



2025-2026

Lansing High School

COURSE GUIDE



Lansing High School

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The Mission of Lansing Central School District

We will inspire our students to be knowledgeable, responsible, healthy and compassionate citizens.

Student Services Department

The counselor's role is to assist all students with achieving academic, career and personal/social success.

Counselors assist students with all of the following:

- Social/emotional issues
- Crisis intervention
- Academic concerns/planning
- Career exploration
- College search and application process
- College readiness testing

Naviance College & Career Planning

Naviance is a website that students and parents/caregivers can use to make decisions regarding courses, colleges, careers, majors, and future goals. Students should see their counselor in Student Services to receive their activation code. If students have already activated their account and have forgotten their password they should go to the website and request it be re-sent.

student.naviance.com/lansinghs

Graduation Requirements

Diploma requirements apply to students depending upon the year in which they first enter grade nine. A student who takes more than four years to earn a diploma is subject to the requirements that apply to the year that student first entered grade nine. Students who take less than four years to complete their diploma requirements are subject to the provisions relating to accelerated graduation.

Regents Diploma		Regents Diploma With Advanced Designation
4 Credits	English	4 Credits
4 Credits	Social Studies	4 Credits
3 Credits	Math	3 Credits
3 Credits	Science	3 Credits
1/2 Credit	Health	1/2 Credit
1 Credit	Art and/or Music	1 Credit
1 Credits	World Language	3 Credits
2 Credits	Physical Education	2 Credits
3 1/2 Credits	Electives	1 1/2 Credits

Regents Diploma Notes

- Students who complete Checkpoint A (Spanish 1 or French 1) and two units of study in a single language other than English no later than the end of grade 8 must pass the *locally developed* second language proficiency examination in order to earn one unit of credit toward the high school diploma.
- An integrated course in mathematics/science/technology may be used to satisfy the requirement for a third unit of credit in mathematics or science.

Regents with Advanced Designation Diploma Notes

- Students who complete Checkpoint A and two units of study in a single language other than English no later than the end of grade 8 must pass the *locally developed* second language proficiency examination in order to earn one unit of credit toward the high school diploma.
- To earn the advanced designation, students must complete one of the following:
 - A language other than English (total of 3 credits).
 - A five-credit sequence in Career and Technical Education, plus one credit in a language other than English.
 - A five-credit sequence in The Arts, plus one credit in a language other than English.
- All students pursuing the advanced designation must, in addition to passing the regents assessment requirements for a regular regents diploma, also pass a second regents examination in science and must pass all 3 regents exams in mathematics.

Correspondence/Online/Independent Study Courses

Students who wish to take classes for graduation credit outside of the traditional classroom by taking either an online, correspondence, or independent study class must fill out the appropriate form in the Student Services Office. **This must be approved by the building principal before registering for the course.** This procedure must be followed for replacing any high school graduation requirement, elective credit, or accelerating in a subject.

Course Load

In order to make sure students are making progress towards graduation, a minimum number of 5 units plus Physical Education are required.

Accelerated Graduation

Students interested in graduating early should consult with their school counselor as soon as possible to discuss potential options. Students seeking to complete the diploma requirements in less than four years shall be subject to the following diploma requirements:

- Must meet requirements of the class of the student's graduation year.
- The fourth year of PE will be waived, but students must meet 22 credits.

Minimum Numbers Required for Courses

All classes may not be offered every year, depending on enrollment numbers. A minimum number of students is required to run a course.

Concurrent enrollment classes at Tompkins Cortland Community College

Some of our classes are offered as Dual Credit courses with TC3. Lansing High School must follow their policies on accommodations for students with disabilities. Their website states "Students with documented disabilities are entitled by law (ADA/504) to have necessary academic adjustments, such as modifications and/or auxiliary aids and services. *Academic adjustments may not lower academic standards nor substantially alter a course's essential requirements.* A student's access plan is designed to provide equal access to course and related activities; academic adjustments do not confer an advantage to the student or guarantee academic success." Please learn more about this process at <https://www.tompkinscortland.edu/academics/students-and-parents>.

Assessments

In addition to course and credit requirements students must meet minimum competencies by passing a New York State exam in each of the four subject areas of English, social studies, math, and science. The chart below indicates which tests will be required for each diploma to demonstrate the necessary competency.

