

# SODUS HIGH SCHOOL



## COURSE DESCRIPTIONS 2022-2023

## **EQUAL EDUCATIONAL OPPORTUNITIES**

The Sodus Central School District does not discriminate on the basis of race, color, national origin, sex, disability, weight, age, or any other legally protected status in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The following person has been designated to handle inquiries regarding the non-discrimination policies:

**Joe Keeney, Director of Student Services**  
**6375 Robinson Road**  
**Sodus, New York 14551**  
**(315) 483-5208**  
**JKeeney@soduscSD.org**

The full text of Board Policy #8130, which prohibits discrimination, is contained in the Policy and Regulation Manual of the Sodus Central School District, copies of which are available for examination in any administrator's office and the Sodus Community Library (483-9292). Hours at the Library are as follows: Monday - Thursday 10:00 a.m. to 8:00 p.m., Friday and Saturday 10:00 a.m. to 5:00 p.m., and Sunday 2:00 p.m. to 5:00 p.m.

### **DISTRICT MISSION STATEMENT**

Nurtured by the influence of a diverse community, our district is committed to the success of every student. We will support our students in developing the skills and strategies needed to achieve academic excellence and to become respectful, responsible, kind citizens of a global society. We are dedicated to sustaining an environment that fosters a joy for life and continued learning.

### **INTRODUCTION**

This handbook has been prepared to help Sodus students and parents plan a meaningful school program. Students and parents are encouraged to refer to it frequently when choosing a course of study. After carefully reading the handbook and discussing plans with parents; students should consult a school counselor to discuss program planning. Careful planning and selection of courses is critical. Future plans depend a great deal upon the decisions a student makes in his or her high school program of study.



A special thank you to Amber Kirkey for her design of the We Are Sodus on the cover of our 2020-2021 Course Description Handbook and a special thank you to Tammy Buehler and Martha Adams for the photos contained within.

**2021-2022**  
**Course Description Handbook**  
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## ADMINISTRATION

**Students and parents can reach the administrative offices by calling 483-5200 or call the numbers below directly with the 483 exchange:**

Nelson Kise, Superintendent of Schools.....	5201
Heather Uetz, Assistant Superintendent for Instruction .....	5234
Joe Keeney, Director of Student Services.....	5208
Steve Moore, School Business Administrator .....	5283
Tim Padden, Director of Personal Learning .....	5269
Arkee Allen, High School Principal .....	5280
Tina Peets, High School Assistant Principal.....	5261
Brian Dastyck, Building Support Dean .....	5214
Gene Hoskins, Intermediate School Principal .....	5242
Mike Sereno, Elementary School Principal .....	5282

### **Department Chairpersons**

**Students and parents may reach the department chairperson by calling 483-2331:**

Dan Titlow, English.....	x6714
Gary White, Math .....	x6109
Matt Miller, Science.....	x6204
Ben Herendeen, Social Studies .....	x6604
Angela Lay, Special Education.....	x6100
Tammy Buehler, Art .....	x6603
Lisa Miller, Music.....	x6229
Mike Magin, Health & Physical Education .....	x5216
Paul Hicks, Business & Technology.....	x6105
Natalie Wahl, Languages Other Than English .....	x6114

**SECTION I**  
**GUIDANCE INFORMATION**

**SODUS JUNIOR SENIOR HIGH SCHOOL GUIDANCE OFFICE**

The purpose of the Sodus Central School District Guidance Counseling Program is to assist students with their academic, social/emotional, and career development through individual and group counseling sessions and classroom presentations that address: social emotional learning, course selection, career exploration, college admission, and/or the pursuit of work skills development.

The Guidance Office provides many opportunities to high school students and parents to gain information about post-secondary plans. Materials are available regarding careers and occupations, two-year and four-year colleges, as well as the military and financial aid programs. College and military representatives visit the Guidance Office to meet with interested students. Please encourage your child to use the Guidance Office regularly.

It is suggested that you work closely with your child’s counselor to help plan your child’s school program. Please contact our office at 315-483-5213 to speak to your child’s counselor or to set up an appointment through our secretary, Kelley Tessier.

**Counselor assignments for the 2020-2021 School Year:**

Mrs. Colleen Sheahan .....Counselor Grades 8, 10, 12.....x6122  
Mrs. Meredith Thiell .....Counselor Grades 7, 9, 11 .....x6123

**Counselors are assigned by the 7<sup>th</sup> grade cohort and will remain your child’s counselor throughout Jr/Sr High school.**

**WHERE TO GO FOR HELP:**

<b>If you:</b>	<b>Then go to:</b>
Need to be excused from school	Main Office/Health Office
Need textbooks	Classroom teacher
Need a locker	Main Office
Need a PE locker	PE teacher
Have lost or found articles	Main Office
Need to borrow lunch money	Main Office
Need a work permit	Main Office
Tardy or returning from an appointment	Main Office
Need college information	Guidance Office
Transferring to another school	Guidance Office

## **A. COURSE SELECTION INFORMATION**

### **Course Selection Timeline**

Course selection handbook updated and on website	November
Teacher recommendation as appropriate	November – January
Scheduling information shared with students	1st week of November – Grades 10 & 11 4 <sup>th</sup> week of November - Grades 8 & 9
Counselors meet with students individually for course selection	November – February
Course selection and verification form sent home	February
Summer school results received/student schedules adjusted	August
Students receive schedules at Orientation	August
Schedules mailed home for students who didn't attend meetings at school.	August
All schedule changes other than errors or additions must follow established drop/add procedures.	Designated dates in late August and 8 days after the start of the school year.
No schedule changes except for extenuating circumstances	After the 8 <sup>th</sup> day of the start of the school year.

#### **Please Note:**

Enrollment in courses may be limited by class size and availability of sections. In the event you have selected a course that will not be offered, you will be asked to make an alternate selection. Students are allowed only one study hall per day. Seniors can have 2 study halls per day if they are approved for late entry or early dismissal.

#### **Course Requirements**

Most students will meet graduation requirements within the traditional four-year program. To meet their graduation requirements, students take a set of classes at each grade level. When a class needed for graduation is postponed or failed, it must be rescheduled and may delay further course work in that subject or other areas. This may necessitate more than the traditional four years to complete graduation requirements.

The following sequence of courses is an example of the typical student’s four-year schedule. It is **NOT** meant to be an exhaustive listing of all the possible variations of student schedules. Required AIS and/or academic support are non-credit bearing courses and may be scheduled in place of an elective. Classes through the Wayne Technical & Career Center at BOCES are available for students in grades 11 and 12. Classes marked with a “\*” indicate that they satisfy a course requirement for graduation.

<u>9<sup>th</sup> grade</u>	<u>Credits</u>	<u>11<sup>th</sup> grade</u>	<u>Credits</u>
* Eng. 9	1	* Eng. 11	1
* Living Environment	1	* Science	1
* Math	1	* Math	1
* Global 1	1	* US History	1
* Spanish (1 credit that may have been achieved in 8 <sup>th</sup> grade by passing the Spanish 1B course and the final exam)	1	* PE	0.5
* PE	0.5	Spanish	1
* Art/Music	1	*Career & Money Mangmt.	0.5
Electives (art, music, tech, business)	1	Electives (art, music, tech, business, social studies)	<u>1.5</u>
	<u>7.5 credits</u>		7.5 credits
<u>10<sup>th</sup> grade</u>	<u>Credits</u>	<u>12<sup>th</sup> grade</u>	<u>Credits</u>
* Eng. 10	1	*English	1
* Earth Science	1	*Gov/Eco	1
* Math	1	* PE	0.5
* Global 2	1	Research Methods	0.25
* Health	0.5	*Senior Project	0.25
* PE	0.5	Electives (art, music, tech business, math, science)	4.5
Spanish	1	Spanish, English, social studies)	
Elective (art, music, tech, business)	1.5		
	<u>7.5 credits</u>		<u>7.5 credits</u>

**Grade Level Promotion**

Grade level placement will be determined by the number of credits that a student has earned. The minimum accumulated credits required to move to the next grade level are:

- 10<sup>th</sup> Grade** – 4.5 earned credits
- 11<sup>th</sup> Grade** – 10 earned credits
- 12<sup>th</sup> Grade** – 15 earned credits

**Requirements for Student Course Load**

To be considered a full-time student enrolled at Sodus Senior High School, students in grades 9 through 12 must be scheduled for a **minimum of 6 credits each year**. Students are encouraged not to have more than one study hall per day. Exceptions to this may be made by the high school principal or if the student is scheduled for AIS services or Learning Labs.

## **Academic Intervention Services (AIS)**

New York State requires that students identified as being “at-risk” for not meeting graduation requirements be provided with AIS. Students are identified for AIS by either their state test score or by the Principal. The Principal will determine the need for AIS after reviewing student grades on state/local tests as well as marking periods. AIS is small group instruction that is in addition to a student’s regularly schedule coursework.

## **Program Adjustments**

School Counselors and others continually emphasize the importance of making careful decisions regarding course selection throughout the school year. During November, December, January and February, counselors meet with students and parents to review their program plan and help them make thoughtful course selections for the coming school year. **There should be little need for change if choices are made wisely.**

Student course requests are tallied, and potential enrollment figures are used to determine course offerings and staffing for the coming school year. Courses with insufficient enrollment will be cancelled and students impacted will be counseled to make alternative selections.

There are three opportunities to change schedules prior to the opening of school:

1. When course verification forms are sent home in the Spring.
2. After final grades are reported in June.
3. After summer school results are reported in August.

After August, all change requests will be handled using our Schedule Changes and Drop/Add Process guidelines. We firmly believe that with careful planning, the need for changes in the fall should be minimal.

## **Schedule Changes and Drop/Add Requests**

To maintain the integrity of our academic programs, students must complete courses for which they were originally scheduled. Changes in schedules are rare and will be considered in extenuating circumstances only, e.g. new student, senior in danger of not graduating, change in IEP, balancing class sizes, incorrect placement. **If adding a new class, students are responsible for any missed work.**

**Drop/Add** requests will only be considered if the drop/add form (available from counselor) is completed within the first eight days of the class unless there are extenuating circumstances. It is the student’s responsibility to initiate requests within the time frame specified. Late requests or incomplete forms will not be considered.



## **Course Credit Earned by Challenging an Exam**

The New York State Board of Regents has made provisions for a student to earn credit for a Regents diploma without completing units of study for such credit. This implies that a student may earn credit for knowledge or study that he/she has learned elsewhere. Our school will grant such credit based on specific requirements set by the NYS Education Department. Students must complete the following steps before the Superintendent or his designee will award credit:

1. Discuss the option of credit by examination with the School Counselor, who will determine if the student's past academic performance supports a reasonable potential for success using credit by examination.
2. Apply for credit through the Guidance Office by filling out a Credit by Examination Application including a parent signature.
3. Meet with the Principal to obtain approval.
4. Achieve a score of least 85% on the designated examination.
5. Complete additional coursework in the same discipline of the test or a special project approved by the High School Principal.

## **Doubling up**

Under special circumstances, student may be allowed to take two required classes in a subject area during the same academic year. A form is available in the Guidance Office to apply for this consideration.

## **Student Matriculation to College**

Any senior who has successfully fulfilled the requirements to earn senior status and has demonstrated intellectual and social maturity may choose to matriculate at one of the colleges that have a cooperative agreement with our school district. These opportunities might include early admission to college, collegiate-level work offered in the high school, or other means of providing advanced work. Review and approval by school officials is necessary before any college courses may be taken during the school day. Some courses may be available to underclassmen. Please consult with your counselor for further information.

## **Early Graduation**

A student who wishes to complete high school in less than four years should consult with the School Counselor. A student may be allowed to graduate early after successful completion of all graduation requirements with parental support and approval from the High School Principal.

The cumulative grade point average of a student who satisfies graduation requirements in less than eight semesters of high school study will be computed and assigned a senior class rank designation in their 3<sup>rd</sup> year of studies if they have at least 15 credits earned. A student who elects to pursue an accelerated program of study will not be discriminated against in the assignment of rank in the senior class, or in the identification of Valedictorian and Salutatorian.

## Honors Courses

### Purpose and Philosophy

To provide a rigorous academic program, the Sodus Central School District offers a comprehensive Honors Program beginning in 7<sup>th</sup> grade. This program offers the opportunity for capable students to have access to a challenging curriculum and academic experiences that promote and require higher-order thinking skills. The Honors Program creates an environment that allows students, with the help of highly qualified teachers, to maximize their own personal growth and fulfill their academic potential.

### Entrance into the Honors Program

To enter the Honors Program in the upcoming fall semester, any student in 7<sup>th</sup> through 10<sup>th</sup> grades can apply at approximately the 25<sup>th</sup> week of the previous academic year. This is a decision that students and parents must treat with the utmost seriousness as it signifies a commitment to participate in and embrace a more rigorous academic program. To apply for the Honors Program, a student needs to fill out an application indicating his or her desire. Upon receipt of the application, the department chairs will begin the review and selection process.

### Review and Selection Process

Students submit an application to be considered for the Honors Program. His or her academic record is then reviewed by the administration and department chairs. The review will consist of several criteria that are indicative of a student's ability to be successful in the Honors Program (see table below). A student's performance will be automatically reviewed in the four core subject areas. If a student is admitted into the Honors Program, parents will be contacted about the specific courses into which the student will be enrolled.

A student must meet or exceed four (4) of the following six (6) criteria for entrance into an honors course. The student will be reviewed for these criteria in the four core subject areas.

<b>English</b>	<b>Math</b>
GPA in current English class (85+)	GPA in current math class (85+)
GPA in current SS class (85+)	GPA in current science class (85+)
Most recent state ELA exam or MAPS (top 40%)	Most recent state math exam (top 40%)
Teacher recommendation	Teacher recommendation
Writing exemplar from midterm exam	Midterm exam or other assessment
Reading level (normed for Sodus CSD)	Department performance assessment

<b>Science</b>	<b>Social Studies</b>
GPA in current math class (85+)	GPA in current English class (85+)
GPA in current science class (85+)	GPA in current SS class (85+)
Most recent state science exam (top 40%)	Most recent state ELA or SS exam (top 40%)
Teacher recommendation	Teacher recommendation
Writing exemplar from midterm exam (ex. Lab)	Writing exemplar from midterm exam (ex. DBQ)
Most recent state math exam (top 50%)	Reading level (normed for Sodus CSD)

### **Exit Process and Criteria**

If a student is struggling in an honors course, they will receive the same level of intervention as a student who is struggling in a non-honors course. This would include multiple phone calls home to parents, discussion with the student's other teachers, and a Student Intervention Plan conducted by the grade level team. If these supports are not successful, the student may be recommended by a teacher, counselor, or administrator for review with the potential of removal from the program due to conduct or performance unbecoming of an honors student. This could include, but is not limited to, a high number of absences, poor performance on exams, lack of effort and participation, a high number of behavioral referrals, lack of work completion, or a history of turning work in late. Listed below are thresholds that students would have to hit in order to be recommended for review:

- GPA in class less than an 80 at interim and/or 10 weeks
- GPA in other subjects less than 75 at interim and/or 10 weeks
- More than three (3) unexcused absences in one marking period
- Exam scores:
  - 2 unit exams with a score of less than 65
  - 10-week/midterm/30-week exams with a score of less than 70
- Lack of effort/class participation (e.g. a homework average of less than 90%)
- More than two (2) referrals per marking period

A recommendation for review will be communicated to the department chair or team leader who will then initiate a review process. The first time a student is recommended for removal, a review process will be completed by the department chair and administrator, which will include a comprehensive evaluation of the aforementioned conduct. After this review, the department chair or team leader will contact the student's parents to inform them of the review and the potential removal of the student from the program. The department chair or team leader would meet with the student (and the parent, if they wish) and develop a contract that would include conditions the student would have to adhere to in order to remain in the program. If the student does not meet the terms of the contract, they will be removed from the course. Because of limited scheduling options, this could cause the removal of other honors courses from the student's schedule. Students who are removed from the program would have the opportunity to reapply for the next academic year.

### **College Classes Offered at Sodus High School**

Sodus High School offers an assortment of college classes that are taught within the school day. The benefit of these classes includes:

- preparation for the demands of college academics and the development of required study habits
- enhanced standing in the college application process through demonstrated success in college level work
- the potential for a reduction in course load and greater opportunity for a student to explore studies in more depth while in college.

The following is a list of college classes that will be offered, given adequate interest. These college classes are offered through **Cayuga Community College**. There is no fee for these classes.

<u>High School Title</u>	<u>College Title</u>	<u>College Credits</u>	<u>High School Credits</u>
Anatomy & Physiology I	BIO 203	4	1.0
Anatomy & Physiology II	BIO 204	4	1.0
Forensic Science	CHEM 108	3	1.0
Advanced Algebra & Trigonometry	MAT 104	3	.5
Precalculus	MAT106	3	.5
Calculus	MAT 108	4	1.0
Foundations for College Success	CAY 101	3	.5

The following is a list of college classes that will be offered, given adequate interest, through the **Finger Lakes Community College**. The fee for these classes is \$5 per credit hour and is paid by the Desmond Foundation.

