Mount Morris Central School District

2025-2026

Course Description Guide

Grades 9 - 12

At Mount Morris, we prepare all of our students for participating in a diverse democratic society, setting realistic goals and achieving their individual potential.

Student success in college and career readiness is at the focus of our program.

GO BLUE DEVILS!

Table of Contents

Graduation Course Requirements:

Required Courses	**Units Required for Regents Diploma**	**Units Required for Advanced Regents Diploma**	
		LOTE	**5-Unit Sequence**
English	4	4	4
Social Studies	4	4	4
Mathematics	3	3	3
Science	3	3	3
Health	.5	.5	.5
Fine Arts	1	1	1*
Languages Other than English (LOTE)	1	3*	1
Physical Education	2	2	2
Electives / Sequence courses (LOTE, CTE, The Arts)	3.5	1.5 units of electives	5-units sequence (in The Arts or CTE)
Total Required (minimum)	22	22	22.5

Graduation Testing Requirements:

Regents Exams Required for Regents Diploma	**Exams**	**Regents Exams Required for Advanced Regents Diploma**	**Exams**
1 Math (Preferably Algebra I)	1	Algebra I	1
		Geometry	1
		Algebra II	1
Science	1	Science	2
Global History & Geography	1	Global History and Geography	1
English (ELA)	1	English (ELA)	1
5th Exam (Can be 2nd Math, Science or History)	1	U.S. History & Government	1
Non-Regents Required Exams (LOTE)		**Non-Regents Required Exams (LOTE)**	
Checkpoint A	1	Checkpoint A	1
		Checkpoint B	1
Total Exams:	***5***	***Total Exams:***	***8***
Total Checkpoints:	***1***	***Total Checkpoints:***	***2***

Grades 9-12 Course Descriptions

Syracuse University Project Advance Courses

Practices of Academic Writing - WRT 105 (.5 credits, 20 weeks)

WRT 105 creates a small collaborative community that fosters each member's development—as critical thinkers, readers and, of course, writers. You and your group will explore various genres of academic writing and read texts from across the disciplines on select topics, such as the role of public spaces or the politics of cultural dissent. You'll learn concrete analytical and rhetorical writing strategies; how to develop effective claims and original insights of your own; and how to communicate those ideas to diverse audiences. Expect to be challenged to become a more self-directed and reflective reader, thinker, and writer! (Potential to earn 3 college credits.)

Writing Culture: Intro to Creative Nonfiction - WRT 114 (.5 credits, 20 weeks)

WRT 114 focuses on the genre of creative nonfiction. Students explore varieties of creative nonfiction, such as memoir; biography; the personal essay; travel, science, and food writing; and "new journalism." As its name suggests, creative nonfiction borrows elements from fiction and poetry (e.g., description, scene construction, dialogue, etc.) yet still aims to tell the truth. For a writer to "tell it slant," however, is to acknowledge the ways in which one's subjective viewpoint shapes what counts as "the truth" in telling a story about one's own or another's experiences. Students will have the opportunity to experiment with style, genre, and subject in a writing studio environment and to read varied examples of contemporary creative nonfiction (e.g., Michael Pollan's The Omnivore's Dilemma, Rebecca Skloot's The Immortal Life of Henrietta Lacks, George Saunders' The Braindead Megaphone, etc.). Students will craft and workshop their own creative nonfiction compositions. (Potential to earn 3 college credits.)

Principles and Contemporary Issues in Sport Management - SPM 205 (.5 credits, 20 weeks)

Do you like sports? Why not look into turning your interest into a career?! For students looking for a career in sport management, SPM 205 is an essential introduction to the field's concepts through an examination of problems and issues faced by contemporary sport managers. You will learn to Identify and describe the unique characteristics of sport; examine some of the major problems facing sport managers; develop a knowledge of what is involved in problems and solutions; apply the foundation and principles of sport management to various aspects of the industry; understand the social and ethical responsibilities involved in managing sport organizations and events; and identify career opportunities and how to prepare for them. (Potential to earn 3 college credits.)

Introduction to the Analysis of Public Policy - PAF 101 (.5 credits, 20 weeks)

Public policy. How do we shape it? How do we enact it? This course will help you answer those questions and quite a few more. In an effort to understand public policy, you'll deconstruct local, state, and international issues drawn from the pages of The New York Times; you'll develop the social science skills to define and identify policy components; and you'll use graphs, tables, and statistics to analyze and communicate your ideas. Ultimately, you'll identify a social problem and propose a policy to deal with it—defending the costs and outlining the expected benefits—becoming a more informed citizen, worker, and consumer. (Potential to earn 3 college credits.)