	Local	Regents	Regents with Advanced Designation
English	For specific requirements, please see your student's counselor.	Regents Exam with Score of at Least 65	Regents Exam with Score of at Least 65
Math		Regents Exam with Score of at Least 65	3 Regents Exams with Score of at Least 65
Global Studies		Regents Exam with Score of at Least 65	Regents Exam with Score of at Least 65
US History		Regents Exam with Score of at Least 65	Regents Exam with Score of at Least 65
Science		Regents Exam with Score of at Least 65	2 Regents Exams with Score of at Least 65
World Language	Local Exam	Local Exam	Local Exam
			*Mastery - Meets all requirements for the Regents with Advanced Designation and, in addition, scores 85 or better on each of 3 Regents Examinations in Mathematics and/or Science .
		*Honors - 5 required Regents exams with a computed average score of 90 or better.	*Honors - 8 required Regents exams with a computed average score of 90 or better.

*Diploma/Credential Requirements: <http://www.p12.nysed.gov/part100/pages/1005.html>

*Regents Examination Scoring:

<https://www.nysed.gov/state-assessment/how-are-regents-examinations-scored>

***There are a variety of pathways and graduation requirements. Please see your counselor for specific requirements/options that pertain to your path.**

Course Planning

	Grade 9	Grade 10	Grade 11	Grade 12	Additional
English					
Social Studies					
Math					
Science					
World Language					
Health					
Art/Music					
Physical Education					
Elective					
Elective					
Elective					
Total Credits Earned					

Local or Regents Diploma

Regents Passed

English Language Arts _____
 Global History _____
 US History _____
 Math _____
 Science _____

Regents Diploma with Advanced Designation

Regents Passed

English Language Arts _____
 Global History _____
 US History _____
 Math _____
 Science _____
 World Language _____ *(Approved Local Exam)

To earn the Advanced Designation, a student may substitute the 3 credits of world language for one credit of world language plus a 5 credit sequence in either Art/Music, Career and Technical Education or Business. **5 credit sequence** in place of world language sequence: _____

Sports, Recreation, and Activities

Students who are involved in their school and community perform better in school, meet new people and become accepted to college more often than compared to students who are not involved. Not all clubs are offered every year and are subject to change.

Extra-Curricular Clubs & Programs

Excel Academics	Yorkers	Spring Musical
Art Club	HOBY Leadership Conference	Tech Crew
Bobcat Newspaper	Student Council	Shakespeare Competition
Link Crew	Gender Sexuality Alliance	Jazz Band
The Bobcat Team	Multicultural Club	Show Choir
National Honor Society	Chess Club	Trap Club
Sustainability Club	Super Smash Bros Club	Lansing Lunchbox
Model UN	Drama Club	Access to College Education

Sports

Fall

Cross Country
Cheerleading
Football
Soccer (Boys and Girls)
Swimming (Girls)
Volleyball (Girls)

Winter

Basketball (Boys and Girls)
Cheerleading
Swimming (Boys)
Wrestling
Indoor Track
Bowling

Spring

Baseball
Golf
Softball
Track & Field
Tennis

NCAA Requirements

If you are planning to enroll in college as a freshman and you wish to participate in intercollegiate athletics, you may be required to be certified by the NCAA Clearinghouse. You must take a prescribed core curriculum and obtain the necessary SAT or ACT scores to be eligible. The list of NCAA-approved courses at Lansing High School is indicated below. Please review this list prior to enrolling in your courses. **See your counselor for more details regarding participation in intercollegiate athletics. Also, check out the NCAA Eligibility Center at www.eligibilitycenter.org . Not all classes listed are offered every year and may include previous course offerings.**

English

AP English
English 9
English 10
English 10H
English 11
English 11H
English 12

Mathematics

AP Calculus
Algebra I
Geometry
Algebra II
Pre-Calculus AB
AP Statistics

Social Studies

Economics
Global History 1
Global History 2
U.S. Government
U.S. History

Natural/Physical Science

Earth Science (Lab)
AP Biology (Lab)
Biology (Lab)
Chemistry (Lab)
Physics (Lab)
Dual Credit Physics (Lab)
Forensics
Dual Credit Astronomy

Additional Core Courses

AP Spanish
Spanish 5
Spanish 4H
Spanish 3
Spanish 2
Spanish 1
AP French
French 5
French 4H
French 3
French 2
French 1

English

Graduation Requirements

4 credits of English + Regents Exam

Honors Criteria

An honors program in the English Language Arts is open to all students beginning in grade 10. Students who express interest in the honors program should sign up with their counselor during the course selection process. Although this course is available to any student wishing to seek enrichment in the English Language Arts area, student performance will be monitored throughout the add/drop period (first 10 weeks) to ensure satisfactory progress towards course completion. All students who enroll in an honors level class must complete a summer assignment prior to the first day of classes.