<u>High School Title</u>	<u>College Title</u>	<u>College Credits</u>	<u>High School Credits</u>
Composition I	ENG 101	3	.5
Intro to Literature	ENG 102	3	.5
Composition II	ENG 103	3	.5
Physics (Fall)	PHY 118	4	.5
Physics (Spring)	PHY 119	4	.5
American Government	POL 100	3	.5
Survey of Economics	ECO 100	3	.5
Health & Wellness	HPE 212	3	.5
Spanish 4 (Fall)	SPN 201	3	.5
Spanish 4 (Spring)	SPN 202	3	.5
Spanish 5 (Fall)	SPN 203	3	.5
Spanish 5 (Spring)	SPN 204	3	.5
Statistics	MAT 200	3	.5
Early US History	HIS 110	3	.5
Modern US History	HIS 111	3	.5
Comp. Sci. Skills: Microsoft Suite	CSC 105	3	.5
Music Theory I	MUS 105	3	1

Syracuse University will offer the following Project Advance classes. The fee for Syracuse University classes for the 2019-20 school year was \$115.00 per credit hour (\$345.00 per 3 credit course). This fee is paid by the Desmond Foundation.

<u>High School Title</u>	<u>College Title</u>	<u>College Credit</u>	<u>High School Credit</u>
Effective Speech	CRS 325	3	.5

**Please Note:**

- College course descriptions can be found in the appropriate subject area of this handbook.
- Our ability to offer college level courses is dependent upon student interest and registration and may be subject to change.

## **B. GRADUATION AND REGENTS DIPLOMA REQUIREMENTS**

**The following are the Course and Credit Requirements for graduation:**

- 4 credits of English
- 4 credits of social studies
- 3 credits of math
- 3 credits of science (2 of these must be Regents and students must meet the Regents lab requirement in both)
- 2 credits in physical education (1/2 unit each year in high school)
- .5 credit in health
- 1 credit of a language other than English
- 1 credit of art/music/tech (This includes Drawing and Design for Production)
- .5 credit of Career & Money Management
- .25 credit of Senior Project
- 2.75 credits of elective classes

### **Required Graduation Credits:**

- A minimum of 22 units of credit are required for graduation.

**Required Examinations for graduation:** (Exemptions granted during the school years 2019-2020 & 2020-2021 can be counted toward requirements for graduation)

- Algebra Regents exam
- English Regents exam
- One science Regents exam
- One social studies Regents exam
- One additional Regents exam in either math, science, or social studies, or approved Pathway to graduation. Please see your counselor for more information.

### **Please note:**

- A score of 65 or higher is required on each of the Regents exams listed above
- It is the District's intent that students will re-take Regents exams until a mastery level score is attained (85 or higher)
- **Due to the Covid 19 shutdown, June 2020 and August 2020 Regents were given an exemption and will not be counted against a student's graduation or diploma as long as they had a passing grade for the corresponding course in June or after attending summer school in August 2020.**

### **Additional Sodus Graduation Requirements:**

- Participation in a club (half a year) or a sport (full season)
- 20 hours of community service
- A 40-hour internship which is embedded into Career & Money Management
- Senior Project

### **C. ADDITIONAL DIPLOMA OPTIONS:**

**Advanced Regents Diploma requirements:** (Exemptions granted during the school years 2019-2020 & 2020-2021 can be counted toward requirements for this diploma. See NYSED for details of exemptions)

To earn an Advanced Designate Regents Diploma, students must complete all course work and exams required for a Regents Diploma, **plus:**

- Three units of credit in a foreign language and a score of 65 or higher on the Spanish Final Exam **OR** Successful completion of a 5 Credit Major Sequence (outlined in the table below).
- A score of 65 or higher on the Geometry & Algebra 2 Regents exams
- A score of 65 or higher on one additional Regents science exam (at least one exam in life science and one in physical science)

#### **Sequences That Make Up a Five Credit Major:**

<b>Art</b>	Successful completion of Studio Art and four credits in Art electives
<b>Music</b>	Successful completion of Music Theory and four credits in music electives
<b>Technology</b>	Successful completion of Design & Drawing for Production and four credits in technology electives
<b>WTCC/BOCES</b>	Successful completion of a two-year WTCC/BOCES Vocational Program
<b>Business</b>	Successful completion of five credits in Business electives

#### **Regents Diploma with Honors:**

- A student can earn recognition for a Regents or Advanced Regents Diploma “with Honors” if his or her combined scores on all Regents exams needed for that diploma average to be 90 or higher.

#### **Math or Science Mastery:**

A student who earns an Advanced Regents Diploma and obtains three regents exam scores of 85 or higher in math will earn an Advanced Regents Diploma with Mastery in Math. Likewise, students who earn an Advanced Regents Diploma, who score 85 or higher on three Regents science exams, will earn an Advanced Regents Diploma with Mastery in Science. It is possible to earn a diploma with Mastery in both Math & Science.

#### **Local Diploma:**

This diploma is available to students with a disability (IEP) who use the Low Pass (55-64) or Compensatory Safety Net on required Regents exams.

#### **Skills and Achievement Commencement Credential:**

This credential is available for students with disabilities who have attended 12 years of schooling or who turn 21. Students must have been NYSAA eligible and assessed.

## **NYS Career Development and Occupational Studies Commencement Credential (CDOS):**

This credential is available for students with disabilities who wish to supplement their diploma or are unable to earn a high school diploma. Students must complete career course work and work-based learning experiences to meet the requirements for this credential.

### **D. GRADING**

#### **Calculation of Course Grades**

Calculation of course grades will be determined as follows:

#### **Marking Period Averages**

Grades for all credit bearing classes, including physical education, will be computed to determine marking period averages. The grades will be weighted depending on their credit bearing status and degree of difficulty. A traditional course that earns a .5 credit will have half the weight of a 1 credit course. (Example: Living Environment 1<sup>st</sup> quarter grade of 90% and the 1<sup>st</sup> quarter grade in Physical Education is 60%. The marking period average based on these two grades would be 80%. This would be computed by adding  $90+90+60 = 240$ .  $240/3 = 80\%$ .)

#### **Final Grade Calculations for Semester Courses**

- 1<sup>st</sup> 10 week marking period grade = 40%
- 2<sup>nd</sup> 10 week marking period grade = 40%
- Final Exam or Final Project = 20%  
100%

#### **Final Grade Calculations for Full Year Courses**

- 1<sup>st</sup> 10 week marking period grade = 20%
- 2<sup>nd</sup> 10 week marking period grade = 20%
- 3<sup>rd</sup> 10 week marking period grade = 20%
- 4<sup>th</sup> 10 week marking period grade = 20%
- Mid-year Exam or Project = 5%
- Final Exam or Final Project = 15%  
100%

**Please note: the five core NYS Regents Exams for a Regents diploma require a minimum score (65) to earn course credit. Failure to earn at least the minimum score will require students to retake the course in summer school or during the regular school year.**

Core exams are:

- NYS Common Core Regents Examination in Algebra
- NYS Common Core Regents Examination in English
- NYS Regents in Global History & Geography or US History & Government
- NYS Regents Science Examination in Living Environment or Earth Science
- One additional NYS Regents Exam in Social Studies, Math or Science

## **Cumulative Averages - Grade Point Averages**

Cumulative averages will be figured at the end of 9<sup>th</sup> grade, as well as at the end of second, third, and fourth quarter in grades 10-12. Numerical grades for all credit bearing classes, except physical education, will be computed to determine a cumulative average. Calculations are weighted based on the amount of credit for the course. For example, half credit classes will be given a weight of .5 when calculating this average, as compared to full credit courses bearing a weight of 1.0 and so on.

## **Regents Credit for a Course**

For all Regents courses that are required for graduation, both the exam and the course must be passed in order to obtain Regents credit. For credit in all courses where there is a Regents exam, passing the Regents exam is not sufficient to obtain credit. A final average of 65 must be obtained in the course.

## **Local Credit for a Course**

A 65 final average is required to pass all local courses. A student obtaining this minimum score will get local credit for a course.

## **Repeating a Course**

When a class has been repeated, only the highest final grade will be used in calculating the cumulative average. The highest exam grade and the highest grade earned in a corresponding marking period will be used to determine the highest final average. However, all course grades must be displayed on the student's transcript. Students may not receive duplicate credit when repeating the same level of a class.

## **Repeating a Regents Exam**

When a student repeats only a Regents examination, the highest exam grade obtained will be used in recalculating the student's final course average. All grades will be noted on the transcript. If a student wishes to have a Regent's exam grade omitted from their transcript, they need to notify the guidance office.

## **Grading Period and Interim Notices**

In a full academic school year there are four grading periods which are approximately ten weeks in length. At the mid-point of each grading period, interim reports will be sent home to update progress for every student, in every course. Parents who wish to be updated at times other than interim or grading periods should contact the teacher directly or call the student's counselor. Parents are encouraged to monitor student progress using the Parent Portal.

## **Honor Rolls**

Students who have achieved a marking period average at or above a certain level will be acknowledged by having their name placed on one of the honor roll lists. However, if a student received an "I" (incomplete) or a "U" (unsatisfactory) or a failing grade on that quarterly report card, even in a non-credit bearing class, he or she is ineligible for designation to an honor roll.

## **Honor Roll Designations:**

Principal's List	Average of 95 or higher
High Honor Roll	Average of 90 or higher
Honor Roll	Average of 85 or higher

## **Incomplete Grades**

A teacher may assign an "Incomplete" (I) rather than a grade when the teacher believes that the student is able and willing to make up class work he/she failed to complete during the marking period. Students who receive an incomplete must make arrangements with the teacher for the timely completion of the work. All incompletes need to be changed to a numerical grade within two (2) weeks following the marking period, unless additional time is approved by the Principal. No "I" grades will be recorded on the final report card in June.

## **Repeating a Class**

When a required class has been failed, the student will repeat that course at some point, usually taking the course in summer school or repeating the course during the following year. Students repeating a course may "test out" of the repeated course at the end of second quarter if all of the following occur:

- The student receives a passing course average for that semester
- The student meets the minimum laboratory requirement (required for science courses)

To calculate the course average, the first two marking periods and a comprehensive final will be used. Upon passing the course, the student will exit the course and receive full credit for it.

## **Regents Exam Schedule**

Regents exams are offered by the State during January, June, and August. Students who wish to retake a Regents exam during January, June or August and are not enrolled in the corresponding class should consult with a school counselor.

## **Class Rank**

Class ranks will be determined at the time the cumulative averages are figured. This information will be available from counselors. Foreign exchange students and students receiving a Skills and Achievement Commencement Credential will not be included in class ranking.

## **Weighted Coursework**

In an effort to encourage students to challenge themselves, grades in advanced classes will be weighted. The student's actual grade will show on the report card. However, when used for the 10 week report card averages and cumulative averages, these grades will be multiplied by 1.05.

For example: a grade of 90 multiplied by 1.05 would equal 94.5. The 94.5 would be used in the honor roll and cumulative average calculations instead of the original grade of 90.

**Weighted courses include:**

- All college classes
- Spanish 3
- Algebra II
- Chemistry

**BOCES Wayne Technical and Career Center (WTCC)**

WTCC programs may be available to juniors or seniors who meet the following criteria: Current with all their graduation requirements by June 30<sup>th</sup>; 90% attendance this year; have proper behavior at school and their career goal must match the training they wish to attend at the vocational center.

For more information on the WTCC/BOCES programs, see your school counselor. Program availability subject to change due to enrollment.

**The following programs are available:**

Animal Science, Auto Body Repair, Automotive Technology, Carpentry, Computer Programming and Video Game Design, Conservation, Cosmetology, Criminal Justice, Culinary Arts, Professions in Education and Human Services, Electrical Trades, Power Mechanics, Health Dimensions, Advance Manufacturing and Engineering Academy, New Vision Medical Careers, New Visions Nursing Sciences, New Vision Veterinary Assistant, New Visions Health Therapy Sciences and New Visions Viticulture.



## **E. GENERAL INFORMATION**

### **Library Services**

The Sodus High School Library houses a collection of over 10,000 books and subscribes to many magazines and newspapers. The library provides access to students through scheduled classes doing research projects, as well as through study halls throughout the day. The library is staffed with a certified librarian. In addition, the library has a full computer lab with desktop and portable computers available for student and staff use. A computer lab teaching assistant is available to assist students and staff in the library computer lab.

Electronic databases provided by Sodus Central School, the New York State Library, and the Wayne Finger Lakes BOCES School Library System give access to quality materials that can be accessed in the library, classrooms, as well as through remote access. The BOCES School Library System also provides students and staff access to resources in area school, public, and academic libraries through inter-library loan services.

### **Make-Up of Academic Work**

A student who is absent from school for a day or two is encouraged to contact other students during the absence to obtain material that is missed. For longer periods of absence, the Guidance Office can contact teachers to collect this material. Requests for missed work will be handled by the Guidance Secretary. Please make a request by calling 483-5213. Requests made prior to 11:00 a.m. will be honored at 3:00 p.m. the following day. Upon returning to school, a student should discuss missed work with classroom teachers.

### **Mailing of Material**

As a service to students and families, the Guidance Office processes completed college applications, SAT and ACT registrations, high school transcripts, and scholarship applications. Requests for these services need to be made at least 48 hours prior to the submission deadline if no other forms or letters need to be submitted.

### **Transferring To another School**

Are you moving? Please notify your School Counselor immediately if you are moving. Just prior to your departure, the student will be given a form to take to teachers to “sign out”. Textbooks are to be returned at this time. The counselor will make arrangements to send current grades to the new school.

### **Changes in Address/Phone Number/Guardianship**

Changes in address, phone numbers, or guardianship that occur during the school year or between school years should be reported immediately to the Guidance Office. Notification of this information should come from the parent/guardian and should be in written format.

### **Parent/Guardian Access to Student Records**

All parents/legal guardians are entitled to access their student's academic, discipline, and health records. Only a court order, on file with the school, will prohibit such access. Parents/guardians are encouraged to monitor student progress using the Parent Portal.

## **F. COLLEGE INFORMATION**

### **College Search**

The internet sites <https://www.suny.edu/attend/find-a-suny-program/undergraduate/> and [www.collegeboard.org](http://www.collegeboard.org) are excellent resources to assist students with quickly and easily locating colleges that match student interests. We also instruct students in the use of the XELLO program during the Career and Money Management course, which provides career and college exploration.

### **College Entrance Exams**

Most four-year colleges require either an ACT or SAT exam for admission. A practice SAT exam, the PSAT, is offered during October of the student's junior year. It is recommended that the SAT and/or ACT tests be taken during the spring of the junior year. If necessary, they can be retaken during the fall of the senior year.

### **College Visits**

- Visit any college you are serious about attending.
- If you want a true "picture" of life on a college campus – visit when classes are in session.
- A college visit is a "legal excuse" from school...but only if you follow this process!
  - Schedule the on-campus appointment in advance of the visit.
  - Provide a parent's written excuse to the HS Main Office prior to the day of the visit.
  - Ask the HS Main Office staff for a "college visit verification form."
  - Take the form with you to the college visit and ask a representative from the Admissions Department to sign it.
  - Return the form to the HS Main Office

### **Scholarships**

Students interested in applying for college scholarships are encouraged to do the following:

#### **Junior year:**

Complete a scholarship search on an Internet site such as [www.fastweb.com](http://www.fastweb.com) or [www.collegeboard.com](http://www.collegeboard.com) and review the criteria for each scholarship.

#### **Senior year:**

- Apply for any scholarships identified at [www.fastweb.com](http://www.fastweb.com) and/or [www.collegeboard.com](http://www.collegeboard.com).
- Contact the college you will attend to inquire about institutional scholarships.
- Inquire at service organizations, unions, worksites or other places where students and/or parents have affiliations
- For more information you can refer to the "College Planning Handbook" which distributed to all students during their junior and senior years.

- College Applications

Counselors will assist students with completing all college applications! Students just need to know their username and password for all college applications and then request an appointment with their counselor. An official school transcript will be sent to any agency that the student authorizes. When an application is submitted, the student must fill out a College/Scholarship Application Checklist form so that a counselor can submit their transcript to that school.

### **Financial Aid**

Completion of the Free Application for Federal Student Aid (FAFSA) form is a student's first step in applying for college financial aid. This form should be completed, with the assistance of your parent or guardian, in the fall of Senior year. For more information please refer to the "College Planning Handbook."