Forensic Science – CHE 113 (1 credit, 40 weeks)

Forensic Science focuses on the application of scientific methods and techniques to crime and law. Recent advances in scientific methods and principles have had an enormous impact upon law enforcement and the entire criminal justice system. This course is intended to provide an introduction to understanding the science behind crime detection. Scientific methods specifically relevant to crime

detection and analysis will be presented, with emphasis placed upon the techniques used in evaluating physical evidence. Topics included are blood analysis, organic and inorganic evidence analysis, microscopic investigations, hair analysis, DNA, drug chemistry and toxicology, fiber comparisons, paints, glass compositions and fragmentation, fingerprints, soil comparisons, and arson investigations, among others. Laboratory exercises will include learning techniques commonly employed in forensic investigations. (Potential to earn 3 college credits.)

Introduction to Sociology – SOC 101 (.5 credits, 20 weeks)

SOC 101 is an analytic, skills-based introduction to sociology. The emphasis is on analytic reading and conceptual analysis. The approach to sociology is to view it as an empirical social science. The readings are based on empirical research studies or are review articles of research in an area of sociological investigation. It is a writing-intensive course. As the course progresses, students should obtain increasing skill in analytic reading and writing, sociological reasoning, empirical investigation, and in the ability to make empirical and conceptual generalizations about self and society in an increasingly global world. The course introduces C. Wright Mills' classic notion of "the sociological imagination" and the promise of sociology, and encourages students to see and think about the social world, themselves, and the relations between themselves and the social world in new ways. The course also includes a brief introduction to social science research methods and offers students the opportunity to practice some research skills over the course of the semester. (Potential to earn 3 college credits.)

The Economics of Personal Finance – ECN 305 (.5 credits, 20 weeks)

The world of personal finance can be overwhelming. From credit cards to mortgages and more, ECN 305 is here to explain the essential information you need to know to make financially smart decisions for the rest of your life. This Introduction to Personal Finance focuses on the foundations of financial planning—such as setting short-term and long-term financial goals—and then tackles essential aspects of consumer personal finance, including record keeping, budgeting, banking, saving, borrowing, investing, insurance, taxes, and retirement planning. By the end, you will feel more confident about making informed and reasoned financial choices with regard to your professional and personal lives. Your bank account will thank you later. (Potential to earn 3 college credits.)

Calculus – MAT 295 (1 Credit, 40 Weeks)

MAT 295 is the first course in the introductory calculus sequence for science, engineering and mathematics majors at Syracuse University. The mathematical content of this course is typical of most traditional first semester university calculus courses. The concepts of limit, continuity, derivative, and anti-derivative and definite integral are developed and are then applied to many types of functions. These include: polynomial, rational, trigonometric, and exponential functions together with their inverses, compositions, and algebraic combinations. The concepts developed are applied to a wide variety of problems from geometry, physics, and other sciences. These include maximum and minimum problems, related rates, areas, volumes and surfaces of revolution, arc length, work, fluid pressure, velocity and acceleration, and exponential growth and decay. Curve sketching is emphasized throughout the course. (Potential to earn 4 college credits.)

English

English 9 (1 Credit, 40 Weeks)

English 9 is a full-year course for freshmen emphasizing the development of reading comprehension, interpretation, and writing skills. Students read and study works of fiction, nonfiction, drama and short stories primarily. Students are instructed in the process of developing essays with emphasis on reading, listening, note taking, and organizing information to support a thesis. Students also use these research skills to develop oral presentations. English 9 provides a foundation of skills needed to prepare students for English 10 and 11 and for the Regents exam.

English 10 (1 Credit, 40 Weeks)

English 10 is a full year course for sophomores which builds on the English 9 program and emphasizes a sequential approach to writing expository and persuasive pieces. Literature studies will include poetry, short stories, Shakespearean and modern drama, and novels. This course will prepare students for the eleventh grade English Regents exam.

English 11 (1 Credit, 40 Weeks)

English 11 seeks to expand upon students' critical reading and writing skills and to heighten their appreciation of great literature as well as their understanding of the writing process. The curriculum includes all literary genres – among these we study Death of a Salesman and A Raisin in the Sun. Writing will take place in class and at home across a spectrum of assignments designed to foster students' ability to summarize, annotate, paraphrase, outline, revise, and complete quarterly literary essays. All students will receive preparation for the NYS English Regents' Examination, and have the option to pursue additional reading and writing assignments for enrichment. Passing this exam is required in order to earn a high school diploma in New York State.

English 12 (1 Credit, 40 Weeks)

English 12: This course will require students to conduct extensive research and produce substantial writing in the thematic issues around several course texts. These texts include: The Immortal Life of Henrietta Lacks by Rebecca Skloot; Invisible Child by Andrea Elliott; Moneyball by Michael Lewis; 12 Angry Men by Reginald Rose; and 1984 by George Orwell. Written assignments will demand that students transition from research-driven to persuasive, with an emphasis on supporting novel claims with various source evidence. In addition to text-based writing, students will be required to complete several creative writing units. Students will have homework on a daily basis, with a summative Senior Thesis paper as the main focus for the last quarter. Daily homework, participation, and weekly writing assignments will factor heavily into course grading. Students should be prepared to read and write more than they have in any other English class.