English 9

40 Weeks, 1 Credit

Students in this course read and analyze works from a variety of genres including short stories, novels, poetry, drama, and nonfiction. Grammar and vocabulary skills are refined through various writing assignments, both creative and analytical. The MLA research format is introduced, and a research paper is required. Students will also participate in class presentations and discussions. All components of the New York State Next Generation English Language Arts Learning Standards are addressed in this course. The final exam is a local exam.

English 10

40 Weeks, 1 Credit

This course is designed to build on the foundational knowledge and skills acquired in ninth grade. Students continue to read and analyze various types of literature, including short stories, novels, poetry, drama, and nonfiction. Students will practice and develop writing techniques and skills through the use of creative and analytical writing. Students will also continue to develop speaking and listening skills through classroom presentations, speeches, and Socratic discussions. A formal research paper is required. All components of the ELA Common Core Standards are addressed in this course. The final exam is a local exam.

English 10 Honors

40 Weeks, 1 Credit

Students must have a recommendation from the English department to enroll. Students recommended will have shown strong performances in their reading and written work in 9th grade as well as scores on previous assessments. Once enrolled, students must complete a summer assignment before the school year begins.

This course is for advanced students who have a strong interest in and aptitude for English. Students will study short stories, novels, poetry, drama, and nonfiction. All literature units will emphasize elements of genre, stylistic devices, comprehension, vocabulary, and figurative language. Narrative and descriptive writing will

complement readings and journal writings, while exposition will include critical analysis and research. Grammar, usage, and mechanics will be taught throughout the course. Students will be expected to take part in discussions and give one formal speech. A summer assignment must be completed prior to the beginning of the course. All components of the ELA Standards are addressed in this course. The final exam is a local exam.

English 11

40 Weeks, 1 Credit

This course is designed around the reading and analysis of full-length novels, short stories, poetry, essays and articles. Speaking/dialogue about the works we read is encouraged. Composition, critical reading and thinking skills and productive classroom discussion are taught through the integrated, literature-based curriculum. A major research paper is required for the second semester. Awareness of college entrance testing format and preparation for the NYS ELA Regents examination occur within this course. All components of the ELA Common Core Standards are addressed in this course. The final exam is the NYS ELA Common Core Regents exam.

English 11 Honors

40 Weeks, 1 Credit

Students must sign up for this class in the spring of their 10th grade year. Students must have a recommendation from their 10th grade English teacher and from Student Services to enroll. Students recommended will have shown strong performances in their reading and written work in 10th grade as well as scores on previous assessments. Once enrolled, students must complete a summer assignment before the school year begins.

English 11 Honors is a rigorous study of literature and rhetoric. The course emphasizes close examination of literary works of various genres. Students are expected to think, read, speak and write independently and critically. Students practice expository and argumentative writing and receive instruction in vocabulary, usage, and the standard conventions of written English. A major research paper is required for the second semester. A summer assignment must be completed prior to the beginning of the course. Awareness of college entrance testing format and preparation for the PSAT examination occur within this course. All components of the ELA Common Core Standards are addressed in this course. The final exam is the NYS ELA Common Core Regents exam.

AP English Literature and Composition

40 Weeks, 1 Credit

Students must sign up for this class in the spring of their 11th grade year and should seriously consider the recommendation of both their school counselor and 11th grade English instructor. A summer reading assignment must be completed prior to the beginning of the course.

Advanced Placement English is a rigorous course using materials frequently included in college freshman English literature and composition courses. Students will examine works of various genres with emphasis on novels, plays, poetry, and essays. Students are expected to read texts closely and examine them critically in

preparation for class discussion, an integral part of the course. Writing assignments are frequent, both in class (on demand) and outside of class (process). Students may earn college credit, depending on test performance and the college they attend.

All students enrolled in this course must take the AP Literature Exam. Students are expected to pay for the AP exam fee, which will be determined by the College Board. The final exam is a local exam.

English 12

Students should choose one of the following seminar pairings to fulfill their English 12 credit requirement. Each seminar is a 20-week, ½ credit course. Permanent grades will be awarded at the end of each semester.