### **G. NCAA ELIGIBILITY REQUIREMENTS**

To be considered a qualifier at a **Division I or II** institution and to be eligible for financial aid, practice, and competition in collegiate athletics during the freshman year of college, a student must:

1. Apply and be identified as eligible for participation in Division I or II athletics. Apply on line at [www.eligibilitycenter.org](http://www.eligibilitycenter.org). A registration fee to NCAA is required. Counselors may waive the registration fee if the student has previously qualified for and received a waiver of the ACT or SAT fee.
2. Provide the NCAA with an official school transcript (which your counselor will complete) that demonstrates that you meet NCAA standards for eligibility. Information regarding standards for eligibility is available on NCAA's website or from your School Counselor.
3. To be eligible to compete in NCAA sports during your first year at a **Division I College**, you must graduate high school and meet ALL the following requirements:
  - Complete 16 core courses:
    - 4 years of English
    - 3 years of math (Algebra 1 or higher)
    - 2 years of natural/physical science (including one year of lab science if your high school offers it)
    - 1 additional year of English, math or natural/physical science
    - 2 years of social science
    - 4 additional years of English, math, natural/physical science, social science, foreign language, comparative religion or philosophy
  - Complete 10 core courses, including seven in English, math or natural/physical science, before your seventh semester. Once you begin your seventh semester, you may not repeat or replace any of those 10 courses to improve your core-course GPA.
  - Earn at least a 2.3 GPA in your core courses.
  - Earn an SAT combined score or ACT sum score matching your core-course GPA on the Division I sliding scale, which balances your test score and core-course GPA. If you have

a low test score, you need a higher core-course GPA to be eligible. If you have a low core-course GPA, you need a higher test score to be eligible.

To be eligible to compete in NCAA sports during your first year at a **Division II school**, you must meet academic requirements for your core courses, grade-point average (GPA) and test scores.

You must graduate high school and meet ALL the following requirements:

- Complete 16 core courses:
  - 3 years of English.
  - 2 years of math (Algebra 1 or higher).
  - 2 years of natural or physical science (including one year of lab science if your high school offers it).
  - 3 additional years of English, math or natural or physical science
  - 2 years of social science
  - 4 additional years of English, math, natural or physical science, social science, foreign language, comparative religion or philosophy
- Earn at least a 2.2 GPA in your core courses.
- Earn an SAT combined score or ACT sum score matching your core-course GPA on the Division II sliding scale, which balances your test score and core-course GPA. If you have a low test score, you need a higher core-course GPA to be eligible. If you have a low core-course GPA, you need a higher test score to be eligible.
- **Please note that requirements for testing have been changed for the 2020-2021 school year due to COVID 19.**

**Ask your coach and school counselor for more information. You can also contact the NCAA at: [www.eligibilitycenter.org](http://www.eligibilitycenter.org).**

## SECTION II: NEW YORK STATE LEARNING STANDARDS

<p><b>The Arts</b></p> <p><b>Standard 1: Creating, Performing, and Participating in the Arts</b> Students will create and participate in various roles in the arts</p> <p><b>Standard 2: Knowing and Using Arts Materials and Resources</b> Students will be knowledgeable about and make use of the materials and resources available for participation in the arts in various roles.</p> <p><b>Standard 3: Responding to and Analyzing Works of Art</b> Students will respond critically to a variety of works in the arts, connecting the individual work to other works and to other aspects of human endeavor and thought.</p> <p><b>Standard 4: Understanding the Cultural Contributions of the Arts</b> Students will develop an understanding of the personal and cultural forces that shape artistic communication and how the arts shape diverse cultures.</p>
<p><b>Career Development and Occupational Studies</b></p> <p><b>Standard 1: Career Development</b> Students will be knowledgeable about the world of work, explore career options, and relate personal skills, aptitudes, and abilities to future career decisions.</p> <p><b>Standard 2: Integrated Learning</b> Students will show how academic knowledge and skills are used in the workplace and other settings</p> <p><b>Standard 3: Universal Foundation Skills</b> Students will demonstrate mastery of the foundation skills and competencies essential for success in the workplace.</p>
<p><b>Languages Other than English (LOTE)</b></p> <p><b>Standard 1: Communication Skills</b> Students will be able to use a language other than English for communication.</p> <p><b>Standard 2: Cultural Understanding</b> Students will develop cross-cultural skills and understandings.</p>
<p><b>Health, Physical Education, and Home Economics</b></p> <p><b>Standard 1: Personal Health and Fitness</b> Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activities.</p> <p><b>Standard 2: A Safe and Healthy Environment</b> Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.</p> <p><b>Standard 3: Resource Management</b> Students will understand and be able to manage their personal and community resources.</p>
<p><b>Social Studies</b></p> <p><b>Standard 1: History of the United States and New York</b> Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the U.S. and NYS.</p> <p><b>Standard 2: World History</b> Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in world history.</p> <p><b>Standard 3: Geography</b> 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.</p> <p><b>Standard 5: Civics, Citizenship, and Government</b> Students will use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments; the governmental system of the United States and other nations.</p>

## English Language Arts

### **Speaking & Listening:**

#### **Standard - SL.CCR.1:**

Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively

#### **Standard - SL.CCR.2:**

Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

#### **Standard - SL.CCR.3:**

Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

#### **Standard - SL.CCR.4:**

Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

#### **Standard - SL.CCR.5:**

Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

#### **Standard - SL.CCR.6:**

Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

### **Language:**

#### **Standard - L.CCR.1:**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

#### **Standard - L.CCR.2:**

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

#### **Standard - L.CCR.3:**

Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

#### **Standard - L.CCR.4:**

Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

#### **Standard - L.CCR.5:**

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

## Math Standards

### **Math MP.1:**

Make sense of problems and persevere in solving them

### **Math MP.2:**

Reason abstractly and quantitatively.

### **Math MP.3:**

Construct viable arguments and critique the reasoning of others.

### **Math MP.4:**

Model with mathematics.

### **Math MP.5:**

Use appropriate tools strategically.

### **Math MP.6:**

Attend to precision.

### **Math MP.7:**

Look for and make use of structure.

### **Math MP.8:**

Look for and express regularity in repeated reasoning.

### **SECTION III** **ENGLISH**

Communication skills are a life-long necessity! All students must successfully complete four years of English (four credits) and pass the NYS English Regents exam to graduate.

#### **Options typically available in 9th grade:**

English 9  
Honors English 9

#### **Options typically available in 10th grade:**

English 10  
Honors English 10

#### **Options typically available in 11th grade:**

English 11  
Honors ENG 101  
Honors ENG 102

#### **Options typically available in 12th grade:**

Research Methods (*required*)  
Senior Project (*required*)  
English 12  
ENG 101  
ENG 102  
ENG 103  
Effective Speech

#### **Elective options:**

Literature through Film  
Young Adult Literature

### **REQUIRED COURSES IN ENGLISH**

#### **English 9**

**Credit: 1**

English 9 involves the study of non-fiction, drama, realistic fiction, short stories, and poetry. Students continue to develop skills of reading, writing, listening, speaking, and research in the context of tasks aligned with the Common Core Standards and their next state assessment.

#### **English 10**

**Credit: 1**

**Prerequisite: Successful completion of English 9**

This course requires intensive study of literature, including non-fiction, novels, a play, poetry,

and short stories. Course work includes a concentration on evidence-based essay writing related to the literature and to the Common Core Standards. Supplementary coursework includes research, vocabulary, and grammar.

### **English 11**

**Credit: 1**

**Prerequisite: Successful completion of English 10**

American poetry and prose are featured in English 11, including drama, short stories, novels, essays, memoirs, and informational texts. Both classic and contemporary works of literature are analyzed and evaluated on various levels. Essay writing related to literature, non-fiction, and research is emphasized, and note-taking, outlining, and vocabulary are practiced at length. Students take the Common Core Regents Examination.

### **English 12**

**Credit: 1**

**Prerequisite: Successful completion of English 11**

English 12 is designed to practice the writing and thinking skills students will need for either college or the workplace. The literature studied will range from classical to modern and from non-fiction to fantasy. The construction of effective sentences, paragraphs, and essays will be emphasized, along with research, reading comprehension, vocabulary, and grammar.

### **Research Methods**

**Credit: .25**

**Prerequisites: Enrollment in 12th grade English coursework  
REQUIRED**

This course offers an overview of the different approaches, considerations, and challenges involved in research. Students will enhance their understanding of research techniques, including analyzing sources, determining credibility, outlining, and avoiding plagiarism. Emphasis will be placed on MLA format for proper citing of sources. Time management, portfolio construction, presentation skills, and other aspects of long-term projects will be addressed.

### **Senior Project**

**Credit: .25**

**Prerequisites: Enrollment in 12th grade English coursework & Research Methods  
REQUIRED**

Upon successful completion of the Senior Project graduation requirements, .25 credits will be issued. This project will be completed independently but will be supported in both the Research Methods & senior English classes. The Senior Project credit will appear on the student's transcript but will not have any specific class time assigned in the student's schedule.

## **COLLEGE OPPORTUNITIES IN ENGLISH**

Three college-level English courses are offered through the Finger Lakes Community College. There is a \$5 per credit hour fee for these college credit classes. This fee will be paid by the Desmond Foundation.

### **ENG 101 - Composition I**

**HS Credit: .5**

**College Credits: 3**

**Prerequisite: Successful completion of the Regents exam and a minimum grade of 75 in the previous English course; or permission of the department chair**

**Weighted at 1.05**

The goals of English 101 are to develop students' abilities to write at the college level and to think critically. Students will learn to make decisions based on rhetorical concerns of a writer's purpose, the reader's needs, and the context in which documents are read. As using sources effectively is one of the goals in this course, research will be interwoven into documents as a way to support ideas and connect with the audience. The course emphasizes process-based writing and reflections on students' learning progress, and it culminates in a learning portfolio.

*NOTE: Honors ENG 101 is designed for the accelerated juniors. The course will have the same outcomes, but students will not complete the senior project.*

### **ENG 102 - Introduction to Literature**

**HS Credit: .5**

**College Credits: 3**

**Prerequisite: Successful completion of the Regents exam and a minimum grade of 75 in the previous English course; or permission of the department chair**

**Weighted at 1.05**

ENG 102 invites students to learn, practice, and develop the critical reading skills that enable one to understand, interpret, and engage with a variety of literary, academic, and popular texts. Through the study of literature, students will explicitly develop critical reading skills that transfer across disciplines. This is a rigorous, reading-intensive class.

### **ENG 103 - Composition II**

**HS Credit: .5**

**College Credits: 3**

**Prerequisite: 70 or higher in in ENG 101**

**Weighted at 1.05**

Composition II focuses on the rhetorical concerns of argument. The course provides students with increased practice (begun in Composition I) in research, analysis, and genres of writing and explicit instruction in independent student-generated research. The course emphasizes academic research-based reading and writing done throughout college as well as the transfer of these skills into the professional realm.

*One college level course in English is offered through Syracuse University Project Advance (SUPA): our college Effective Speech class. The projected fee for this college course for is \$345. This fee will be paid by the Desmond Foundation.*

### **Effective Speech (CRS 325)**

**HS Credit: .5**

**College Credits: 3**

**Prerequisite: Successful completion of English 11 and Regents exam or permission of the department chair**

**Weighted at 1.05**

This course presents the conceptual and practical dimensions of formal presentations in organizational settings. We will examine analysis, adaptation, strategic arrangement, development of ideas, and verbal and non-verbal presentation skills. This course is designed to build a solid understanding of the fundamentals of public presentations, as well as the ability to employ those skills flexibly so that a speaker can adjust selected topics and tactics to specific audiences. Students paying the (discounted) fee for SU credit will receive a Syracuse University transcript.

## **ELECTIVE OPTIONS**

### **Literature through Film**

**Course Length: Every day for a semester**

**Credit: .5**

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

Books are an important part of our culture, but increasingly, movies are as well—perhaps even more so. What makes a movie successful? What makes a movie “good”? Can a movie be both? Can movies be studied and analyzed in the same way that books can be? What are some of the key differences between stories told through images and stories told through words? This course will explore the cultural impact of movies, how that impact is different from literature’s impact, and where the two overlap.

### **Young Adult Literature**

**Credit: .5**

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

What issues are young people facing today? What problems are they confronting and how will the solutions define this generation? How can young adults find their voices in an age of information overload? The current wealth of young adult literature attempts to find answers to these questions and more. This elective course will examine a variety of genres, including novels, short stories, graphic novels, and films. Through careful reading and critical analysis, students will identify key issues reflected in current YA fiction and examine how writers explore them, as well as how the works themselves are impacted by those issues. Members of the class will collaboratively determine which specific topics to investigate (e.g., love and sexuality, death and dying, oppression and privilege) once the course begins.

**SECTION IV**  
**MATH**

Approximately 70% of Sodus graduates go on to study at two and four-year colleges. High school math courses play an important role in the preparation of students for success at the collegiate level. All students must successfully complete three years of math (three credits) and pass a NYS Regents exam in Math to graduate.

Students and parents should carefully review college websites to determine what math courses are required for specific programs of study. Doing this will help you best determine the sequence of study that is most appropriate for you.

**A suggested sequence of study for Math in grades 9 – 12:**

**Typically taken in 9<sup>th</sup> grade**

Algebra



**Typically taken in 10<sup>th</sup> grade**

Geometry



**Typically taken in 11<sup>th</sup> grade**

Algebra 2



**Typically taken in 12<sup>th</sup> grade**



Advanced Algebra



Pre-Calculus



Calculus

## **Pre-Algebra**

**Credit: 1**

**Prerequisite: Open to identified students only**

\*This course serves as a skill builder and pre-teaching of content being taught in Algebra. Students taking this course will take two math classes in one year (Applied Algebra 1 and Algebra) for a total of 2 credits. The NYS Algebra 1 Common Core Regents will serve as the final exam for both courses.

\* Knowledge and use of a graphing calculator is required for success in this course. Students will be using a TI-83 or TI-84 graphing calculator in class. Parents are strongly encouraged to purchase a graphing calculator for home use.

## **Algebra 1**

**Credit: 1**

**Prerequisite: Successful completion of Math 8**

Algebra is the first course in the NYS sequence for mathematics. Topics include: computation of integers, properties, solving equations, operations with polynomials, factoring, statistics, graphing equations, systems of equations, operations with radicals, quadratic equations, solving linear inequalities, properties, sequences, exponential growth and decay, completing the square and functions. The NYS Algebra 1 Common Core Regents is the final exam for this course.

\*Knowledge and use of a graphing calculator is required for success in this course. Students will be using a TI-83 or TI-84 graphing calculator in class. Parents are strongly encouraged to purchase a graphing calculator for home use.

## **Geometry**

**Credit: 1**

**Prerequisite: Successful completion of Algebra Course and Regents Exam**

Geometry is the second course in the NYS sequence for mathematics. Topics include: constructions, lines and angles, triangles, quadrilaterals and circles, area and volume, reasoning and proofs, right triangles and trigonometry and transformations. This course will culminate with the NYS Common Core Geometry Regents Exam.

\* Knowledge and use of a graphing calculator is required for success in this course. Students will be using a TI-83 or TI-84 graphing calculator in class. Parents are strongly encouraged to purchase a graphing calculator for home use.

## **Algebra 2**

**Credit: 1**

**Prerequisite: Successful completion of Geometry course and Regents Exam**

**Weighted at 1.05**

This is the third NYS Regents level mathematics course and is an extension of the Algebra and Geometry courses. This course is designed for the able math student, who plans to continue his/her post-high school education. Common Core Algebra 2 is made up of two modules. Module 1 helps students see connections between solutions to polynomial equations, zeros of polynomials, and graphs of polynomial functions. Polynomial equations are solved over the set

of complex numbers, leading to a beginning understanding of the fundamental theorem of algebra. Application and modeling problems connect multiple representations and include both real world and purely mathematical situations. Module 2 is the study of precise definitions of sine and cosine (as well as tangent and the co-functions) using transformational geometry from high school Geometry. This precision leads to a discussion of a mathematically natural unit of rotational measure, a radian, and students begin to build fluency with the values of the trigonometric functions in terms of radians. Students graph sinusoidal and other trigonometric functions and use the graphs to help in modeling and discovering properties of trigonometric functions. The study of the properties culminates in the proof of the Pythagorean identity and other trigonometric identities.

This course will culminate with the NYS Algebra 2 Regents exam.

\*Knowledge and use of a graphing calculator is required for success in this course. Students will be using a TI-83 or TI-84 graphing calculator in class. Parents are strongly encouraged to purchase a graphing calculator for home use.

### **Advanced Algebra & Trigonometry**

**HS Credit: .5**

**Prerequisite: Successful completion of the Algebra 2 course or Applied Algebra/Trigonometry II course and department recommendation.**

**Weighted at 1.05**

This course is a continuation of Intermediate Algebra, which introduces the basics of trigonometry and reviews the basic properties of the complex number system. The concept of function is then introduced and applied to algebraic, rational, exponential, logarithmic and trigonometric functions. Emphasis is on applications of trigonometry to right and oblique triangles and vectors.

\* Knowledge and use of a graphing calculator is required for success in this course. Students will be using a TI-83 or TI-84 graphing calculator in class. Parents are strongly encouraged to purchase a graphing calculator for home use.

### **Math Applications**

**Credit: 1**

**Prerequisites: successful completion of two math credits when using this class to fulfill the requirement of a third math class.**

In Math Applications, we cover topics that a person in the real world might encounter and the mathematics behind these topics. Units include, but are not limited to; budgeting, mortgages, car loans, insurance coverage, conversions in cooking, daily and monthly expenses (cost of living), health care, coupons, and discounts, etc.