Studies in Literature and Film (.5 credit, 20 Weeks)

In this engaging elective, students will explore the power of storytelling by studying classic works of literature alongside their film adaptations and inspired counterparts. Through reading and discussion, students will analyze themes, characters, and narrative structures in foundational texts. They will then examine how filmmakers reinterpret, modernize, or draw inspiration from these classics to craft new stories. From faithful adaptations to creative reimaginings, this course encourages critical thinking about how stories evolve across time and medium.

Creative Writing (.5 credit, 20 Weeks)

In this elective course, students will explore the art of creative expression through writing. From short stories and poetry to personal narratives and flash fiction, students will experiment with a variety of genres and styles. Emphasis will be placed on developing voice, building strong characters, crafting vivid imagery, and refining narrative structure. Through writing workshops, peer feedback, and revision, students will grow as confident, original writers. This course is ideal for students who enjoy storytelling, self-expression, and imaginative thinking.

Social Studies

New York State mandates four units of social studies for high school graduation. These credits are divided into the following sequence:

Ninth Grade:	Global History and Geography I
Tenth Grade:	Global History and Geography II
Eleventh Grade:	U. S. History and Government
Twelfth Grade:	Economics and Participation in Government

Global History and Geography I (1 Credit, 40 Weeks)

In the ninth grade, students will study the history and culture of the following regions/nations: China, Japan, Southeast Asia, Africa, South Asia, Korea, and Latin America. Students will study each region from its earliest civilizations to the present day. The histories of each region/nation will be interrelated to conform to the New York State guidelines. The skills and knowledge needed to pass the Regents exam will be emphasized.

Global History and Geography II (Credit, 40 Weeks)

In the tenth grade, students will study the history of Europe and the Middle East from ancient civilizations to the present. At the end of the year, students will take a Regents exam that will test document interpretation and critical thinking skills as well as knowledge of world history. This Regents exam is cumulative across Global I and II and passing the exam is required for graduation.

US History (1 Credit, 40 Weeks)

In the eleventh grade, students will study a chronological history of the United States beginning with the Civil War and ending with the present time. The curriculum places emphasis on the Constitution, development of the United States as an industrial nation, and international involvement. In June, students will take the New York State Regents examination in United States History and Government. Students must pass this exam in order to obtain a Regents Diploma in New York State.

Economics (.5 Credits, 20 Weeks)

In the twelfth grade, students will study basic economic concepts such as supply, demand, scarcity and opportunity cost. Students will apply these concepts to their current and future roles as producers and consumers in our society, thus obtaining an understanding of how the market system developed and how this system compares to other economic systems. Sometime will be devoted to such contemporary economic issues as inflation, labor-management strife, and the impact of international relations upon economic affairs. Students will have the opportunity to investigate the stock market and career opportunities and will be required to produce an economics research paper.

Participation in Government (.5 Credits, 20 Weeks)

In the twelfth grade, students will study the founding principles and beliefs of the United States. Students will study the structure, functions, and powers of government at national, state, and local levels. Students will be required to observe local governance in action by attending local town, village, or school board meetings. This course will introduce students to the possibilities to be involved as active citizens.

Mathematics

Pre-Algebra – (1 Credit, 40 weeks)

Pre-algebra is the first year of a two-year math sequence. Students work on the main skills of the Algebra curriculum (number and quantity, algebra, functions, geometry, modeling and probability and statistics) to create a deeper understanding of how they work and when to use them to prepare for the Regents Exam in Algebra.

Algebra – (1 Credit, 40 weeks)

Algebra is the second year of a two-year math sequence. Students take this course after having worked on the skills in pre-algebra that are necessary to be successful. The standards are organized by conceptual category (number and quantity, algebra, functions, geometry, modeling and probability and statistics), showing the body of knowledge students should learn in each category to be college and career ready, and to be prepared to study more advanced mathematics. This course ends with the Regents Algebra Exam. Students are required to use a graphing calculator. Instruction will be based on the TI-84+.

Algebra I – (1 Credit, 40 weeks)

Algebra 1 is a one year, fast-paced Algebra course that is being taught based on the new Common Core Learning Standards. At the high school level, the standards are organized by conceptual category (number and quantity, algebra, functions, geometry, modeling and probability and statistics), showing the body of knowledge students should learn in each category to be college and career ready, and to be prepared to study more advanced mathematics. This course ends with the Regents Algebra Exam. Students are required to use a graphing calculator. Instruction will be based on the TI-84+.

Geometric Applications (1 Credit, 40 Weeks)

This course counts towards one of three required math credits for graduation. It encourages deep critical thinking and is centered around real-world applications. Over the course of the year students will explore the following topics: coordinate geometry and transformations, right triangle trigonometry, three-dimensional applications, and constructions that provide students an opportunity to use geometric tools like the protractor and compass.