- “Journalism & Media Studies” paired with “Social Justice Studies through Film”
- “Academic Writing” paired with “Creative Writing”
- “Public Speaking” paired with “Stage & Screen”

English 12: Journalism & Media Studies

20 Weeks, ½ Credit

How do journalism and media sources shape people’s understanding and experience of the world? This question drives the Journalism & Media Studies class. In it, students will learn the fundamental practices of journalism as well as how to be a **critical consumer of information**. To those ends, students will engage in research, interviewing, writing and revision, as well as analysis and evaluation of sources for credibility, reliability, and bias. We will study and discuss media reporting on both historical and current events, such as muckraking journalism during the Industrial Age, propaganda during war-time reporting, and modern scapegoating in socioeconomic reporting. We will also examine and discuss ethics in journalism and the impact of emergent trends and technologies (such as AI and “deepfake,” media algorithms and FYPs, media monopolies, and “cancel culture”).

English 12: Social Justice Studies through Film

Portrayal of Social Injustice through the Horror and Science Fiction Film Genres

20 Weeks, ½ Credit

This course will study racial and social injustice issues portrayed through the horror and science fiction film genres. We will look at works created, produced, written and directed by diverse filmmakers and study how they use the medium of film to depict racial and social injustice. We will analyze films like *Night of the Living Dead*, *Get Out*, and the horror/science fiction series *Lovecraft Country*. We will also study “Afrofuturism” through films like *Black Panther*. This course will cover New York State Next Generation Learning Standards for English Language Arts. In addition to watching and analyzing films, students will use and build upon research and analysis skills, write for a variety of purposes, and read and examine fiction and informational texts. The course also includes weekly class discussions. Discourse is a critical component of the class and students will be expected to actively participate in full class and small group discussions.

English 12: Academic Writing

20 Weeks, ½ Credit

This course is an introduction to college-level writing. No matter what you intend to study in college, or what career path you enter after high school, you need to be able to use language to communicate your ideas clearly and effectively in a variety of settings, including academic, professional, and civic situations. In this course, you will read and analyze different kinds of texts, practice writing across genres and for different purposes and audiences, reflect on your writing process, and develop your writing skills and awareness of your own voice as an author. As we study the rhetorical choices writers make, emphasis will be placed on narrative writing, expository writing, argumentative writing, and research writing.

English 12: Creative Writing

20 Weeks, ½ Credit

The goal of this half-year course is to allow students time and structure for creating writing of their own choosing, for learning how to craft meaningful, creative stories and poetry, and for publishing written work in a variety of formats. Sharing written work with peers is an essential part of the class. Topics covered will include short story, magical realism, poetry, flash fiction, and creative nonfiction. Students in this course will write two major works of fiction, a nonfiction piece, a poetry project with five original poems, a podcast, several shorter pieces of fiction and daily writing warmups. Writing will be assessed for clarity, conciseness, and use of senior-level writing techniques such as dialogue, imagery, figurative language, sophisticated word choices and complex sentence structures. Writing should reflect understanding of writing instruction from the previous three years of writing instruction.

English 12: Public Speaking

20 Weeks, ½ Credit

This course is designed to familiarize students with the preparation and delivery of various speeches as they improve their formal oral communication skills. The course will include experience in storytelling, using rhetorical devices, oral interpretation, impromptu speaking and debate, and informative and persuasive speech. Students will examine techniques for writing and presenting persuasive, informative, interpretive, and entertaining speeches in addition to refining voice, poise, pronunciation, and gestures. Students will research, outline, and deliver speeches, as well as act as critics of their own, fellow students', and famous speakers' work. Extemporaneous speeches, as well as speeches requiring research and preparation, are included. Practical research and critical thinking skills are emphasized throughout this course.

English 12: Stage & Screen

20 Weeks, ½ Credit

This half-year course is focused on the reading and analysis of drama. We will read (aloud) various plays from across a wide spectrum that promote a deep understanding of the social and political forces that informed the writing while considering how staging, blocking, lighting, etc. impact the audience. Through the study of dialogue and staging, students will develop a deeper understanding of drama through an interpretation of the language and directions to find meaning, characterization, themes, and depth.

Social Studies

Graduation Requirements

4 credits of Social Studies + Regents Exams in Global History and US History

Global History 1

40 Weeks, 1 Credit

Grade 9 begins with the Paleolithic Era and the development of the first civilizations, continues with an examination of classical societies, and traces the expansion of trade networks and their global impact. The course emphasizes the key themes of interactions over time, shifts in political power, and the role of belief systems. While the course emphasizes the importance of historical and spatial thinking, all of the social studies practices and standards are included in the study of global history and geography. Skills are developed in Global 1 that will serve as a basis for the remainder of high school social studies classes. The course is required of all ninth graders. The final exam is a local exam.