### **World of Technology**

**Credit: 1**

**Prerequisites: successful completion of two math credits when using this class to fulfill the requirement of a third math class.**

This course can be used for the third unit of credit in math. What are the mathematical, scientific, and engineering considerations when designing or building a project? This question and others will be answered through hands-on problem-solving projects combining mathematics,

scientific and technological concepts. Areas of exploration will include real world applications of aerodynamics, lasers, alternative energy, plus many more.

### **Accounting and Bookkeeping**

**Credit: 1**

**Prerequisite: Open to students in grades 11-12. Successful completion of 2 math credits, when using this class to fulfill the requirement of a third math class.**

This course covers the basic aspects of the accounting cycle, including worksheets and financial statement preparation. Emphasis is on journalizing transactions, posting transactions, and preparing a trial balance. Accounting for cash, payroll accounting, purchases, sales, and accounting procedures are applied to a service-oriented business through the use of hands-on practice simulations. Automated accounting is also introduced as part of the course. Students have daily assignments that may require time outside of class.

## **COLLEGE OPPORTUNITIES IN MATH**

College math courses are available through Cayuga Community College. There is no fee for these college credit course.

### **Advanced Algebra & Trig (Math 104)**

**HS Credit: .5**

**College Credit: 3**

**Prerequisite: Successful completion of the Algebra II course, the college placement exam and department recommendation**

**Weighted at 1.05**

This course is a continuation of Intermediate Algebra, which reviews the basic properties of the complex number system. The concept of function is then introduced and applied to algebraic, rational, exponential, logarithmic and trigonometric functions. Emphasis is on applications of trigonometry to right and oblique triangles and vectors.

\* Knowledge and use of a graphing calculator is required for success in this course. Students will be using a TI-83 or TI-84 graphing calculator in class. Parents are strongly encouraged to purchase a graphing calculator for home use.

### **Pre-Calculus (Math 106)**

**HS Credit: .5**

**College Credits: 3**

**Prerequisite: Successful completion of Algebra, Geometry, Algebra 2 and Advanced Algebra courses.**

**Weighted at 1.05**

A continuation of the concept of functions learned in Advanced Algebra expanding to exponential, logarithmic, polynomial, and rational functions. In addition, topics for consideration include transformations, composition, inverse functions, and trigonometric functions & matrices. This course provides in depth study of a variety of functions, solving equations and applications of functions. In addition, the course provides a bridge to the beginning groundwork of Calculus with the study of rates of change, extrema, and concavity. Graphing calculator required.

### **Calculus (MATH 108)**

**HS Credit: 1**

**College Credits: 4**

**Prerequisite: Successful completion of the Algebra, Geometry, Algebra 2/ Trigonometry and Advanced Algebra, and Pre-Calculus (Math 152) courses.**

**Weighted at 1.05**

This first course in Calculus focuses on the mathematics of changing rates. The derivative of polynomial and transcendental functions is investigated from a numerical, graphical, and algebraic approach. Applications for the use of derivatives are also explored. Introduction to the definite integral and the Fundamental Theorem of Calculus is included in this course. Graphing calculator required.

### **Statistics (MATH 200)**

**HS Credit: 1**

**College Credits: 3**

This statistics course is designed for an experienced mathematics student. It is a one semester course covering descriptive and inferential statistics. Topics included are measures of center; measures of dispersion; hypothesis testing; estimations for population means, proportions, and variance; determination of sample size; uses of the Chisquare distribution; analysis of variance; linear correlation and linear regression; and statistical research. The course will emphasize computer or calculator use (graphing calculator, Minitab, Excel, StatCrunch, etc.) to obtain results.

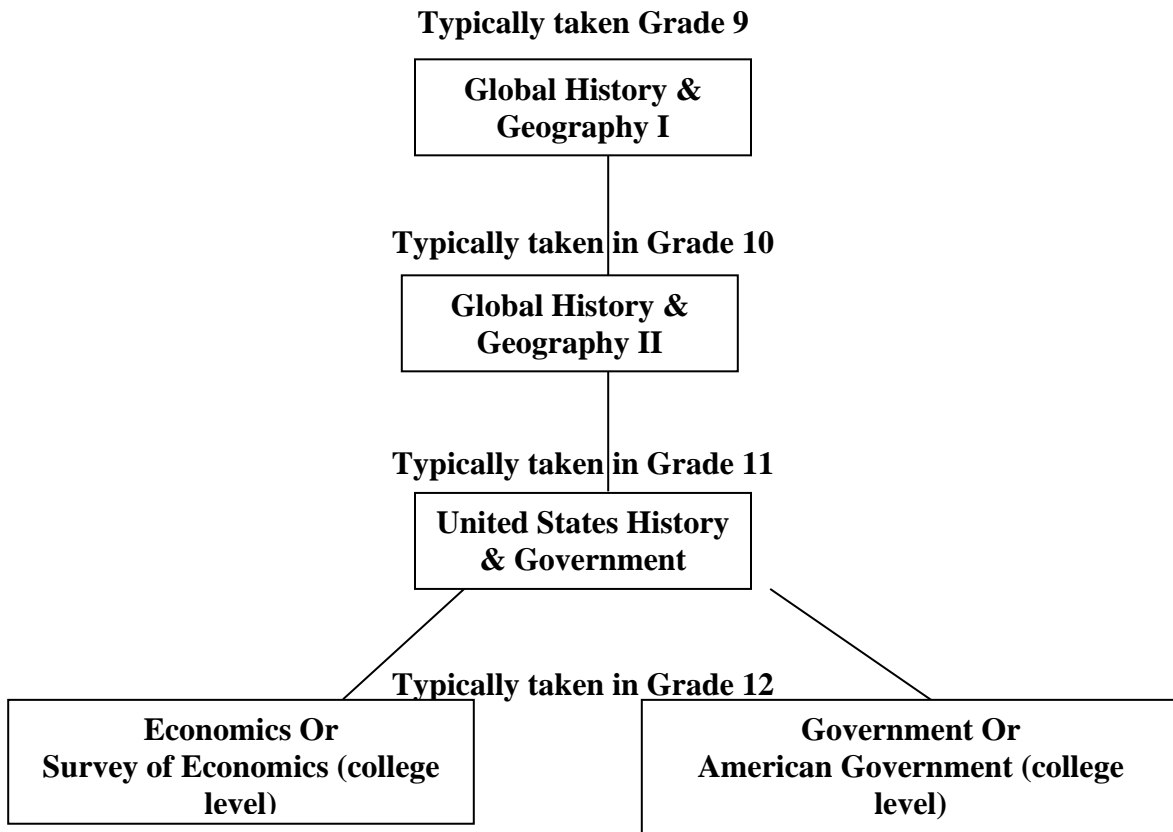
**SECTION V**  
**SOCIAL STUDIES**

Approximately 70% of Sodus graduates pursue a two or four-year collegiate program. Within the Social Studies Department, a program has been designed that will prepare students for success at the collegiate level.

All students must successfully complete four years of Social Studies (4 credits) to graduate. Students must also pass the NYS Regents Exam in Global History and Geography or the NYS Regents Exam in U.S. History and Government to meet graduation requirements.

There are also a number of elective social studies courses that are offered through the Social Studies Department. Upon entering 11<sup>th</sup> grade, students may participate in college credit bearing courses offered through Finger Lakes Community College.

The required sequence of study for Social Studies in grades 9 – 12:



**Social Studies Electives:**  
**Typically taken in grades 10-12**

Psychology

Foundations for College Success

Early United States History

Modern United States History

## **REQUIRED COURSES IN SOCIAL STUDIES**

### **Global Studies I**

**Credit: 1**

The first year of Global Studies is divided into ancient, medieval, and modern historical periods using cross cultural, chronological perspectives. Interactions and linkages among nations and people are explored with specific time periods to see how the past influences the present. The perspectives of history and social science are examined in each of these time periods.

### **Global Studies II**

**Credit: 1**

**Prerequisite: Global Studies I**

This course is the second half of a two-year sequence that surveys the history of the world from pre-history until the present. Global II will focus on the formation of the modern world since the Enlightenment. This course aims to prepare students for the New York State Regents Exam in Global History and Geography by focusing on the events that have helped shaped modern Europe, South America, Africa, Asia, and the Middle East. Several concepts are woven throughout the course, including industrialization, nationalism, imperialism, conflict, technology, and the interconnectedness of the world.

### **U.S. History and Government**

**Credit: 1**

**Prerequisite: Successful completion of Global History & Geography II**

**Please Note: Honors Global II students will be scheduled for the college Early and Modern United States History courses to fulfill the U.S. History graduation requirement and to prepare for the US History Regents exam.**

This course on the history and government of the United States includes a chronological survey of the United States history in general, with emphasis on the developed industrial nation. Constitutional and legal issues are explored in depth, as are the problems of a dynamic and industrial society in an increasingly complex and technology-oriented world.

### **Government**

**Credit: ½**

**Prerequisite: Successful completion of US History, taken concurrently with US History or with the approval of the Department Chair.**

Participation in Government emphasizes the interaction between citizens and government at all levels: local, state and federal. The course encourages students to understand and participate in the democratic process.

### **Economics**

**Credit: ½**

**Prerequisite: Successful completion of US History, taken concurrently with US History or with the approval of the Department Chair.**

Economics emphasizes economics and economic decision-making. This course includes the basic economic concepts and understanding, which all people need to function effectively and intelligently as citizens and participants in the economy of the United States and the world. The course emphasizes a rational decision-making process, which can be applied to all economic decisions.

### **ELECTIVES IN SOCIAL STUDIES**

#### **Psychology**

**Credit:** ½

**Prerequisite:** Open to students in grades 10-12, or approval of department chair

Topics explored in psychology include inkblots, hypnosis, psychopaths, and dreams. Students will learn about Freud, mental disorders, and the brain. Most importantly, they learn about themselves, focusing on identity and personality.

### **COLLEGE OPPORTUNITIES IN SOCIAL STUDIES**

The following college courses are available through Finger Lakes Community College. The fee is paid for by the Desmond Foundation.

#### **American Government (POL 100)**

**HS Credit:** .5

**College Credits:** 3

**Prerequisite:** US History or departmental approval, may be taken for the Government course graduation requirement.

This course explores the nature and dynamics of the American political system, including the basic structure, functions, and processes of the executive, legislative, and judicial branches of government, the roles of political parties and special interest groups, the mechanics of political campaigns and elections, the U.S. Constitution and the Bill of Rights, and prominent issues in U.S. domestic and foreign policy.

#### **Survey of Economics (ECO 100)**

**HS Credit:** .5

**College Credits:** 3

**Prerequisite:** Open to students in Grade 12, may be taken for the Economics course graduation requirement.

This course is a survey of economic theory; it will include a study of microeconomic issues such as supply and demand, economic decision making, and competition and its effects and pricing. Also, it will include a study of macroeconomic issues such as inflation, recession, pollution, money, fiscal and monetary policy.

### **Early United States History (HIS 110)**

**HS Credit: .5**

**College Credits: 3**

**Prerequisite: US History or departmental approval or as required for Honors Students.**

**Weighted at 1.05**

**Note: Students that have completed Honors Global II will automatically be scheduled for American Studies I and II for US History credit and preparation for the US History Regents.**

This course begins the exploration of the social, political, intellectual and cultural development of America from 1500 to 1877, covering such topics as the first European settlements, the American Revolution, Age of Jefferson, Westward Expansion, Slavery and the Old South, the Civil War and Reconstruction. This course carries SUNY General Education American History credit.

### **Modern United States History (HIS 111)**

**HS Credit: .5**

**College Credits: 3**

**Prerequisite: US History or departmental approval or as required for Honors Students.**

**Weighted at 1.05**

This course, the second half of the history of the United States sequence, continues the exploration of the social, political, intellectual and cultural development of America from 1865 to the present, covering such topics as industrialization, the Progressive era, the Great Depression and the New Deal, World War II and America's rise as a world power, the Cold War, Vietnam, the Civil Rights movement, Watergate, the Reagan presidency and the post-9/11 War on Terror. This course carries SUNY General Education American History credit.

### **Foundations for College Success (CAY 101)**

**HS Credit: .5**

**College Credits: 3**

**Prerequisite: Open to students in Grades 9-12, students under the age of 16 need written parent permission.**

**Weighted at 1.05**

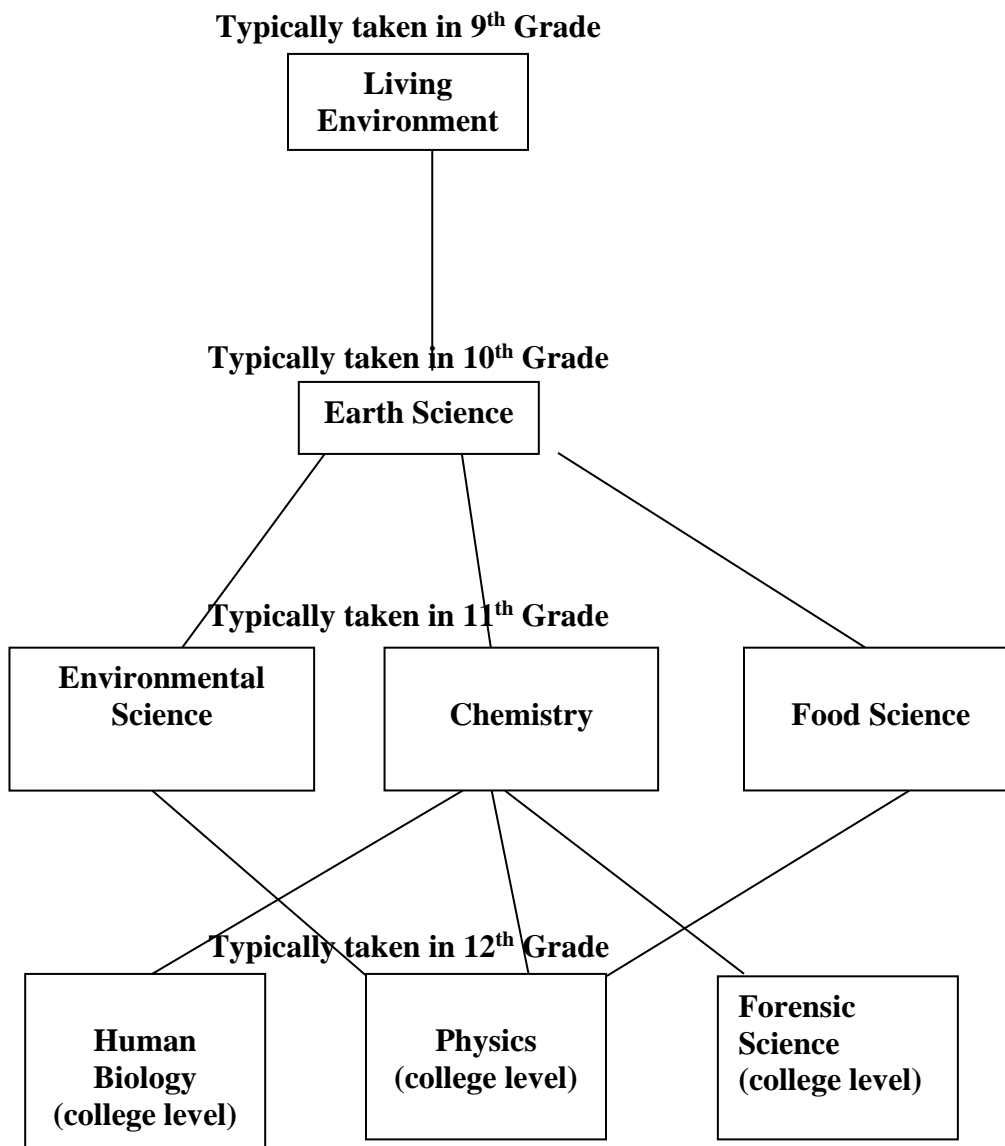
Cayuga 101 is designed to increase students' success in college. The purpose of the course is for students to be able to understand, evaluate and plan to navigate critical aspects of college life. This course will help students achieve success in college and in life by following the eight On Course principles: personal responsibility, self-motivation, self-management, interdependence, self-awareness, lifelong learning, emotional intelligence and belief in themselves. Additionally, this course will create opportunities for students to master effective study skills. Through readings, journals, class activities, group projects and a comprehensive final project, students will learn about college expectations, using many proven strategies for creating academic, professional and personal success.

## **Section VI** **Science**

Approximately 70% of Sodus graduates go on to study at two or four-year colleges. High school science courses play an important role in the preparation of students for success at the collegiate level. The District recommends that students complete a minimum sequence of science courses that include: living environment, earth science, chemistry, physics and other science electives that meet their personal and educational goals.

Students and parents should carefully review college websites to determine what science courses are required for specific programs of study. Students are encouraged to take science every year they are in high school.