Geometry (1 Credit, 40 Weeks)

The course meets the CCSS-M curriculum standards and mathematical practices which encourages deep critical thinking. Over the course of the year students will explore the following topics: properties of geometric figures, triangle similarity and congruence, synthetic and analytic proofs, coordinate geometry and transformations, right triangle trigonometry, and circle geometry. This course ends with the Regents Geometry exam. Students are required to use a graphing calculator, protractor, and compass. Instruction will be based on the TI-84+ calculator.

Algebra II – (1 Credit, 40 weeks)

This course relies heavily on algebraic, computational, and problem-solving skills. Students will study many new mathematical concepts including a variety of functions, trigonometry, data analysis, logarithms, arithmetic and geometric sequences, imaginary and complex numbers, and much more. The pace and rigor of this course will demand students to dedicate a significant amount of time outside of the classroom. This course ends with the Regents Algebra II exam. **S**tudents are required to use a graphing calculator. Instruction will be based on the TI-84+.

Mathematics (continued)

Applied Math (1 Credit, 40 Weeks)

This is a project-based course designed to investigate the relationship between mathematics and the real world. This course is delivered through project-based instruction and small group collaboration. Students are expected to use technology to seek information and create projects to show case their findings. Some of the topic's students will explore include conversions, geometric solids, graphic design, budgeting, statistics, and anything closely related to student's future careers.

Pre-Calculus (1 Credit, 40 Weeks)

The purpose of this course is to provide the student experiences with topics not covered in the prior three years that are necessary for the study of higher mathematics. Some of the topics presented include sequences and series, vectors, parametric equations, mathematical induction, polynomial and rational functions, natural logarithms and an introduction to the derivative and integral. Students are required to use a graphing calculator and must purchase one. Instruction will be based on the TI-84+.

Science

Living Environment (1 Credit, 40 Weeks)

Living Environment is designed to integrate the concepts and topics of modern biology relevant to today's world. Emphasis is placed on current issues such as the environment and technology in society. Topics include ecology, cells, biochemistry, genetics, evolution, and human physiology. Course projects and laboratory work will be a required component of the course. The course culminates with a New York State Living Environment Regents exam. The assessment evaluates all areas of student performance including lab skills, communication skills, data analysis, and interpretation skills. There is a NYS-Regents lab requirement for the course (minimum 1200 minutes), completed during a separate lab period, as well as with in-class lab activities.

Earth Science (1 Credit, 40 Weeks)

Regents Earth Science deals with how and why the environment of the earth changes, how the earth interacts in the solar system, the effect of solar radiation on the atmosphere, weather and climate, the dynamic nature of the earth's crust, and the formation of various kinds of rocks. Students will also study the geological history of the earth as well as the effect that humans have had in the evolution of the earth's landscape. Satisfactory completion of extensive lab work is mandatory. The Regents exam will assess all areas of student performance including lab skills, communication skills, data analysis, and interpretation skills. There is a NYS-Regents lab requirement for the course (minimum 1200 minutes), completed during a separate lab period, as well as with in-class lab activities.

Chemistry (1 Credit, 40 Weeks)

Regents Chemistry is the study of the structure and behavior of atoms and molecules. Considerable emphasis is placed on the general periodic relationships of the elements, their atoms, ions, and compounds. The course deals primarily with physical chemistry along with a brief introduction to organic and nuclear chemistry. The Regents final exam emphasizes both mathematical and written proficiency of concepts. The topics covered are: mathematics review, scientific measurement, atomic structure and theory, periodic table, bonding, chemical names and formulas, quantities and reactions, stoichiometry, states of matter, behavior of gases, solutions, redox, kinetics and equilibrium, acids, bases and salts, organic chemistry, and nuclear chemistry. There is a NYS-Regents lab requirement for the course (minimum 1200 minutes), completed during a separate lab period, as well as with in-class lab activities.

Physics (1 Credit, 40 Weeks)

Regents Physics is the study of the behavior of matter and energy. The course is organized into five core areas: 1) mechanics, 2) energy, 3) waves and light, 4) electricity and magnetism, and 5) modern physics. Because these topics are treated mathematically, a good background in algebra, geometry and trigonometry is highly desirable. Laboratory and computer skills will also be emphasized. There is a NYS-Regents lab requirement for the course (minimum 1200 minutes), completed during a separate lab period, as well as with in-class lab activities.