Global History 2

40 Weeks, 1 Credit

Prerequisite: successful completion of the Global History 1 course.

Global II is a continuation of Global I. This course picks up with a review of the world in 1750 and then quickly delves into the rise of Revolutions ranging from the cries for Liberty in the French Revolution to the swirling smoke of the Industrial Revolution. We then quickly jump into the Age of Imperialism and Nationalism leading directly to World War I & II and the resulting Cold War. We end the course with a detailed analysis of the Modern World since 1945 with a heavy emphasis on current events. Students will be expected to be able to identify enduring historical issues in preparation for the Global Regents Exam. The Global History and Geography Regents Exam is the final exam for this course. The Global History and Geography Regents Exam is weighted within the final course grade.

U.S. History and Government

40 Weeks, 1 Credit

Prerequisite: successful completion of the Global History courses.

This course is a study of U.S. History and Government with an emphasis on the Constitution, American political system, and modern American History from Colonial beginnings to the present. There is an emphasis on economic, social, foreign policy themes, and the Constitution. The final exam is the U.S. History and Government Regents.

- **Students have the opportunity to earn 3 credit hours from Tompkins Cortland Community College (HSTY202 – American History Since 1877). The concurrent enrollment piece is taken in tandem with Regents US History class during the second semester. Students participating in concurrent enrollment will have additional assignments geared toward analytical and research based writing, as well as additional course readings.**
- **Prerequisites for concurrent enrollment: Students need to maintain an 80 average during the first semester of US History or apply for an appeal to take the concurrent enrollment portion of the class.**

Participation in Government

20 Weeks, ½ Credit

This one-semester course is designed to aid students in developing a better understanding of self-government and to give them the knowledge and the skills to be committed, capable, and active citizens. Emphasis will be on the rights and responsibilities of citizens in a democracy. This course is required for graduation for all students. It is understood that this course is to be taken upon successful completion of Global Studies I and II, as well as U.S. History and Government. The final exam is a local exam.

- **This is a concurrent enrollment (dual credit) course with Tompkins Cortland Community College. Students who successfully complete this course will earn a total of three (3) TC3 college credits, which can be transferred to many colleges and universities.**

Economics and Economic Decision-Making

20 Weeks, ½ Credit

This is a one-semester course designed to provide students with the economic knowledge and skills that will enable them to function as informed and economically literate citizens in our society and in the world. Emphasis will be on the practical understanding and use of economic decision making. This course is required for graduation for all students. It is understood that this course is to be taken upon successful completion of Global Studies I and II, as well as U.S. History and Government. The final exam is a local exam.

- **This is a concurrent enrollment (dual credit) course with Tompkins Cortland Community College. Students who successfully complete this course will earn a total of three (3) TC3 college credits, which can be transferred to many colleges and universities.**

Social Studies Electives:

The following courses are to be taken in addition to, not in lieu of, the senior and/or junior Social Studies courses.

Race, Class, and Gender in American Society

40 Weeks (every other day) or 20 Weeks, ½ Credit

Grades 11-12

Is the American Dream still a possibility? Are girls smarter than boys? Does race affect your likelihood of going to college? Through discussions, videos and field assignments, this course examines the concepts of race, class and gender and how they shape the structure of the United States. There is heavy emphasis on discussion, sharing your opinions and hearing the unique ideas of others. There is also a reading and writing component to the course. The final exam is a portfolio final project.

Civics Capstone Course

20 Weeks, ½ Credit

Grade 12

In this student-driven, project-based course, students will select an issue (as an individual or a group), do research, propose a solution, and implement a civic action plan. Students who complete the course and take civic action will earn the New York State Seal of Civic Readiness. This course may substitute for Participation in Government or may be taken as an elective.

This is a great course if you love to take action on issues you are passionate about; it requires lots of interaction with adults within and outside of our school community; students **MUST** be self-motivated and self-regulating to be successful.

You will present and defend your action plan to a Civic Readiness Panel in lieu of a final exam.

Enduring Issues in the Modern World

20 Weeks, ½ Credit

Grades 10-12

Do you love current events? Are there issues occurring around the world that you would like to know more about, or even try to solve? Would you like to learn about the world from people who actually have lived all over the world? If your answer is yes to any of these questions, then this is the course for you.