### **A suggested course of study for Science in grades 9 -12:**



## Living Environment

**Credit: 1**

This course follows the N.Y.S. Living Environment core curriculum, which includes: cell biology, life processes, species diversity, genetics, evolution, human reproduction and development, human immunology, and ecology. **Laboratory experiences including four mandatory NYS labs are directly related to classroom instruction and are a NYS requirement to be eligible to take the Regents exam. The NYS Living Environment Regents exam is the final exam for this course and all students must take the exam.**

## Earth Science

**Credit: 1**

**Prerequisite: Successful completion of the Living Environment Course**

This course follows the NYS syllabus and addresses Geology, Meteorology, Astronomy, and Oceanography. Activities and investigations using charts, photographs, graphs, and tables are used to develop and apply critical thinking process skills. Through an inquiry approach using basic process skills, students develop an understanding of the processes that keep changing our environment.

**A Laboratory performance test is the first portion of the Earth Science Regents Exam. The NYS Earth Science Regents is the written component of this final exam. All students must take both portions of this exam.**

## Chemistry

**Credit: 1**

**Prerequisite: Successful completion of Living Environment, Integrated Algebra & Geometry or concurrent enrollment in Geometry or permission of building Principal Weighted at 1.05**

This is an introductory chemistry course which presents a modern view of chemistry and covers the following topics: thermochemistry and kinetics, redox reactions, matter and energy, organic chemistry, atomic structure, nuclear chemistry, bonding, periodic tables, and acid-base theories. Students become aware of the impact chemical principles have on their lives. **Laboratory experiences are directly related to classroom instruction and are a NYS requirement to be eligible to take the Regents exam. The NYS Chemistry Regents exam is the final exam for this course and all students must take the exam.**

## Physics (Regents Physics is offered concurrently with College Physics)

**Credit: 1**

**Prerequisite: Successful completion of Integrated Algebra and Geometry or concurrent enrollment in Geometry or permission of building Principal Weighted at 1.05**

This course examines many of the areas of interest in describing physical systems. Topics include mechanics (the study of motion and the forces that cause it), energy, electricity, magnetism, waves, light, optics, and nuclear physics. **Laboratory experiences are directly related to classroom instruction and are a NYS requirement to be eligible to take the**

**Regents exam. The NYS Physics Regents exam is the final exam for this course and all students must take the exam.** This course is run concurrently with the college Physics courses.

### **Environmental Science**

**Credit: 1**

**Prerequisite: Successful completion of Living Environment and Earth Science**

Environmental Science is a hands-on course designed for juniors and seniors which investigates the relationships between science, technology, society, and the environment. Students are involved in real environmental issues of local concern, including a field study. Focus is on the importance of environmental stewardship and the connection between the management of an individual's responsibility to his/her surroundings. All students will take the local final exam.

### **Food & Nutritional Science**

**Credit: 1**

**Prerequisite: 11<sup>th</sup> or 12<sup>th</sup> graders**

This hands-on, lab-based course examines the role of food processing and ingredient technology on food quality and safety, including principles and methods of food processing, food standards and regulation, quality control and assurance, and overviews of engineering, chemical, microbiological, and nutritional concerns. In addition, careers in the food and nutritional science fields will be explored. **This is a science course, not a cooking class.**

### **General Marine Science**

**HS Credit:**

**Prerequisite: Regents Biology**

The purpose of this course is to provide an overview of the marine & freshwater environment. The content should include, but not be limited to, the following: the nature of science, the origins of the oceans, the chemical, physical, and geological aspects of marine & freshwater environments, ecology of various ecosystems, aquatic communities, the diversity of aquatic organisms, characteristics of major aquatic ecosystems, characteristics of major aquatic phyla/divisions, and the interrelationship between man and aquatic environments.

### **Advanced Marine Science**

**HS Credit:**

**Prerequisites: Regents Biology, Regents Earth Science, & Regents Chemistry**

Provides a coherent and stimulating introduction to the science of the marine environment. The first part of the course concentrates on the scientific study of the sea and its ecosystems, while the second part concentrates on human activities that depend on the sea and have an impact on it. The emphasis throughout is on the understanding of concepts and the application of ideas to new contexts as well as on the acquisition of knowledge, and the course encourages creative thinking and problem-solving skills which are transferable to any future career path.

## **COLLEGE OPPORTUNITIES IN SCIENCE**

The district is offering 4 college level Science courses through Finger Lakes Community College. There is a \$5 per credit hour fee to enroll in either of these courses. The Desmond Foundation will pay for this fee.

### **Biology 121: General Biology I (Fall semester)**

**HS Credit: 1**

**College Credits: 4**

**Prerequisite: 75% or higher in previous English class**

This lab-based course is intended to provide an overview of the basic principles of Biology. This course is designed for students pursuing degrees in science or mathematics. Topics covered include: scientific inquiry, biochemistry, cell structure and function, cell metabolism, and genetics.

### **Biology 122: General Biology 2 (Spring semester)**

**HS Credit: 1**

**College Credits: 4**

**Prerequisite: C- (70+) in BIO 121**

A study of evolutionary concepts and survey of taxonomic levels of organization (domain, kingdom, phylum, class, order, family, genus, and species). This lab-based course will emphasize anatomical/ physiological adaptations, life history traits and the ecology of representative organisms.

### **Physics (PHY 118) (Fall Semester)**

**(Regents Physics is offered concurrently with College Physics)**

**HS Credit: .5**

**College Credits: 4**

**Prerequisites: Open to students in grades 11 and 12.**

**Weighted at 1.05**

This is a non-calculus course with laboratory. Areas of study include vectors, motion in two dimensions, force laws, conservation principles and thermodynamics.

### **Physics (PHY 119) (Spring Semester)**

**(Regents Physics is offered concurrently with College Physics)**

**HS Credit: .5**

**College Credit: 4**

**Prerequisites: Physics I. Open to students in grades 11 and 12.**

**Weighted at 1.05**

This course is the continuation of College Physics I. Topics of study include oscillations, sound, light, optics, electricity, and magnetism. This course prepares students for the NYS Physics Regents in addition to providing college credit.

## SECTION VII LANGUAGES OTHER THAN ENGLISH

Approximately 70% of Sodus graduates go on to study at two and four-year colleges. High school language courses play an important role in the preparation of students for success at the collegiate level. We strongly recommend that Sodus students complete a minimum sequence of three high school credits in Languages other than English (Spanish) that includes: Spanish I, Spanish II and Spanish III. Students and parents should carefully review college websites to determine how much language is required for specific programs of study. Most college degree programs require college level foreign language course work. Many programs require a minimum of two college classes in this area. Taking Spanish 4 and 5 in high school may fulfill that requirement. Knowing another language is advantageous for almost all areas of employment.

### Spanish 1

**Credit: 1 – Requirement to graduate.**

Students who successfully complete this course satisfy the minimum graduation requirement for Languages other than English. Students **MUST** take this course if they have not already earned one high school credit in a language other than English. Students may also take this course if they would like to begin the study of a second Language other than English. Upon successful completion of this course, students may choose to continue on to complete the Regents sequence and/or to earn a major in the language. They may also opt to discontinue their study of the language, as long as they have met the minimum requirement of two years of seat time.

### Spanish 2

**Credit: 1**

**Prerequisite: Successful completion of Spanish 1**

This elective course is a bridge between proficiency level and Regents level study. Spanish 2 will focus heavily on developing vocabulary and grammar skills as taught within the framework of culture. Students will learn more about various cultures in the Spanish speaking world through multimedia-based lessons and units.

### Spanish 3

**Credit: 1**

**Prerequisite: Successful completion Spanish 2    Weighted: 1.05**

Spanish 3 is a rigorous class that will lead to competency in Spanish. Students will continue to expand their grammatical knowledge through cultural frameworks and multimedia usage. Students take an equivalent, locally generated test comparable to the Comprehensive Regents Examination in Spanish as their midterm and final exam. As the Comprehensive Regents Examination in Spanish is no longer offered by the State, in order to receive credit towards an Advanced Regents Diploma, one must be successful in both the course and the locally given final.

## **COLLEGE OPPORTUNITIES IN SPANISH**

Four college level Spanish courses are available through Finger Lakes Community College. The \$5/credit hour fee is covered by the Desmond Foundation.

### **Spanish 4/Intermediate Spanish I (Spanish 201/202)**

**HS Credit: 1**

**Prerequisite: Successful completion of Spanish 3**

**College Credits: 6 (3 each)**

**Weighted at 1.05**

SPN 201(Fall) expands on the vocabulary and grammatical structures introduced in the first two semesters of study. Emphasis is on the continued development of Spanish language skills through the study and discussion of authentic readings in Hispanic literature and culture. Students will learn strategies to improve reading comprehension and fundamental composition writing skills. Students at this level will also continue to develop deeper insights into Hispanic culture and to draw comparisons with their own culture.

SPN202 (Spring) is a continuation of the intermediate level course (SPN201). Emphasis is on enhancing communication skills in Spanish, both spoken and written. Students will refine critical reading and writing skills through further exploration of Hispanic literature and culture.

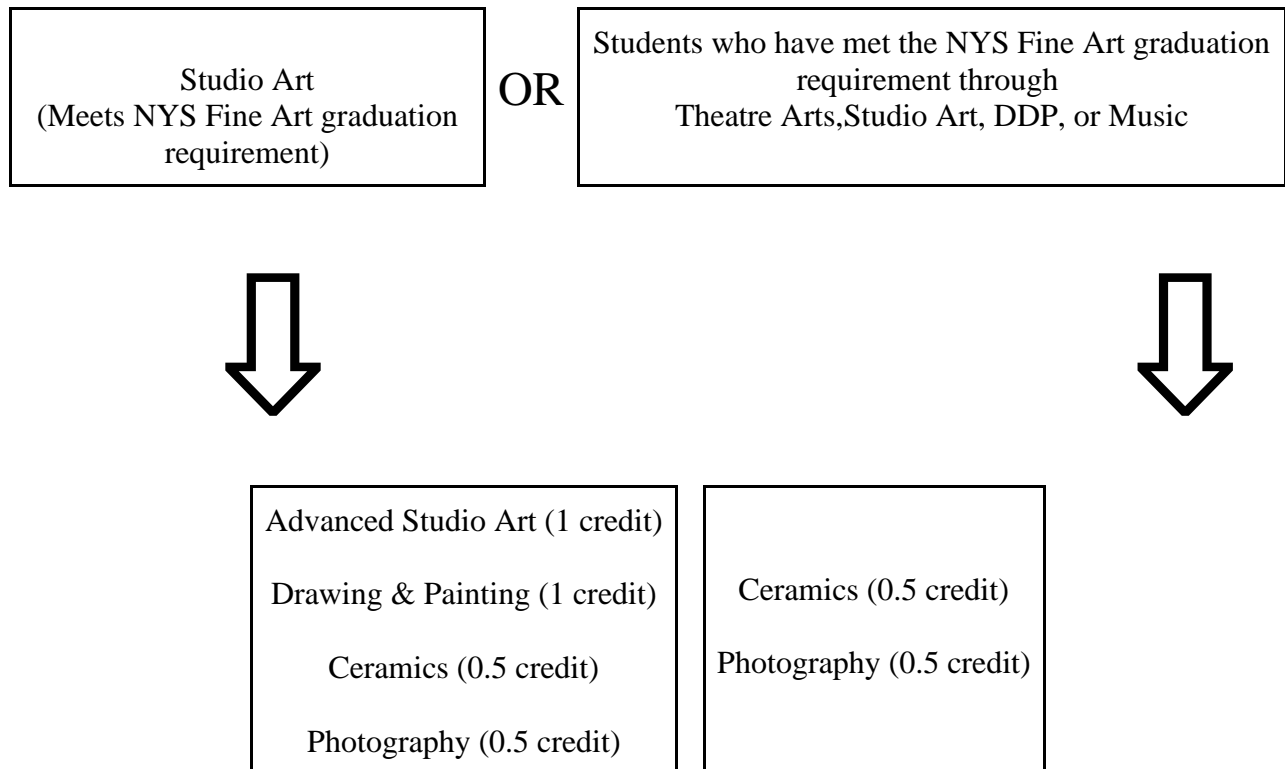
**SECTION VIII**  
**ART**

Studio Art is the foundation course on which all other courses are built. It is recommended that students who plan to complete a sequential study in the visual arts complete Studio Art in grade nine. It is also recommended that students who plan to further pursue the Arts take a variety of upper level art courses, including but not limited to Drawing and Painting, Photography, Ceramics, and Advanced Studio Art. Students may also choose to develop an in-depth area of concentration such as Drawing and Painting, Photography, or Ceramics.

**Note:** 5 credits of Art can be used in place of the 3 credits of Foreign Language for the Advanced Regents Diploma.

**ART COURSE SEQUENCES**

Electives may be taken in any combination or sequence after Studio Art or student achieves grade 10-12 status.



## **Studio Art**

**Credit: 1**

**This course meets the NYS graduation requirement for Fine Art.**

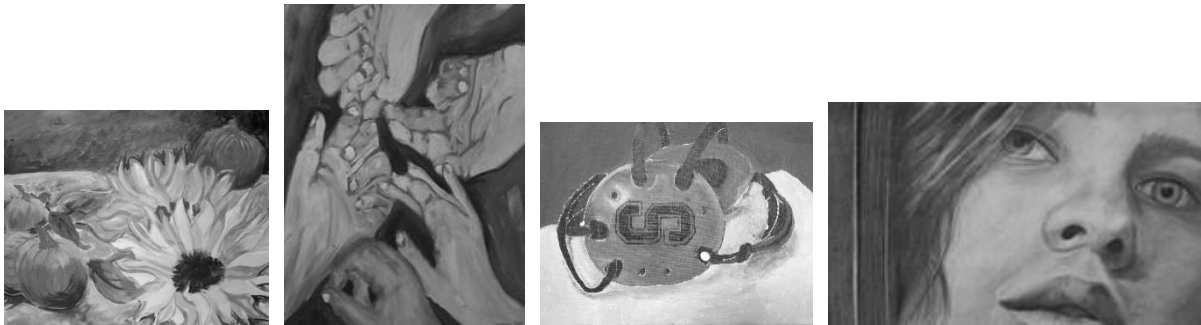


Studio Art is a comprehensive foundation course which meets the high school graduation requirement. The course focuses on the Elements of Art and the Principles of Design. A variety of media is explored: printmaking, textiles, digital media, sculpture, painting, and drawing. Students create artwork as well as study art of the past and present throughout a variety of cultures. Grades are determined by projects, class participation, written assignments, and the sketchbook.

## **Drawing and Painting**

**Credit: 1**

**Prerequisite: Successful completion of Studio Art.**

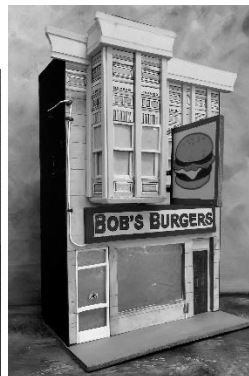


This course is designed for the art major who is interested in developing drawing and painting skills. This course is highly recommended for students who plan to pursue art in college. Life drawing skills are emphasized: portraits, still life, etc. This course investigates the history of 20th century art, imagery, and purpose. All traditional drawing and painting mediums are explored. Grades are determined by projects, class participation, written assignments, and the sketchbook. Students may take this course multiple times earning one credit per year, Drawing & Painting I, II, III, IV.

## Advanced Studio Art

**Credit: 1**

**Prerequisite: Successful completion of Studio Art.**



This course is designed for the student that enjoyed Studio Art and would like to continue to work with a variety of materials. This course will explore a little bit of everything! It's your chance to try your hand at ceramics, printmaking, painting, stained glass, carving, photography, animation, batik etc. The possibilities are endless. Grades are determined by projects, class participation, written assignments, and the sketchbook. Students may take this course multiple times earning one credit per year, Advanced Studio Art I, II, III, IV.

*Advanced Studio Art is not a substitute for the Studio Art Graduation requirement unless permission is obtained from the Art Department.*

## Ceramics

**Credit: .5 credit per semester may be taken both semesters in a single year for 1 credit.**

**Prerequisite: Successful completion of NYS Fine Art graduation requirement.**



This course is designed for the student who would like to work three-dimensionally with clay using a variety of hand building and wheel thrown techniques. Functional, as well as sculptural works will be created. A variety of finishes, including glazing and staining will be explored. The student will be exposed to multicultural, historical and contemporary views and themes. Grades are determined by projects, class participation, written assignments, and the sketchbook. Students may take this course multiple times earning one credit per year, Ceramics I, II, III, IV.

## **Photography**

**Credit: .5 credit per semester may be taken both semesters in a single year for 1 credit.**

**Prerequisite: Successful completion of NYS Fine Art graduation requirement.**



In this class, students will cover how to use a digital SLR camera, learn manual exposure settings, basics of photographic composition, lighting techniques, and incorporation of images with a computer. Students will develop a series of projects for print, digital, and presentation. The student will study the history of photography and research individual photographers. Grades are determined by projects, class participation, and written research assignments. Successful students may take this course multiple times earning one credit per year, Photography I, II, III, IV.