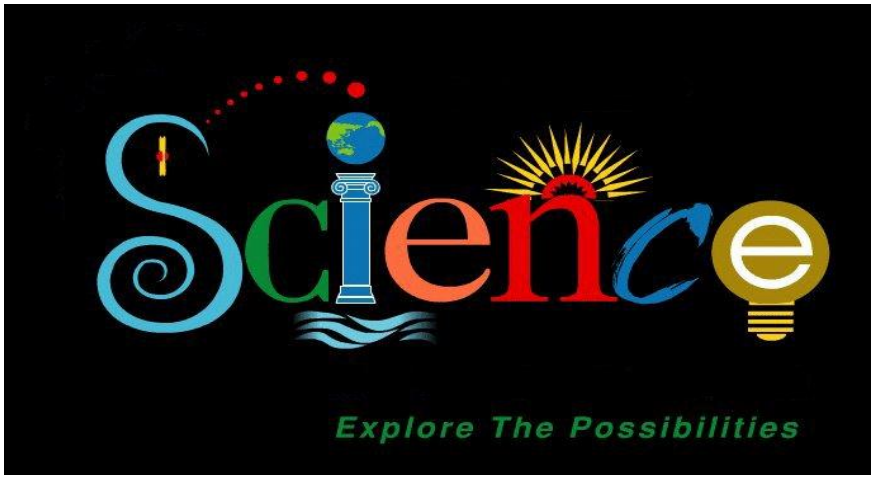
Science (continued)

Astronomy (0.5 Credit, 20 Weeks)

Study of the Solar System, Stars and the Universe. Understanding of current theories of stellar and planetary system evolution. History of astronomy and development of current models. Some mathematics are required. New research in astronomy will be a part of the class.

Meteorology (0.5 Credit, 20 Weeks)

Study of atmospheric phenomena. Students will develop an understanding of the factors which influence weather and climate. Use of real-time data to predict weather.



Language other than English (LOTE)

Spanish 1A (.5 Credit, 40 Weeks)

This course is designed for students who have never taken Spanish. Emphasis is placed on learning fundamental skills of listening, comprehension, speaking, reading and writing skills with regular reinforcement of vocabulary, structure, phonetics and oral proficiency. Students learn basic functional communication in Spanish as well as an introduction to the geography and culture of Spanish-speaking countries. A variety of resources and activities comprise a well-articulated curriculum. Students will benefit from interacting in the language with each other.

Spanish 1B (.5 Credit, 40 Weeks)

This course is the second component to Spanish 1A that will continue to emphasize learning fundamental skills of listening, comprehension, speaking, reading and writing with regular reinforcement of vocabulary, structure, phonetics and oral proficiency.

Spanish I (1 Credit, 40 Weeks)

This course is designed for students who have never taken Spanish or earned prior required graduation credit. This course combines 1A and 1B Spanish and is designed for students who are beginning the study of the Spanish language. Students will work on pronunciation, listening skills, vocabulary, conversational skills and learn various aspects of the Hispanic culture. This course also includes authentic sources and hands on activities and Projects that will enhance learning. Upon successfully completing all course work and Final exam, the students will earn 1 credit of a foreign language required to graduate high school.

Spanish II (1 Credit, 40 Weeks) *Prerequisite:* Spanish I

This course is designed for students to study listening, speaking, reading and writing with special attention to vocabulary acquisition and grammar. This course is in preparation for obtaining additional language credit and a Regents with Advanced Designation Diploma. Readings, videos, and CDs are included to provide exposure to authentic language. Students also study the culture of Spanish-speaking countries. Students will benefit from interacting in the language with each other.

Spanish III (1 Credit, 40 Weeks) *Prerequisite:* Spanish II

This course is designed to continue students' development of listening and speaking skills together with a transition to more difficult readings and directed writing. It increases the appreciation of Hispanic culture and knowledge of the language through readings, videos and internet activities. Students will benefit from interacting in the language with each other. Students will concentrate their efforts on the four elements of Checkpoint B, an exam required for the Regents with Advanced Designation.

Spanish IV (1 Credit, 40 Weeks) *Prerequisite:* Spanish III

This course is designed to look deeper into the culture and language of Spanish. It is designed to (1) practice and refine speaking ability with an emphasis on conversational skills; (2) teach and practice more advanced grammar skills; (3) expose students to literary and authentic texts in Spanish; (4) further improve reading comprehension and writing skills; (5) further increase knowledge of the culture of the countries where Spanish is spoken. Classwork and effort will be an integral part of this course as students start to use their skills more in authentic situations and casual conversation. Students are expected to become more independent outside of the classroom in acquiring help and intrinsically motivating themselves. It is recommended that a college bound student complete three to four years of the same foreign language during high school.

English to Speakers of other Languages (ESOL)

It is the intent of the ESOL program to provide a course of study for students in Mount Morris whose native or home language is one other than English. The emphasis of this program is for students to communicate freely in the spoken and written modes of English within and outside of their school environment. In addition, students will be introduced to the culture of the school and community as well as the social structure**s** of the United States. Admission to the ESOL program is through New York State mandated testing and ESOL teacher recommendation. The number of sections of ESOL varies according to students' proficiency levels (see below). Exiting criteria is attained only through a proficient score on both the listening/speaking and reading/writing portions of the NYSESLAT.