This course will follow a regional approach to enduring issues in the modern world. Students will choose the areas of the world that they wish to explore and share what they have learned with their classmates using media that best suits the interests of their classmates. Tests and quizzes will be minimal. The final grade will be heavily weighted on student designed projects and presentations on enduring issue topics of their choosing.

- This course is open to all Juniors and Seniors for elective credit
- A prerequisite for this course is the successful completion of one year of Global I
- Sophomores may take this course in conjunction with Global II to earn elective credit if they have earned a 3 (90) or better in the first two marking periods of Global II AND have department approval

History through Film

20 Weeks, ½ Credit

Grades 10-12

This elective will explore how historical events are depicted through film. We will explore how current events, beliefs, and trends impact the retelling of historical events, as well as the choices made by cinematographers and directions. Fall 2024 will focus on how modern film has told the story of World War II. Films may include: The Longest Day, Saving Private Ryan, Pearl Harbor, The Pianist, Life is Beautiful, and Der Untergang. Our study will include socratic seminars, reflective journals, and a culminating presentation.

Due to the explicit nature and language of these films, students under the age of 18 will need parent permission to participate and view the films presented in class

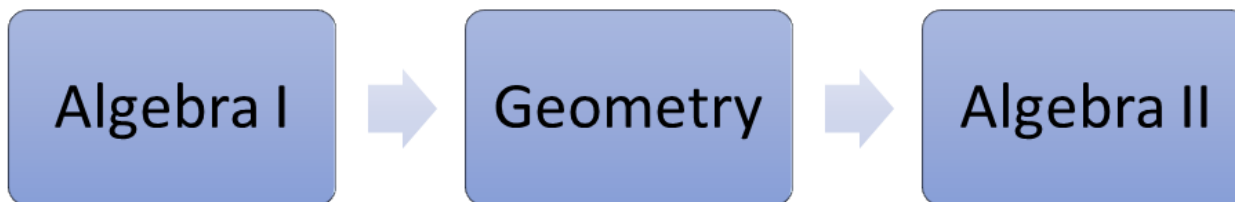
This course is open to Juniors and Seniors, as well as sophomores with department approval.

Mathematics

Graduation Requirements

3 credits of Mathematics + 1 Mathematics Regents Exam

Regents Mathematics Course Sequence

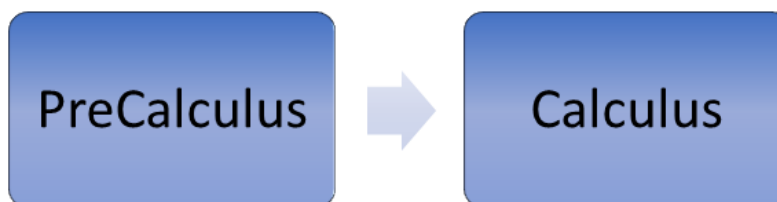


Regents Exams

In order to earn a Regents Diploma with Advanced Designation, a student must pass two additional mathematics assessments (i.e. Geometry and Algebra II) and one additional science assessment.

To earn a Regents Diploma with Advanced Designation with Honors, a student needs to have a computed average score of 90 or higher on all Regents examinations required for the Regents Diploma with Advanced Designation (no rounding up is permitted).

Additional Mathematics Courses



Students planning to attend college should take a mathematics course for all four years of high school as many colleges recommend this. Even if your future college course of study does not focus on mathematics, colleges embrace well-rounded, educated individuals.

Students aiming to apply to a selective four year college or who plan to major in a STEM (science, technology, engineering, mathematics) related field should complete a precalculus course in high school.

If time and schedules allow, students who complete a calculus course in high school can take advantage of potential college credits and advanced placement. Additionally, students who take rigorous math classes that are offered at a high level in high school could help themselves stand out during the college application process.

Algebra I

40 Weeks, 1 Credit

ALGEBRA I is the first course in the Regents math sequence. The focal point is *functions*, including linear, exponential and quadratic. All future mathematics courses build upon the foundation developed in Algebra I.

Students will continue to develop their expertise with the New York State Standards for Mathematical Practice:

- ❖ make sense of problems
- ❖ reason abstractly and quantitatively
- ❖ construct viable arguments
- ❖ critique the reasoning of others
- ❖ model with mathematics
- ❖ use appropriate tools strategically
- ❖ attend to precision
- ❖ look for and make use of structure
- ❖ look for and express regularity in repeated reasoning

Students successfully completing this course will have completed one (1) credit towards the three (3) mathematics credits required for graduation. Students will sit for the Algebra I Regents Exam at the end of the course.