***Photography is not a substitute for the Studio Art Graduation requirement.***

**SECTION IX**  
**CAREER & TECHNICAL EDUCATION**

**9<sup>th</sup> - 12<sup>th</sup> Grade Opportunities:**

**Sports and Entertainment Marketing**  
**Computer Science Skills: Core Word, Excel & Powerpoint (CSC 105)**  
**Publishing 1, 2, 3 and 4**  
**Ventures**

**11<sup>th</sup> & 12<sup>th</sup> Grade:**

**Career and Money Management (required for graduation)**  
**Accounting and Bookkeeping**  
**Publishing 1, 2, 3 and 4**  
**Ventures**  
**Work Experience**

**Note:** 5 Credits of Business can be used in place of the 3 Credits of Foreign Language for the Advanced Regents Diploma.

**Career and Money Management**

**Credit:** .5

**Prerequisite:** Recommended to be taken in 11<sup>th</sup> grade

**Note:** This class is a prerequisite to completing the forty-hour internship requirement for graduation from Sodus High School.

Career and Money Management involves career assessment and preparation activities including: self-assessment, career exploration, job application skills, conduct on the job, performance evaluations, and internship preparation. In addition, students will learn about various adult financial obligations and opportunities including: saving, investing, budgeting, taxation, credit, renting, and purchasing a vehicle.

**Internship:** Career and Money Management prepares students for a minimum of a 40-hour internship, which is a graduation requirement designed to help students engage in meaningful career exploration and future educational plans. Each student will work with a mentor selected jointly between the student and the internship coordinator. Students will gain experience in their field of exploration as well as being able to network with experts in their field of interest. Students are required to complete journal entries as well as time sheets and reviews to enrich their experience and relationship with their mentor.

### **Accounting and Bookkeeping**

**Credit: 1**

**Prerequisite: Open to students in grades 11-12. Successful completion of 2 math credits, when using this class to fulfill the requirement of a third math class.**

Accounting is the language of business and is a necessary stepping-stone for all those who intend to study business in college or pursue a career in business. A clear understanding of assets, liabilities, owner's equity, profit and loss, and their application in the accounting cycle is developed for service businesses.

### **Publishing 1, 2, 3 and 4**

**Credit: 1**

**Prerequisite: Instructor approval through application**

This course is devoted to the development of general publishing skills. Students should expect to learn all phases of yearbook production: layout, photography, copywriting, editing, publicity, marketing, advertising, and fundraising. Students will learn to use computers to produce the yearbook and are expected to be responsible, self-motivated, prompt in meeting deadlines, and exercise confidentiality with regard to the yearbook staff's design choices and the identity of the person to whom the yearbook will be dedicated. This production base course requires both in class and after school time. This course can be taken multiple years for credit.

### **Sports and Entertainment Management**

**Credit: .5**

This course combines the fun of sports with the field of management. Students will learn about the different levels of sports teams, promotional techniques, and management decision making. While in the course students take part in a virtual sports simulation. The course will culminate with students planning and implementing a Sodus or Wayne County sporting event.

### **Ventures**

**Credit: .5 for 60 hours of documented supervised work**

Ventures provide students with the opportunity to complete volunteer service for credit. Placements are typically made within the school district. The requirements for credit in this course include a minimum of 60 hours of documented supervised work.

Students taking Ventures will be graded "S" for Satisfactory or "U" for Unsatisfactory on report cards. Students may also use the hours worked for scouting projects, National Honor Society, and for documented community service for college scholarships and applications. These hours cannot be used towards meeting the High School's community service graduation requirement.

## **Work Experience**

**Credit: .5 - 2**

**Grade level – Open to students in grades 11-12**

The Work Experience Program provides students the opportunity to participate in real life career exploration activities in an area that aligns with their future career interests and goals. They are placed in a variety of community organizations under the guidance of a mentor who will expose the student to all aspects of the field. Work experience may need to occur outside of school hours. Transportation to off-site placements is the responsibility of the student.

## **COLLEGE OPPORTUNITIES IN BUSINESS**

The district will be offers one college level course in Business, available through Finger Lakes Community College. There is no fee to enroll in this course for college credit.

### **Computer Science Skills: Core Word, Core Excel, PowerPoint (CSC 105)**

**High School Credit: .5**

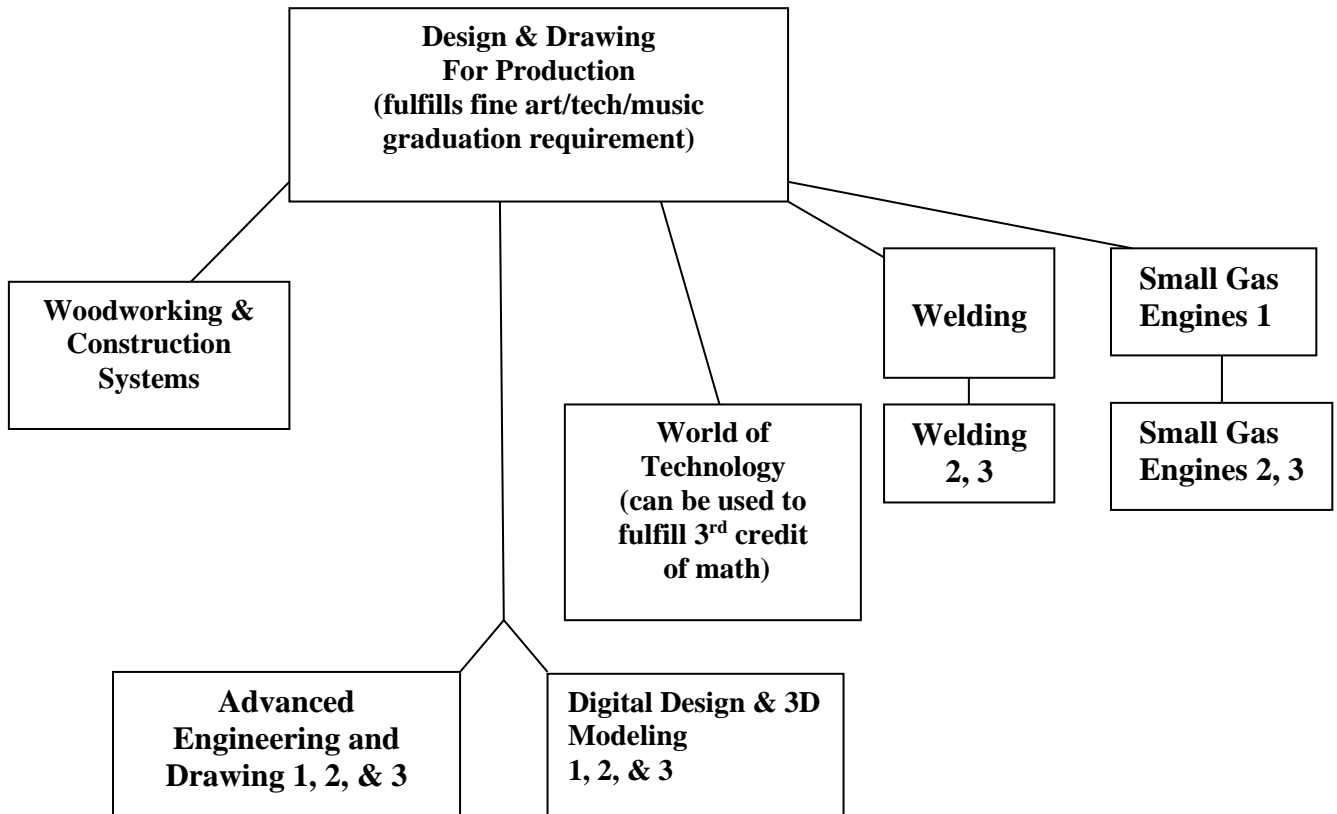
**College Credit: 3**

**Weighted at 1.05**

This course is designed to teach the student core skills in MS Word, MS Excel and MS PowerPoint, which are MS Office applications. This course will include topics appropriate to prepare the student to take the MOS (Microsoft Specialist) certification test upon completion. This course can be used to complete the computer literacy requirement in many majors at FLCC.

**SECTION X**  
**TECHNOLOGY EDUCATION**

A suggested sequence of study for 9 – 12 Technology



**Note:** 5 Credits of Technology courses can be used in place of the 3 Credits of Foreign Language for the Advanced Regents Diploma.

**Design and Drawing for Production**

**Credit: 1**

**Note:** This course can be used to fulfill the Fine Art graduation requirement.

This course is for you if you are interested in engineering, machining, or advanced manufacturing! Instruction and activities include the application of a CAD system to design and draw. The course explores the various uses, advantages and impacts of computer design systems on technical endeavors including engineering fields, architectural and commercial applications. This class is useful as a compliment to all technology and art instruction and for vocational and college preparation. In Engineering Drawing I and II, students will become proficient with a variety of AutoCAD™ 2018 drafting applications. The drafting applications include 3D modeling and architecture. AutoCAD™ 2018 is the "industry standard" of CAD programs. Students interested in a CAD related career (CAD technician, architect, designer, and engineer) or those interested in learning how to draw using a computer would benefit from this class. Advanced Engineering & Drawing is a continuation of Design and Drawing for Production. Students enrolled in Advanced Engineering & Drawing can earn credit for Level I or II as determined by the instructor. Students enrolled in Advanced Engineering & Drawing can earn credit for Level I or II as determined by the instructor.

### **Advanced Engineering & Drawing Level I or II**

**Credit: 1**

**Prerequisites: Successful completion of Design and Drawing for Production, open to students in Grades 10-12.**

This advanced course is for you if you are interested in engineering, machining, or advanced manufacturing! Instruction and activities include the application of a CAD system to design and draw. The course explores the various uses, advantages and impacts of computer design systems on technical endeavors including engineering fields, architectural and commercial applications. This class is useful as a compliment to all technology and art instruction and for vocational and college preparation. In Engineering Drawing I and II, students will become proficient with a variety of the latest Autodesk software drafting applications. The drafting applications include 3D modeling and architecture. the latest Autodesk software is the "industry standard" of CAD programs. Students interested in a CAD related career (CAD technician, architect, designer, and engineer) or those interested in learning how to draw using a computer would benefit from this class. Advanced Engineering & Drawing is a continuation of Design and Drawing for Production. Students enrolled in Advanced Engineering & Drawing can earn credit for Level I or II as determined by the instructor.

### **Digital Design & 3D Modeling**

**Credit: 1**

**Prerequisite: Design & Drawing for Production or Studio Art**

This course is an introduction to the making of objects occupying two-dimensional and three-dimensional space. The course will involve students in the conceptualization development, and construction of forms which functions both aesthetically and structurally. Concepts developed in previous courses will be applied in this course and further developed in regard to 3-D. Various materials will be introduced and you will be using the MakerBot Replicator and Titan2 Vinyl Cutter. This course can be taken more than once with instructor approval. This course is for you if are interested in computer aided machining, design, model making, or graphic art!

### **Woodworking and Construction:**

**Credit: 1**

This course will be composed of introductory Woodworking and the Construction aspect of production, including residential, commercial, and other types of general construction. Topics covered include: hand tools, machines, wood types, wood joints, the safe use of woodworking machines, abrasives, adhesives, finishes, design and construction of wood products, and how to be an informed consumer of furniture and wood products. Other concepts of construction that will be studied are site selection, materials, tools, equipment, and the other environmental impacts. You will build a Shed Model and then move to a real-life construction project. Many teamwork-based activities. This course is for you if you're interested in carpentry and working with your hands!

## Welding

**Credit: .5**

**\*\*\*Space is limited – if necessary, preference will be given to upper classmen**

Welding provides students with a hands-on experience in this subject. Areas of study in the course may include: mild steel and/or aluminum welding procedures and techniques; using “stick”, “tig” and “mig” welders; steel/aluminum shaping procedures; using the lab’s ironworker, shaper, shear and break. **Students will be allowed to further their experience/education in the field by taking this course multiple times, to learn different media or advanced skills.**

## Small Gas Engines I

**Credit: .5**

**\*\*\*Space is limited – if necessary, preference will be given to upper classmen**

Small Gas Engines is the study of the internal combustion gasoline engine. Students use Briggs and Stratton factory supplied engines and appropriate tools to learn the theory of engine operation. Detailed procedures for servicing and overhaul are provided. This class is for you if you’re interested in mechanics or the auto industry!

## Small Gas Engines II

**Credit: .5**

**Prerequisite: Successful completion of small gas engines I is required. Space is limited – preference will be given to upper classmen**

Working in partners, Small Gas Engines 2 will focus on a complete teardown and rebuild of an engine from various manufacturers. Student will need to research the appropriate materials, procedures, specification, and troubleshooting applications of their specific engine. Students will also focus on using precision measuring and diagnostic tools. Students are encouraged to supply their own engine. If students are not able to supply an engine one will be provided.

## World of Technology

**Credit: 1**

**Prerequisites: successful completion of two math credits when using this class to fulfill the requirement of a third math class.**

This course can be used for the third unit of credit in math. What are the mathematical, scientific and engineering considerations when designing or building a project? This question and others will be answered through hands-on problem-solving projects combining mathematics, scientific and technological concepts. Areas of exploration will include real world applications of aerodynamics, lasers, alternative energy, plus many more.

**SECTION XI**  
**HEALTH & PHYSICAL EDUCATION**

**Physical Education Requirements: Physical Education is a required course for all students in public school in the State of New York. The State of New York and Sodus Central School require the successful completion of two units of credit in Physical Education for graduation (1/2 unit each year in high school). Also required for graduation is the successful completion of .5 credit of Health.**

**Health HS**

**Credits: .5**

High school health examines various health issues and problems in society. Units of focus include habits of effective people, personal success, mental and emotional health, happiness/depression/suicide prevention, love and relationships, sexual assault prevention, sex education including abstinence, condoms, and birth control, and nutrition and exercise. Emphasis in all units is placed on the decision-making process to make healthy choices. The course culminates with a fitness contest promoting the practice of good diet and exercise habits resulting in muscle gain and fat loss.

**Physical Education**

**Credits: .5**

This requirement is fulfilled in coeducational classes designed to help students:

1. Increase the knowledge of the human body and the effect of physical activity and exercise on the body.
2. Develop a personal exercise program that will maintain or improve their physical fitness (muscular strength and endurance, cardiovascular endurance flexibility, agility, power, balance, and coordination.
3. Develop and refine movement skills that will enhance participation in a variety of physical activities.
4. Develop a knowledge base and experiences to make informed decisions about lifetime choices in the areas of health and fitness.

Units focus on physical activities, skills, knowledge and attitudes that prepare students to enjoy a positive, healthy life-style and function effectively in our society. Physical Education is an integral part of the total educational program for each student.

All students are successful in the course when they attend class on a regular basis, change into required physical education clothes (some units waive this requirement), participate at an acceptable level of effort, and display proper sportsmanship and cooperation.

**PHYSICAL EDUCATION ELECTIVES**

**Team Sports 1**

**Course Length: 1 period every other day for full school year**

**Credit: .5**

**Prerequisite: Open to students in grades 9-12 student must be current with P.E. credits (i.e. not owe any P.E. classes from the previous years.)**

The purpose of the elective is to offer higher level experiences to those who wish to pursue team sports as part of a healthy lifestyle. The courses will include, but not be limited to, such sports as basketball, soccer, floor hockey, softball, and Lacrosse. The course will expose students to complex strategies, help students research recreational opportunities, and focus on enhancing individual skills necessary to excel in adult leagues.

### **Functional Fitness Training I**

**Course Length: 1 period every other day for full school year**

**Credit: .5**

**Prerequisite: Open to students in grades 10-12, must be current with P.E. credits (i.e.: not owe P.E. classes from previous years.)**

Students will engage in a variety of new and exciting exercises that utilize multiple muscle groups simultaneously through a full range of motion while simulating realistic movements and activities. The proper skill progressions will be taught based on students' individualized ability level and needs. The benefits of taking this course include: improved core strength, flexibility, coordination, speed, power and cardiovascular performance, body composition and athletic performance as well as increased muscle mass and Basal Metabolic Rate.

### **Lifeguarding**

**Credits: .5**

**Prerequisite: Students must turn 15 before the end of this course and be able to perform the following skills:**

- Swim 550 yards continuously demonstrating breath control and rhythmic breathing. Candidates must swim using the front crawl, breaststroke or a combination of both but swimming on back or side is not allowed. Swim goggles are allowed.
- Tread water for two (2) minutes using only the legs. Candidates should place their hands under their armpits.
- Complete a timed event within one (1) minute, 40 seconds. Starting in the water, swim 20 yards. The face may be in or out of the water, swim goggles are not allowed. Surface dive, feet-first or head-first, to a depth of 7 to 10 feet to retrieve a 10-pound object. Return to the surface and swim 20 yards to return to the starting point with both hands holding the object and keeping the face at or near the surface so they are able to get a breath. Candidates should not swim the distance under water.
- Exit the water without using a ladder or steps.
- Swim five (5) yards, submerge and retrieve three dive rings placed five (5) yards apart in 4 to 7 feet of water, resurface and continue to swim another five (5) yards to complete the skill sequence.