Entering (Beginning): A student at this English language proficiency level relies heaving on teacher supports and instructional scaffolds to advance his/her academic language skills. As measured by the NYSITELL or the NYSELAT, a student at this level has yet to meet the linguistic demands necessary to demonstrate English language proficiency in a variety of academic contexts within his/her grade level. *540 minutes per week*

Emerging (Low Intermediate): A student at this English language proficiency level relies on teacher supports and instructional scaffolds to advance his/her academic language skills. As measured by the NYSITELL or NYSESLAT, a student at this level has yet to meet the linguistic demands necessary to demonstrate English language proficiency in a variety of academic contexts within his/her grade level. *360 minutes per week*

Transitioning (Intermediate): A student at this English language proficiency level shows increasing independence in advancing his or her academic language skills. As measured by the NYISTELL or NYSESLAT, a student at this level has yet to meet the linguistic demands necessary to demonstrate English language proficiency in a variety of academic contexts within his/her grade level. *180 minutes per week*

Expanding (Advanced): A student at this English language proficiency level shows great independence in advancing his/her academic language skills. As measured by the NYSITELL or NYSESLAT, a student at this level is approaching the linguistic demands necessary to demonstrate English language proficiency in a variety of academic contexts within this grade level. *180 minutes per week*

Commanding (Proficient): As measured by the NYSESLAT, a student at this level has met the linguistic demands necessary to demonstrate English language proficiency in a variety of academic contexts within his/her grade level. This student is designated as a Former ELL and is entitled to receive two years of former ELL services.

Technology

Technical Drawing / Design & Drawing for Production I (DDPI) (.5 Credits, 20 Weeks)

This course challenges students to use drafting to generate solutions to design problems. Students will use technical drawing equipment to learn the language of Technical Drawing and communicate their ideas through exact mechanical drawings. Those students interested in any *technical related career* are recommended to take Technical Drawing. This course may fulfill ½ of the Fine Art credit needed for graduation, and it is a ***prerequisite for the courses Advanced Technical Drawing, ACE Technical Drawing and Architectural Drafting and Design.***

Technical Drawing II (.5 Credits, 20 Weeks) *Prerequisite:* Technical Drawing I

This course is designed to build upon the basic principles of Technical Drawing: orthographic projections, auxiliaries, surface developments, pictorial drawings and sectional views. There is an emphasis on the ***3D component*** of drafting. Designing and the production of models are major aspects of this course. Students will be introduced to 3-D solid modeling through the design, itemization, and drafting of details, necessary to manufacture and construct a project. This course may fulfill ½ of the Fine Art credit needed for graduation, and has ***Technical Drawing as a prerequisite.***

Production Systems (.5 Credits, 20 Weeks)

Introduction to manufacturing and production systems; provides an overview of various aspects of manufacturing systems; includes design, analysis, operation and control; a perspective for manufacturing systems related problems and the complex interactions that they entail.

Communication Systems (.5 Credits, 20 Weeks)

This course is about communicating. How we as humans communicate using visual and auditory senses and very often a combination of the two using technology. Emphasis is given to hands-on learning through a variety of activities consisting of, but not limited to the following; analysis of communication systems, digital imaging through photography and video, manipulation and editing of digital imagery, graphic communication, desktop publishing and development of web site/pages. Computer use is an integral part of this course.

Computer Applications (.5 Credits, 20 Weeks)

Google Docs has become the platform to beat. Workplaces, classrooms, and government agencies globally are counted among the millions of users now using cloud-based productivity apps like Docs. In this class, users will be introduced to the Google Docs interface as well as to the tools available for both creating and managing content. Users will also learn how to take advantage of web-based features like real-time collaboration and search. These skills will also be applied to Google Slides where they will utilize similar tools available with that application.

This keyboarding portion of this course is web based. You will learn touch-typing or improve your existing typing skills. We will be using the EduTyping program which is a typing tutorial designed for personal computers including Chromebooks. Students who successfully complete these lessons will learn how to touch-type quickly and efficiently on a QWERTY keyboard. It is expected that students will be typing 25 words per minute by the end of the course.

Physical Education and Health

Each student is required to take physical education each semester in attendance. The student earns ½ credit each year towards the New York State mandated requirement for graduation. The sequential physical education program includes a variety of activities with an emphasis on personal fitness but designed to promote growth in the psychomotor (motor skills), cognitive (knowledge, and understanding), and affective (attitude and appreciation) domains.