Geometry

40 Weeks, 1 Credit

Prerequisite: Algebra I with a grade of 75% or higher in the course and on the Regents Exam.

GEOMETRY is intended to be the second course in the Regents mathematics sequence. Logical arguments are utilized to prove relationships of congruence and similarity in 2D shapes and 3D objects. Ratios of angles in triangles are studied to construct an understanding of Trigonometry.

Students will continue to develop their expertise with the New York State Standards for Mathematical Practice:

- ❖ make sense of problems
- ❖ reason abstractly and quantitatively
- ❖ construct viable arguments and critique the reasoning of others
- ❖ model with mathematics
- ❖ use appropriate tools strategically
- ❖ attend to precision
- ❖ look for and make use of structure
- ❖ look for and express regularity in repeated reasoning

Students successfully completing this course will have completed one (1) credit towards the three (3) mathematics credits required for graduation. Students will sit for the Geometry Regents Exam at the end of the course.

Algebra II

40 Weeks, 1 Credit

Prerequisite: Algebra I and Geometry with grades of 75% or higher in the courses and on the Regents Exams.

ALGEBRA II is intended to be the third and final course in the Regents mathematics sequence. It is a continuation and extension of the previous two Regents mathematics courses. Students will build on their work with functions in Algebra I and extend their learning to include polynomial, rational, radical, and trigonometric functions. Students synthesize and generalize what they have learned about a variety of function families and identify appropriate types of functions to model a situation.

Students will continue to develop their expertise with the New York State Standards for Mathematical Practice:

- ❖ make sense of problems
- ❖ reason abstractly and quantitatively
- ❖ construct viable arguments and critique the reasoning of others
- ❖ model with mathematics
- ❖ use appropriate tools strategically
- ❖ attend to precision
- ❖ look for and make use of structure
- ❖ look for and express regularity in repeated reasoning

Students successfully completing this course will have completed one (1) credit towards the three (3) mathematics credits required for graduation. Students will sit for the Algebra II Regents Exam at the end of the course.

PreCalculus AB

40 Weeks, 1 Credit

Prerequisite: Algebra II with a grade of 75% or higher in the course and on the Regents Exam.

PreCalculus AB is necessary for all students who plan to take AP Calculus. Topics include: linear functions and inequalities, conic sections, curve sketching with critical points, exponential and logarithmic functions with problems in exponential growth and decay, advanced trigonometry including DeMoivre's theorem, polar coordinates, and sequences and series. If time allows, linear systems, matrices, and determinants will be included. The course concludes with the theory of limits.

This is a concurrent enrollment (dual credit) course with Tompkins Cortland Community College. Students who successfully complete this course will earn a total of eight (8) TC3 college credits, which can be transferred to many colleges and universities.

Advanced Placement[®] Calculus

40 Weeks, 1 Credit

Prerequisite: PreCalculus AB or consent of the instructor

The Advanced Placement[®] (AP[®]) Calculus course follows the AP[®] Calculus Course and Exam Description. Course study will include concepts, methods and applications of differential and integral calculus. The content of the course is roughly equivalent to that of a first semester college-level calculus course.

Students can earn college credit, advanced placement, or both with their AP[®] Exam scores, depending on the policy of the colleges they are interested in.

All students enrolled in this course must take the AP[®] exam in May. Students are expected to pay for the AP exam fee, which is determined by the College Board.

Advanced Placement[®] Statistics

40 weeks, 1 Credit

Prerequisite: Algebra I, Geometry and Algebra II, or consent of the instructor

The Advanced Placement[®] (AP[®]) Statistics course follows the AP[®] Statistics Course and Exam Description. It introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. This course is an excellent option for students with a wide range of interests, and varied mathematical backgrounds. A statistics course is required for many college majors including psychology, sociology, health sciences, and business. AP[®] Statistics may be taken concurrently with PreCalculus AB or AP[®] Calculus.

Students who successfully complete the course and score well on the AP[®] examination may receive credit, advanced placement, or both for an introductory level college statistics course.

All students enrolled in this course must take the AP[®] exam in May. Students are expected to pay for the AP[®] exam fee, which will be determined by the College Board.

The Mathematics of Video Games

40 Weeks, 1 Credit

Prerequisite: Algebra I with a grade of 65% or higher in the course.

