

SUNY Morrisville-Online EDge Program Courses:

SUNY Morrisville will offer online, asynchronous course options through their **EDge** Program to eligible Juniors and Seniors. Courses offered for the 2024-25 academic year include:

SOCI 101. Intro to Sociology (3 Credits) Fall 2024 Semester, registration March 2024.

Introduction to sociological concepts, with description and analysis of the structure and dynamics of human society. Consideration of contemporary social institutional trends and of the reciprocal relationship among individuals and institutions. 3 credits (3 lecture hours) This course satisfies the Liberal Arts and Sciences requirement and the SUNY General Education Requirement for Social Science.

PSYC 101. Introduction to Psychology (3 Credits) Spring 2025 Semester, registration November 2024.

This course includes an introduction to the scientific study of behavior, mental processes, and the influences upon them. It also covers major theories and findings in psychology, including learning, cognition, abnormal psychology, and others. 3 credits (3 lecture hours) This course satisfies the Liberal Arts and Sciences requirement and the SUNY General Education Requirement for Social Science.

CJUS 101. Intro to Criminal Justice Systems (3 credits)

A survey course that examines the linkages that exist between and among the police, courts, prosecutors, corrections, probation, and parole. Three credits (3 lecture hours), fall or spring semester. This course satisfies the Liberal Arts and Sciences requirement. Students will earn college credit for these courses from SUNY Morrisville upon successful completion of the course.