PE 9-12 (.5 Credits, 40 Weeks)

As a result of participating in the Blue Devils Physical Education Program, students will:

- Run a mile under the time specified for their age.
- Be able to play skill specific sports, (i.e. basketball, soccer, tennis, water games, volleyball, pickle ball, floor hockey, spike ball, Ultimate Frisbee, wrestling, badminton, football, archery, softball/baseball, and golf).
- Understand fitness benefits.
- Understand possible ways to increase fitness through activity (i.e. running, aerobics, biking, hiking, Weight training, swimming, dance, track and field, cross-country skiing, and Tae Bo).
- Learn lifetime activities such as lawn games and water games.
- Recognize the amount of practice necessary for levels of success.
- Show teamwork in team sport activities.
- Show cooperation through sport.
- Show sportsmanship.
- Demonstrate proper etiquette in leisure activities.
- Enjoy the opportunity to participate in individual sports.
- Enjoy the opportunity to participate in team sports.
- Have fun participating in physical education.

HS Health (.5 Credits, 20 Weeks)

This half-year course examines topics that affect the health status of teens. The course grows six skill areas: communication, decision-making, planning and goal setting, self-management, stress management and advocacy. Students practice these skills while learning about alcohol and other drug use and abuse, health and wellness, and diet and nutrition.

Exercise and Nutrition (.5 Credits, 20 Weeks)

This is a half-year course where you will learn and understand how to properly eat and exercise to achieve and/or gain specific goals. The students spend time in the classroom learning how to write goal specific workout plans along with taking these plans to the weight room and seeing if their workout plan, achieved their goal. The students will learn proper technique along with different workouts to achieve their goals and make sure they are safe in the weight room. The course will also go over how to increase muscle mass and lose body fat safely and efficiently.

Other

Independent Living (.5 Credits, 20 Weeks)

This course is designed to prepare you to live on your own. Wise money management, career selection, food preparation, and living environments will be discussed. It is important to plan for the future using the decision-making process and identifying factors that influence the decisions we make. The three economic roles we play in society are the consumer, worker, and citizen.

Art

Studio in Art I – Two-Dimensional Design (.5 Credits, 20 Weeks)

This course introduces student-artists to the basics of two-dimensional design through projects rooted in Art History. Students will create artwork based on personal experiences in a number of 2-D art materials including drawing, painting, printmaking, collage, and graphic design. Students will learn and apply the elements and principles of art to their original works.

Studio in Art 2 – Three-Dimensional Design (.5 Credits, 20 Weeks)

This course introduces student-artists to the basics and history of three-dimensional design. Students will gain experience and create personal artwork in a number of sculptural materials including ceramics, plaster, wood, paper, and mixed-media/found objects. Student will learn and apply the elements and principles of art to their works.

Studio in Ceramics (.5 Credits, 20 Weeks)

This course is designed to develop a foundation of techniques in clay; student artwork will include both functional and sculptural pieces. We will focus extensively on hand building techniques; glazing/finishing techniques and an introduction to wheel throwing are included in the course. Students will develop and understanding of the chemistry of clay, firing processes, and three-dimensional design while creating original artwork.

Drawing & Painting (.5 Credits, 20 Weeks)

This course is designed to teach students to focus their artwork on developing skills in drawing and painting. Students will continue to apply their knowledge of the elements of art and principles of design while creating compositions. Students work with graphite pencil, colored pencil, pen & ink, charcoal, pastel, watercolor, and acrylic paint. This course is strongly linked with art history, contemporary art, and personal expression.

Digital Photography (.5 Credits, 20 Weeks)

This course is designed as an introduction to digital photography including the history of photography, photography as a fine art, and photography as a method for visual communication. We will be exploring composition, point of view, photojournalism, portraiture, narrative art, and more! Students will also have an introduction to photo editing using Adobe Photoshop.

Contemporary Crafts & Fiber Arts (.5 Credits, 20 Weeks)

This course is designed all students opportunities to experience the worlds of craft and fibers through projects based on art history and a study of contemporary artists. Students will gain experience in papermaking, visual books/book making, fiber & fabric arts, and costume design. This course is a fun exploration of the rich craft history of New York State, as well as other contemporary and historical craftspeople. This course offers students the opportunity to create unique original artworks using nontraditional art materials!

Advertising & Design (.5 Credits, 20 Weeks)