In order to receive Red Cross Certification, the participant must:

- Demonstrate competency in all required skills and activities.
- Demonstrate competency in all required final rescue skill scenarios.
- Pass both the Section 1 – CPR/AED for the Professional Rescuer and First Aid and Section 2 – Lifeguarding and Waterfront final written exams with minimum grades of 80 percent.
- Successfully complete 32 hours – This is a 2-year certification.

### **Child Development**

**Credit: .5**

Child Development is a semester course designed to teach students skills necessary to use in a parenting role. Child Growth and Development students study the physical, intellectual, social, and emotional development of a child from conception to five years of age. This course teaches parenting and caregiving roles in relation to the developing child as well as guiding them in the learning process. This class is a basic foundation course for any student wanting to pursue a career in education or working with children in any capacity.

### **Adolescent Development**

**Credit: .5**

Adolescent Development will cover child growth and development from age 3 through adolescence. Units include: birth control and family planning, theories of personality and child development, the wonder years of pre-school/grammar school/puberty, issues of teen pregnancy and teen parenting and child safety/first aid/CPR instruction. For further study, “Taking sides” essay projects in the computer lab will be required during each unit.

## **COLLEGE OPPORTUNITIES IN HEALTH AND PHYSICAL EDUCATION**

A college-level health class will be offered through Finger Lakes Community College. There is a \$15.00 fee to enroll in this course for college credit. The Desmond Foundation will pay for this fee.

### **Health and Wellness (HPE212)**

**HS Credit: .5**

**College credit: 3 hours**

**Prerequisite: Open to students in grades 11– 12 and completed Health HS successfully.**

This class focuses on lifestyle factors and their relationships to well-being, behaviors, and disease. Health content areas, defined by NYS Education Department, are explored. Topics Include: drug use and abuse, nutrition, personal and community health, safety education (identifying dangerous environments, prevention child abduction, fire and arson), sex education, communication skills for productive relationships (i.e. conflict resolution), identifying and reporting suspected child abuse/maltreatment and Safe Schools Against Violence in Education Legislation Certification.

## SECTION XII MUSIC

Approximately 70% of Sodus graduates go on to study at two and four-year colleges. According to a 2000 Georgia Tech study, a student who participates in at least one elective music course is 4-5 times more likely to stay in college than the general student population (*Dr. Denise C. Gardner, Georgia tech 2000*). Music courses at Sodus High School help to create a well-rounded and balanced student.

We strongly recommend that any student who intends on pursuing a career in any music field should complete a four-year sequence in choir/band. Students should also enroll in both music theory and piano keyboarding throughout one of their four years in high school. Auditioning for any extra ensemble or musical activity is also encouraged.

**Note:** 5 Credits of music can be used in place of the 3 Credits of Foreign Language for the Advanced Regents Diploma.

### Band

**Credit: 1**

**Pre-requisite:** Successful completion of Middle School Band or by approval of instructor. The Sodus High School Band is composed of students in grades 9 – 12. All Students who participate in band make a commitment to participate in the concert band portion of the program. Each student will be required to attend weekly lessons to develop music concepts and to ensure proper preparation for upcoming performances. All areas of performance are stressed, including technique, tone, intonation, repertoire, and demeanor.

**There are three Concerts per year and Concert attendance is a course requirement.**

### Choir

**Credit: 1**

The Sodus High School Choir is composed of students in grades 9 -12. All students who participate in choir make a commitment to participate in the concert choir portion of the program. Each student will work to develop music concepts and to ensure proper preparation for upcoming performances. All areas of performance are stressed, including voice production, repertoire, and demeanor.

**There are three Concerts per year and Concert attendance is a course requirement.**

Note: Participation in middle school choir is highly encouraged.

### Concert Band & Concert Choir

**Credit: .5 Choir & .5 Band = 1 full credit**

This is a combination of Choir and Band students and would alternate with each ensemble daily.

### Select Choir

**Credit: .25**

**Prerequisite: Selection by Audition**

This class meets once every four days during 10<sup>th</sup> period. All areas of performance are stressed, and concert attendance is a course requirement. Students must be a member of the choir and pass an audition to be a part of this group.

*Students may be dismissed from the ensemble if attendance becomes an issue.*

### **AcousChicks: Girls Ensemble**

**Credit: .25**

#### **Prerequisite: Selection by Audition**

This ensemble meets once every four days during 10th period. All areas of performance are stressed, and concert attendance is a course requirement. Students must be a member of the Concert Choir or Select Choir. Students must pass a singing audition to be a part of this group. *Students may be dismissed from the ensemble if attendance becomes an issue.*

### **Jazz Band**

**Credit: .25**

#### **Prerequisite: Selection by Audition.**

This class meets once every four days from during 10<sup>th</sup> period. All areas of performance are stressed, and concert attendance is a course requirement. Students must be a member of the band. Students must pass an audition to be a part of this group.

### **Piano Keyboarding**

**Credit: .5**

#### **Note: Students may retake this course only with prior approval of the instructor.**

This course covers basic piano techniques and builds a foundation of music theory. Throughout the semester students will complete a research project on the course content. The culmination of this course is a public piano recital.

### **Theatre Arts**

**Credit: 1**

**Grades 10-12 only (9th grade students may enroll with prior permission from the instructor)**

#### ***This course has a significant amount of reading, writing, improvisation and memorization.***

Students must be willing to perform often in front of a class without hesitation. Students will engage in an intensive exploration of theatre in a hands-on environment. This is a course that will encompass both the performance and production aspects of theatre as well its historical and cultural implications. In Theatre Arts, students will begin to explore the historical impact of theatre from its beginning to now. Students will also explore theatre through theatre games, stage production, technical theatre, field trips, and guest speakers. The course will also encompass the business of theatre, play and musical analysis and world theatre. Both standard level and higher-level students are required to participate in various theatrical positions. The culmination of this course will be a THEATRICAL PRODUCTION (you will be memorizing a script and acting in a play in front of an audience of people) completely produced by the class, including set design, construction, costumes, make-up, lighting design, sound design, and ticket sales. The production will take place in the choir room in front of an audience of your peers and family. You do not need prior theatre experience to take this course, however, be prepared for a great deal of dedication, work, teamwork, and memorization when taking this course.

\*There is a limit of 15 students allowed in this course.

\* Students with poor attendance may be asked to drop this course as this class requires a significant amount of teamwork, especially during the final production.

## SECTION XIII VOCATIONAL EDUCATION

These programs may be available to juniors or seniors who meet the following criteria: Current with all their graduation requirements by June 30<sup>th</sup>; 90% attendance this year; have proper behavior at school and their career goal must match the training they wish to attend at the vocational center.

**Note:** 5 Credits of BOCES courses can be used in place of the 3 Credits of Foreign Language for the Advanced Regents Diploma.

**B.O.C.E.S. technical and career programs, housed at Wayne Technical and Career Center are as follows:**

- Animal Science
- Auto Body Repair
- Automotive Technology
- Carpentry
- Computer Programming & Video Game Development
- Conservation
- Cosmetology
- Criminal Justice
- Culinary Arts
- Electrical Trades/Renewable Energy
- Health Dimensions
- Advanced Manufacturing Academy
- Power Mechanics
- Profession in Education and Human Services

### **Senior Only Programs**

- New Vision Medical Careers
- New Vision Nursing Sciences
- New Visions Viticulture
- New Visions Veterinary Assistant
- New Visions Health Therapy Science

## **Animal Science**

The Animal Science Program prepares students for a wide range of careers related to animal care. Students receive instruction in veterinary care, nutrition, animal anatomy, physiology, and animal behavior. The classroom houses many domestic and exotic pets. Students operate a grooming parlor which is used as a learning model for the handling and caretaking of animals. During their junior year, students may apply for the New Vision Veterinary Assistant Program. Dual Credit with SUNY Morrisville State College for ANSC 100 or Articulation Agreement with SUNY Cobleskill for ANSC 140.

### **Units of Study**

Animal Handling and Restraints	Animal Medicine
Breed Identification	Pet First Aid

Animal Nutrition  
Anatomy and Physiology  
Applied Animal Genetics

Animal Behavior  
Animal Reproduction  
Basic Grooming

### **Auto Body Repair**

Students in the Auto Body Repair Program work with the latest technologies in order to hone diagnostic and repair skills on a variety of vehicles. Learning is accomplished in a hands-on environment, on vehicles owned by real customers. During class time students receive practical experience in collision repair, which includes frames, unibody repair, and auto refinishing.

#### **Units of Study**

Painting & Refinishing  
Structural Analysis  
Non-Structural Analysis and Damage Repair

Estimating  
Welding & Metal Fabrication

### **Automotive Technology**

Automotive Technicians are in high demand. From computerized diagnostics to hands on repair, students in the Auto Technology Program learn to service and maintain all types of cars and light trucks. The course worked is based on the National Automotive Technician Excellence Foundation (NATEF) standards which follow the Automotive Service Excellence (ASE) standards.

#### **Units of Study**

Brakes  
Electronic Systems  
Engine Performance

Suspension and Steering  
NYS Inspection

### **Carpentry**

The Carpentry Program is a combination of hands-on skill development and technical training that uses the most up-to-date equipment and resource materials. The program employs a standardized curriculum that was developed by experts in the construction trades industry through the National Center for Construction Education and Research (NCCER). Students earn an OSHA10 certification. Safety is a full time focus of the carpentry program, ever reminding the students of the ever-present dangers associated with this trade. Students build a variety of large projects on and off campus as part of their experience. A significant part of the curriculum is dedicated to their academic skills focusing on reading, writing and math.

#### **Units of Study**

Safety  
Framing  
Exterior Finishes  
Interior Systems  
Cabinet Making

Fundamentals of Carpentry Construction  
Stationary Machines, Hand and Power Tools  
Alternative Renewable Energy  
OSHA 10 Certification-Construction

## **Computer Programming & Video Game Development**

The Computer Programming and Video Game Development program enables students to learn to be software developers or video game programmers. Students learn the essentials of computer programming and practice their skills by writing their own computer games. Students are taught concepts from geometry, trigonometry and algebra needed to model real world physics in their games and simulations. Students go on to study college level C# programming and can earn college credit. C# is the most modern programming language desired by professional software development firms. Students who demonstrate a proficiency using C# can be eligible for an internship with local software development firms.

### **Units of Study**

Fundamentals of computer programming  
Computer game development  
Introduction to College Level C# programming

## **Conservation**

In the Conservation Program your “classroom” can be in the forest one day and the local park the next. Students are introduced to the career areas in heavy equipment operation/maintenance and forest management. They will learn skills in landscaping, forestry, fish, and wildlife management. Students will have the opportunity to compete in the annual conservation competition. Students will earn their OSHA 10 and forklift certification. If appropriate, a student may have the opportunity to prepare for a New York State Commercial Driver’s License (CDL class B). The Conservation Program also runs a successful on-campus greenhouse.

### **Units of Study**

Forest Improvement	Heavy Equipment, Operations
Basic Surveying	Landscape Design/Construction
Tree Climbing/Pruning	OSHA 10 Certification – General Industry

## **Cosmetology**

Cosmetology is an exciting career that requires a wide range of skills. Artistic ability, as well as technical and communication skills are critical to success. The Cosmetology Program teaches students the competencies and professional skills necessary to pass the New York State Board practical and written licensing exams. Students attend the program for two years, including a summer school session. A clinic open to members of the local community provides students with real life experience in their field. Only licensed cosmetologists may work in salons in New York State. To sit for the licensing exam, students must complete a minimum of 1,000 hours of approved instruction.

### **Units of Study**

Hair Cutting	Properties of the Hair and Scalp
Artistry in Hair Styling	Shampooing, Rinsing, Conditioning
Permanent Waving	Artistry of Artificial Hair
Hair Coloring	Manicures, Pedicures, and Nails
Salon Business Practices	

## **Criminal Justice**

Criminal Justice is a broad-based career exploration program intended to give students skills, knowledge, and occupational opportunities in the field. Through a blending of rigorous academics with a strong, hands-on component, students gain insight into what it takes to be successful in the criminal justice field. In addition, the program includes the study of civil and criminal law providing a strong foundation for entry into the security field or for advanced training at a police academy or college criminal justice program.

### **Units of Study**

Penal Law	Code of Corrections
Criminal Procedure	Family Court/Juvenile Justice System
Vehicle & Traffic Law	Report Writing
Corrections	NYS Security Officer Certification

## **Culinary Arts**

The Culinary Arts Program is focused on preparing all students to meet the challenges of employment and continuing education in the culinary field. Practical experience is gained in the classroom in a fully equipped commercial-style kitchen. Guest speakers from local businesses and food-related careers are also invited to speak with students. The Culinary Arts Program is a member of the New York State Restaurant Association (NYRSA) Educational Foundation Pro Start Program. This program provides students the work experience and classroom learning they need to succeed in restaurant/food service careers.

### **Units of Study**

Nutrition	Dining Room Service
Meal Planning	Food Production
Sanitation	Baking & Cake Decorating
Catering	

## **Professions in Education & Human Services**

Students enrolled in this program are immersed into a culture that expands their knowledge in the areas of: special education, human development, professional ethics, confidentiality, developmentally appropriate practice (pedagogy), classroom management, lesson planning, positive guidance techniques, historical perspectives of education, career pathways in teaching, human service careers, research, and oral presentation skills. Students receive certifications in CPS, First Aid, Violence Prevention, and Mandated Child Abuse Reporting. Juniors and Seniors in good standing are eligible to take 2 Gemini classes each year for 6 college credits. Seniors complete 2 blocks of internships 3 mornings per week in a placement of career interest.

### **Units of Study**

Human Development	Professional Ethics and Confidentiality
Special Education	Classroom Management and Positive Reinforcement
Historical Perspectives	Lesson Planning and Presentation Skills

## **Electrical Trades/Renewable Energy**

The purpose of the Electrical Trades Program is to prepare students for entry-level employment in the various electrical trades. Throughout the program, students gain daily practical experience working with residential, commercial, and industrial wiring. In addition, the students will have the opportunity to become a Network Cabling Specialist. Students explore renewable energy technologies. The Electrical Trades Program has received national certification through the National Center for Construction Education and Research (NCCER).

### **Units of Study**

Electrical Safety	Introduction to Electrical Code
Electrical Theory	Blueprint Reading and Sketching
Wiring Methods	Solar, Wind (Commercial and Residential Installation)
Motor Controls	OSHA 10 Certification-Construction
Cat-5 Wiring Certification	Fiber Optic Certification

## **Health Professions**

Junior year is an introduction to general health professions, interpersonal communications, health and safety, body mechanics, cultural aspects of healthcare, legal aspects of health care, medical terminology, medical math, body organization, body systems, and an overview of available health care fields. Students explore many areas of employment through discussion, field trips and hands-on experiences before choosing a specialized course of study. Students take part in a summer clinical experience that provides additional training and education requirements needed to take the Nurse Assistant Exam and may include exploration of, and exposure to, additional health related careers. Students should expect to read and take detailed notes on the assigned chapters and complete the workbook assignment for each chapter. Hands-on instruction for hand hygiene, patient transfer methods, patient positioning, bed making, vital signs, CPR and 1<sup>st</sup> Aid and some field experience is incorporated into the junior year. Senior year includes a college level Anatomy and Physiology course and training for the Certified Nurse Assistant licensure exam. A 75% or greater classroom average is required to attend field experiences.

### **Units of Study**

Health Careers	Patient Care - vital signs, Nutrition
Health Promotion	Growth and Development Across Lifespan
Anatomy and Physiology	Leadership and Communication
Medical Terminology	Technical Math and Writing

## **Advanced Manufacturing Academy**

The Advanced Manufacturing Program teaches to the National Institute for Metalworking Skills, Inc. (NIMS) national skills standard. Students learn to make components from blueprint to completion. Following the design phase, students utilize lathes, surface grinders, drill presses, and power saws. Upon successful completion of the program, students can earn Machining Level I certification. In addition, students learn how to weld using four different welding processes. In the second year of machining, there is a focus on Computer Numerical Control (CNC) machining.

### **Units of Study**

Blueprint Reading  
Layout/Bench Work  
Precision Machining  
Milling Machine Work

Surface Grinding  
CNC Machine Operation  
MIG, TIG, ARC & Oxyacetylene Welding  
OSHA 10 Certification- General Industry

## **Power Mechanics**

In Power Mechanics, students learn the maintenance and repair of diesel and gasoline vehicles, farm machinery, earth-moving equipment and small power equipment used in agriculture, conservation, and landscaping. Basic skills are developed in welding/fabrication and troubleshooting.