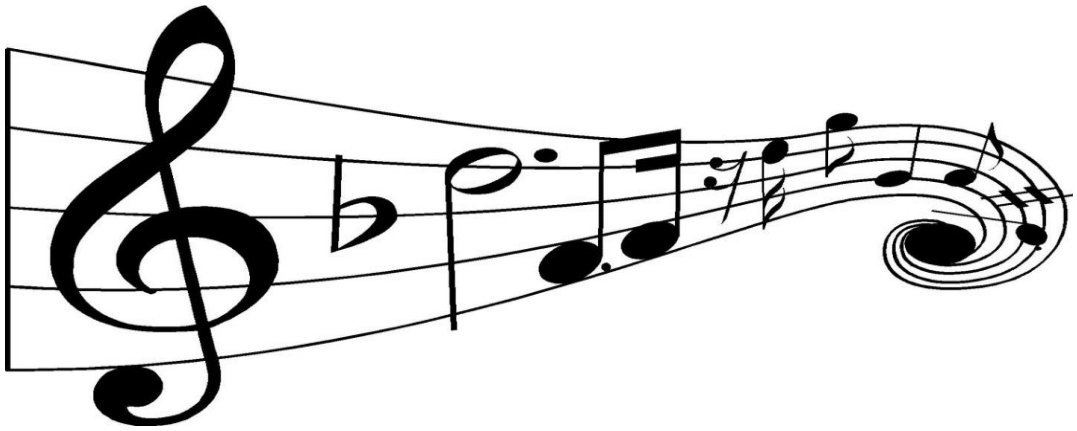
Using project-based approach, students in this course will learn about market psychology, consumer demographics, product promotion, and commercial art techniques. Students will be working on design problems and projects surrounding graphic design, typeface, logo & image development, and event & product advertisement/packaging. The class will have the opportunity to work with several school organizations to develop advertising materials for school and community events. Students will become familiar with traditional and electronic techniques while developing their art.

Advanced Drawing and Painting (.5 Credits, 20 Weeks)

An upper level course designed for the student who wishes to further develop skills and techniques that were introduced in previous drawing and painting courses. This is a desirable course for any student wishing to develop a portfolio for college. Students will be continually encouraged to expand their creative ideas as well as their technical potential. The course will approach drawing and painting utilizing various techniques and materials. Emphasis of this course will be placed on realism and drawing from life.

Music

Numerous studies have been conducted linking the enhanced ability of music students to significantly out-perform non-music students in all areas of academic pursuit. It is because of these ideals that we believe music provides students with not only the pride of accomplishment, but also the opportunity for overall academic success.



Senior High Band (.5 Credits, 40 Weeks) *Prerequisite:* Prior instrumental experience and/or band director approval

This course trains students in the mental and physical techniques necessary to successfully play a musical instrument. Emphasis is placed on music reading, counting, and basic-to-advanced instrumental technique. It is designed to instill musicianship, poise, posture, group dynamics, body control, mental and physical discipline, and an aesthetic awareness and appreciation of music. While the study and performance of music is an art, the value of its study has significant impact upon many aspects of a student's life. The primary focus of the study of music is to develop the student's appreciation of music as an art form on all levels.

All students enrolled for credit participate in the Concert Band and weekly instrumental lessons. Enrolled students may elect to participate in one or more optional noncredit-bearing activities with teacher approval. Noncredit-bearing activities may include but are not limited to: Jazz Ensemble, Solo Festival (GVSMA and/or NYSSMA), and other Special Activities or Ensembles.

Senior High Choir (.5 Credits, 40 Weeks)

This course is design to provide students the opportunity to sing music from various time periods and styles in an ensemble setting. Each student receives small group lessons. Chorus students may participate in small ensembles and solos. Vocal groups perform in two concerts per year and are frequently invited to showcase their work during school events. Musicals are produced each spring and it is recommended that students who plan on participating in the musical sign up for chorus. Students are encouraged to participate in Solo Festival. No prerequisite course required however prior choral experience helps.

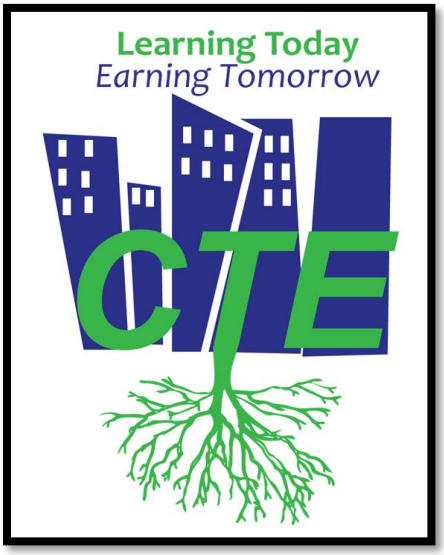
Career and Technical Education

Genesee Valley Educational Partnership Charles G. May Career and Technical Center

Mt. Morris High School students interested in vocational education have the opportunity to pursue one and two-year vocational programs at the May Center in Mount Morris. Juniors selecting a two-year program typically attend the May Center in the afternoon, spending the morning at Mt. Morris High School taking courses required for graduation. Seniors typically attend the May Center in the morning and return to Mt. Morris High School in the afternoon for their core academic classes and physical education. Students may earn three credits toward graduation for each year they successfully complete.

Possible Majors Available at the BOCES May Center

Animal Science
Automotive Technology
Building Trades
Collision, Custom, & Restoration
Computer Information Systems
Conservation
Cosmetology
Criminal Justice
Culinary Arts
Diesel Mechanics
Health Dimensions
Human Services
Metal Trades
Health Careers Academy (12th Grade)
Sports Science Academy (12th Grade)



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