### **Units of Study**

Hydraulic Systems  
Fuel Systems  
ARC welding  
Diesel Theory  
Forklift Certification  
Fabrication  
Small Engine Service

Maintenance of Heavy Equipment  
Gasoline 2 and 4 Stroke Theory  
OSHA 10 Certification- General Industry  
Tool Identification and Usage  
Equipment Restoration  
Shop/Work Safety

## **New Vision Medical Careers**

New Vision Medical is a one-year academically rigorous program for college bound seniors planning on majoring in Pre-Medicine, Chemistry, Biology, Physical Therapy, or other allied health fields.

### **Prerequisites:**

- Students apply to the New Vision Medical Careers Program during their junior year.
- Three years of Regents math, science, English, and social studies.
- Five short answer questions
- A recommendation from students' high school counselor, science, and math teachers

### **Curriculum**

Students work in a hospital setting with physicians, physician assistants and other health care professionals. High school credits are earned in English 12, Government/Economics, and Health Science. Opportunities to earn college credit are available.

### **Examples of Clinical Experiences**

Physical Therapy	Pharmacy
Cardiology	Family Birthing Center
Emergency Room	Operating Room
Occupational Therapy	

## **New Vision Nursing**

The New Vision Nursing Careers Program provides a unique blend of academics and health career education aimed at high school seniors with an interest in the nursing profession. This placement provides high school seniors with the opportunity to explore the nursing profession

within an interdisciplinary environment to gain insight into the role of nursing in healthcare. Students in the program develop the skills and knowledge needed for the rapidly growing health care industry.

**Admission:** Students apply to the New Vision Nursing Careers Program during their junior year. Program prerequisites include:

- Three years of Regent’s Math, Science, English, and Social Studies
- Completion of New Vision application including well-written short answer questions and recommendations from high school counselor, science, English teachers

**Curriculum:** Students learn in a hospital setting, Newark Wayne Community Hospital, alongside nurses, nurse practitioners, physicians, physician assistants and other members of the healthcare team. High school credits are earned in English 12 and Science. Opportunity to earn college credits are available in Human Anatomy and Physiology and English.

**Examples of Clinical Experiences:**

Emergency Department	Women’s Care Center (Maternal & Child health)
Telemetry	Endoscopy/Infusion Center
Medical-Surgical	Psychiatric Unit
Cardiac Rehabilitation	Post-Anesthesia Care
Intensive Care	Respiratory Therapy
Pharmacy	

**New Vision Viticulture**

The Finger Lakes Region is a large producer of grapes which are processed in the region and also shipped around the country. The Wine and Viticulture Industry in the region has been recognized as an asset by elected representatives and funding dollars for this industry have been made available. The fact that this is New York’s Wine Country has been well publicized and marketed. The goal of this program is to allow students to learn about and experience comprehensive work in the grape growing industry- working with the land, nutrients, chemistry, ecology, and the environment.

**Prerequisites:**

- Students apply to the New Viticulture Program during their junior year.
- Three years of Regents math, science, English, and social studies.
- Five short answer questions
- A recommendation from students’ high school counselor, science, and math teachers

**Curriculum:**

The New Vision model is an accelerated one-year program of CTE study. Students will spend time in a traditional classroom setting, shadow and learn about the trade from successful vineyard operators in the region, participate in a field placement, and receive instruction from partners at Cornell University’s Agricultural Experimental Station in Geneva and FLCC’s School of Viticulture at the adjacent Technology Park.

**Curricular areas to be covered:**

Grape and Root Stock Varieties	Nutrient Management, Grapevine Water Relations,
Irrigation	Vineyard Design and Establishment
Pruning and Training	Crop Yield Estimation and Management

### **New Vision Veterinary Assistant**

The New Vision Veterinary Assistant Program is designed to provide high school seniors the opportunity to intensely investigate future college and professional career pathways within the field of Veterinary Science. Both theory and hands-on experiences are introduced in the Veterinary Science program. New Vision Veterinary Science students earn certification as a veterinary assistant.

#### **Prerequisites:**

- Students apply to the New Veterinary Assistant Program during their junior year.
- Three years of Regents math, science, English, and social studies.
- Five short answer questions
- A recommendation from students' high school counselor, science, and math teachers

#### **Curriculum:**

An approved program by the National Association of Veterinary Technicians Association (NAVTA), this one-year program follows the New Vision Model by offering student mentored internships at local veterinary offices, animal humane societies and area farms. The program also introduces students to all aspects of being a Veterinary Assistant including: office and hospital procedures, communication and client relations, vaccinations, examination room procedures, surgical preparation and assisting. The New Vision Veterinary Science Program is designed to prepare student for a wide variety of careers related to Veterinary Science. Veterinary Technicians are employed by animal shelters, aquariums, boarding kennels, humane societies and animal rescue shelters, pharmaceutical companies, research facilities at universities, veterinary hospitals, wildlife sanctuaries and zoos.

(source:<http://www.collegesanddegrees.com/programs/veterinary-technician/job-outlook>)

This is a broad-based professional curriculum that will target student development of the knowledge and skills of a wide range of career options within the Veterinary Science field. Additionally, this program will give students a foundation of basic skills required for workplace situations and is uniquely suited to help students build skills related to communication, decision making, time management and relationship building, among others.

Students will study and experience academics in an environment that uses an interdisciplinary approach to English Language Arts, Math, Science and Technology. Post- secondary dual credit agreements with SUNY Morrisville and Finger Lakes Community College will give students a head start on their college studies.

#### **Curricular areas to be covered:**

Office and Hospital Procedures	Small Animal Nursing
Communication and Client Relations	Surgical Preparation and Assisting
Pharmacy and Pharmacology	Laboratory Procedures
Examination Room Procedures	Radiology and Ultrasound Imaging

Students enrolled in this program will receive Senior English credit as they will be taking

Eng 101 + Eng 103 through FLCC. Additionally, students will be taking Bio 110 through FLCC, as part of this New Visions Program.

### **New Vision Health Therapy Sciences**

Exercise Science is becoming a fast-growing college major and occupational area in the health and medical industry. Both theory and hands-on experience are introduced in this exciting program. The Health Therapy Sciences Program is designed to provide high school seniors the opportunity to intensely investigate future college and professional career options within the fields of health, exercise science, and kinesiology.

#### **Prerequisites:**

- Students apply to the New Vision Medical Careers Program during their junior year.
- Three years of Regents math, science, English, and social studies.
- Five short answer questions
- A recommendation from students' high school counselor, science, and math teachers

#### **Curriculum:**

A one-year program that follows the New Vision Model by offering students mentor supported internships at local hospitals, colleges and medical profession offices and introduces students to all aspects of Health Therapy Sciences including anatomy, especially the musculoskeletal system; fitness and flexibility; nutrition and weight management; safety, injuries, and injury prevention; cardiorespiratory endurance; exercise physiology; medical terminology; applied kinesiology (the study of human movement); and resistance and cardiorespiratory training programs/progressions. The New Vision Health Therapy Sciences Program is designed to prepare students for a wide variety of college majors related to health, physical activity, and sport. The program also serves as a steppingstone to further education in high demand medical careers.

This is a broad-based professional curriculum that will target student development of the knowledge and skills of a wide range of career options within the health, sports, and exercise science fields. Additionally, this program will give students a foundation of basic skills required for workplace situations and is uniquely suited to help students build skills related to communication, decision making, time management and relationship building, among others.

Students will study and experience academics in an environment that uses an interdisciplinary approach to English Language Arts, Math, Science and Technology. Secondary English, Science, and Physical Education credits will be offered through an integrated model with FLTCC academic staff and the program instructor providing the instruction.

#### **Exercise Science Curricular areas to be covered:**

Human Anatomy and Physiology	CPR / First Aid / AED Certification
Neuroscience	Medical Terminology
Exercise Techniques	Therapeutic Rehabilitation
Biomechanics	Biomechanics / Kinesiology
Neuromuscular Control	Nutrition
Fitness Safety	Exercise Physiology

## Sodus High School Scheduling Form

Please highlight or circle the classes you are interested in taking next year.  
Counselors will meet with students to help finalize their course selections.

### ENGLISH (4 credits are required for graduation)

- ❖ English 9
- ❖ English 10
- ❖ English 11

Seniors are required to take a full year of English from the list below.

- ❖ English 12
- ❖ English 101 – 1 Semester (Composition I through FLCC)
- ❖ English 102 – 1 Semester (Intro to Literature through FLCC, must also be scheduled for English 101)
- ❖ English 103 – 1 Semester (Composition II through FLCC, successful completion of English 101)
- ❖ Effective Speech – 1 Semester (College Presentational Speaking through Syracuse University-SUPA)
- ❖ Research Methods and How-to-Adult – every other day
- ❖ Senior Project (No class but .25 credits given when successfully completes Senior Project)

#### English Electives:

- ❖ Literature through Film – 1 Semester

### MATH (3 credits are required for graduation)

- ❖ Pre-Algebra (Course placement is determined by the school district)
- ❖ Algebra
- ❖ Geometry

#### Options for the 3<sup>rd</sup> year of Math & beyond are below

- ❖ Algebra 2 (Passing the Algebra Regents exam is required for an **Advanced Regents Diploma**)
- ❖ Statistics/MAT 200 (college credit offered through FLCC)
- ❖ World of Technology (Counts towards third math requirement for a Regents Diploma, **but not** an Advanced Regents Diploma)
- ❖ Accounting (Counts towards third math requirement for a Regents Diploma, **but not** an Advanced Regents Diploma)
- ❖ Advanced Algebra & Trig./Math 104 – 1 Semester (Successful completion of Algebra 2 is required, college credit through CCC)
- ❖ Pre-Calculus/Math 106 – 1 Semester (Successful completion of Adv. Alg. is required, college credit through CCC)
- ❖ Calculus/Math 108 (Successful completion of Pre-Calculus, College credit through CCC)

### SOCIAL STUDIES (Global 1 & 2, US History, Government & Economics are required for graduation)

- ❖ Global Studies I
- ❖ Global Studies II
- ❖ US History & Government
- ❖ Government **or** American Government/POL 100 – 1 Semester (see prerequisite in Course Handbook) (College credit through FLCC)
- ❖ Economics **or** Survey of Economics/ECO 100 – 1 Semester (see prerequisite in Course Handbook) (College credit through FLCC)

#### Social Studies Electives

- ❖ Psychology – 1 Semester (Open to 10-12<sup>th</sup> graders)
- ❖ Foundations for College Success/CAY 101 – 1 Semester (Open to students in grades 9-12, college credit course through CCC, see prerequisite in Course Handbook.)
- ❖ Early United States Hist/His 110 – 1 Semester (College credit through FLCC, open to 11-12<sup>th</sup> graders)
- ❖ Modern United States Hist/His 111 – 1 Semester (College credit through FLCC, open to 11-12<sup>th</sup> graders)

### SCIENCE (3 credits are required for graduation)

- ❖ Living Environment
- ❖ Earth Science

**Options for the 3<sup>rd</sup> year of Science & beyond are below:**

- ❖ Chemistry
- ❖ Food Science (Open to 11-12<sup>th</sup> graders)
- ❖ Environmental Science (See prerequisite in Course Handbook)
- ❖ Physics/PHY 118 & 119 (See prerequisite in Course Handbook) (College Physics 1 & 2 through FLCC)
- ❖ Forensics/CHEM 108 – 1 Semester (College Forensic Chemistry through CCC)
- ❖ Human Biology 1 & 2/BIO 203 & BIO 204 – 1 Semester for 2 periods each (See prerequisite in Course Handbook) (College Anatomy and Physiology 1 & 2 through CCC)
- ❖ Marine Biology
- ❖ Advanced Marine Biology

**FOREIGN LANGUAGE (Successful completion of Spanish 8 and final exam or Spanish 1 is required for a Regents Diploma while 3 years are recommended for an Advanced Regents Diploma)**

- ❖ Spanish 1A (7<sup>th</sup> grade)
- ❖ Spanish 1B (8<sup>th</sup> grade) (1 credit is earned after successful completion of Spanish 1A and 1B)
- ❖ Spanish 2
- ❖ Spanish 3
- ❖ Spanish 4/SPN 201 & 202 (College Spanish through FLCC)

**FINE ART REQUIREMENT OPTIONS (upcoming 9<sup>th</sup> grade students should select one of the following as all students must earn 1 credit in this area to graduate)**

- ❖ Design & Drawing for Production
- ❖ Studio Art
- ❖ Band (Successful completion of Middle School Band is required)
- ❖ Choir
- ❖ Concert Band & Concert Choir (Every other day for each course all year)
- ❖ Theatre Arts (Offered every other year)

**ART ELECTIVES**

- ❖ Studio Art
- ❖ Drawing & Painting (80 average in Studio Art required, may be taken in multiple years)
- ❖ Ceramics – 1 Semester (Open to 10-12 grade students, may be taken in multiple years)
- ❖ Photography – 1 Semester (Open to 10-12 graders, may be taken in multiple years)
- ❖ Advanced Studio Art (Open to grades 10-12, may be taken in multiple years)

**BUSINESS for grades 9-12**

- ❖ Career and Money Management – every other day for the year (recommended for 11<sup>th</sup> grade)
- ❖ Computer Science Skills: Core Word, Core Excel, Power Point – 1 Semester (CSC 105 through FLCC)
- ❖ Accounting and Bookkeeping (Open to 11-12<sup>th</sup> graders)
- ❖ Ventures – can be done by semester or for the year
- ❖ Work Experience (Open to 11-12<sup>th</sup> grade)
- ❖ Sports & Entertainment Management – 1 Semester
- ❖ Publishing (Every other day for the year)

**TECHNOLOGY**

- ❖ Design & Drawing for Production (DDP)
- ❖ Adv. Engineering & Drawing for Production (DDP required prerequisite, may be taken multiple years)
- ❖ Digital 3D Design (May be taken multiple years)
- ❖ Woodworking & Construction Systems (May be taken in multiple years)
- ❖ Small Gas Engines (May be taken in multiple years)
- ❖ Welding (may be taken in multiple years.)
- ❖ World of Technology (Open to 11-12<sup>th</sup> graders)

## **PE/HEALTH**

- ❖ PE – Every other day for the year (Must be taken every year)
- ❖ Health HS – Every day for a semester or every other day for the year (Generally taken in 10<sup>th</sup> grade)
- ❖ Lifeguarding – Every other day for the year (Must be 15 years of age before the end of the course and have an appropriate skill level)
- ❖ Child Development – 1 Semester
- ❖ Adolescent Development – 1 Semester
- ❖ Health and Wellness/HPE 212 – 1 Semester (See prerequisite in Course Handbook; College credit through FLCC)
- ❖ Team Sports – Every other day for the year
- ❖ Functional Fitness Training – Every other day for the year

## **MUSIC**

- ❖ Band (Successful completion of Middle School Band is required)
- ❖ Choir
- ❖ Concert Band/Concert Choir
- ❖ Piano Keyboarding – Every day for one semester
- ❖ Music Theory 1/MUS 105 (College credit through FLCC)
- ❖ Select Choir – 10<sup>th</sup> period 1/week (Successful audition required and enrollment in a musical performance class is required) (10<sup>th</sup> period once per week)
- ❖ Jazz Band – 10<sup>th</sup> period 1/week (Successful audition required and enrollment in a musical performance class is required) (10<sup>th</sup> period once per week)
- ❖ AcousChicks Girls Ensemble – 10<sup>th</sup> period 1/week (Successful audition required and enrollment in a musical performance class is required) (10<sup>th</sup> period once per week)
- ❖ Theatre Arts

**CAREER AND TECHNICAL EDUCATION PROGRAMS** may be taught off campus by other schools. These programs may be available to juniors or seniors who meet the following criteria: Current with all their graduation requirements by June 30<sup>th</sup>; 90% attendance this year; have proper behavior at school and their career goal must match the training they wish to attend at the vocational center.

### **BOCES- WILLIAMSON TECHNICAL AND CAREER CENTER (2-year programs open to Junior & Seniors)**

#### **Junior Courses**

Animal Science 1  
Auto Body Repair  
Auto Technology 1  
Carpentry 1  
Computer Programming & Video Game Design 1  
Conservation 1  
Cosmetology 1  
Criminal Justice 1  
Culinary Arts 1  
Professions in Education & Human Services 1  
Electrical Trades/Renewable Energy 1  
Health Professions 1  
Power Mechanics 1  
Advanced Manufacturing Academy 1

#### **Senior Courses**

Animal Science 2  
Auto Body Repair 2  
Auto Technology 2  
Carpentry 2  
Computer Programming & Video Game Design 2  
Conservation 2  
Cosmetology 2  
Criminal Justice 2  
Culinary Arts 2  
Professions in Education & Human Services 2  
Electrical Trades/Renewable Energy 2  
Health Professions 2  
Power Mechanics 2  
Adv. Manufacturing Academy 2

### **BOCES – WILLIAMSON TECHNICAL AND CAREER CENTER (1-year programs open to Seniors, application and acceptance by WTCC required)**

- ❖ New Visions Medical Careers
- ❖ New Visions Nursing
- ❖ New Visions Health Therapy Science
- ❖ New Visions Veterinary Assistant
- ❖ New Visions Viticulture (offered at FLCC)