Students in this course will use mathematical concepts (such as coordinate planes, order of operations, ratio and proportion, domain and range, and function composition) to design and debug a simple video game.

The course is also an introduction to computer science and the computer programming language Pyret, which is similar to languages such as Python and JavaScript.

College Prep Math

40 Weeks, 1 Credit

Prerequisite: Algebra I with a grade of 65% or higher in the course, and one additional math course.

This course covers topics in algebra and is intended to prepare students for college-level mathematics. Topics include operations of the integers, algebraic operations, linear equations and inequalities, coordinate graphing, exponents, operations with polynomials, factoring, solving higher degree equations by factoring, and solving quadratics.

Intermediate Algebra

40 Weeks, 1 Credit

Prerequisite: Algebra I with a grade of 65% or higher in the course.

Intermediate Algebra builds upon the foundational concepts introduced in Algebra I, aiming to further develop students' algebraic skills and problem-solving abilities. Students will deepen their understanding of linear, quadratic, and exponential functions. All students enrolled in this course are expected to take the Algebra 1 Regents exam in January.

Money & Banking

40 Weeks, 1 Credit

Prerequisite: Algebra I

This course covers the New York State Business Mathematics Curriculum. Lecture, small group work, discussions, and cooperative learning are the typical modes of instruction used to help students apply fundamental mathematics concepts to solve everyday life business problems that they will encounter throughout their lives. Topics include: gross/net pay, bank reconciliation, compound interest, single payment/installment loans, automobile/homeowner's insurance premiums, and stock/bond purchases/sales.

- **This is a concurrent enrollment (dual credit) course with Tompkins Cortland Community College. Students who successfully complete this course may earn a total of three (3) TC3 college credits, which can be transferred to many colleges and universities.**

Introduction to Programming

20 Weeks, ½ Credit

Prerequisite: None

This course introduces object-oriented computer programming with the JavaScript or Python programming language by creating animations and simple games. The curriculum utilizes project-based learning. This course is listed in the mathematics course guide because it is taught by a mathematics teacher, however the only mathematics used in this course is arithmetic and some spatial reasoning.

Science

Graduation Requirements

3 Regents Science Core Courses Includes: 1 Life Science & 1 Physical Science & 1 additional science course + 1 Science Regents Exam

Standard course sequence:

9th Grade - Life Science: Biology

10th Grade - Earth and Space Science

11th Grade - Chemistry

12th Grade - Students may elect to take Astronomy, Forensics, Physical Science, Environmental Science, Regents Physics, Dual Credit Physics, AP Biology, or New Visions

Students may elect to take Astronomy or Forensics as a second science class in grades 10-12. These courses should not be substituted for Regents or AP level work. Students may take Chemistry in grade 10 if they meet the requirements in the Chemistry course description; this allows students more options in grades 11 and 12.

Life Science: Biology

40 Weeks, 1 Credit

Grades 9-10

Biology covers the NYS core curriculum stressing the State Science Learning Standards. Standards are covered as a series of scientific claims including Structure and Function, Matter and Energy, Interdependent Relationships in Ecosystems, Inheritance and Variation of Traits, Natural Selection and Evolution, Earth's Systems, and Engineering Design. Along with the lecture periods, two or three additional laboratory periods are required every week. Mastering lab skills, accessing scientific information, and connecting biological concepts with math, science, technology and other fields of study will be stressed. Application of knowledge to novel problems and phenomena will be practiced. The final exam is the NYS Biology Regents.

Earth and Space Sciences

40 Weeks, 1 Credit

Grades 9-12

Prerequisite: Biology

Earth and Space Science is designed as an introductory course to the physical sciences after Biology. The course encourages students to explore the processes of change on Earth and in space. Units of study include Space Systems, History of Earth, Earth's Systems, Weather and Climate, Human Sustainability and the Influence of Science, Engineering, and Technology on Society and the Natural World. Emphasis is placed on examining and applying core concepts from the charts and graphs in the *Earth Science Reference Tables* for students to develop a deep understanding of the content. Throughout the year, timely environmental issues such as climate change, environmental pollution and sustainability will be explored. The final exam is the NYS Earth and Space Sciences Regents.

Physical Science

40 Weeks, 1 Credit

Grades 10-12

Physical Science is a hands-on course that integrates principles of chemistry and physics. It emphasizes inquiry-based learning, process skills, and higher order thinking skills. Instruction is based on the Next Generation Science Standards in Physical Science. Chemistry units include: composition of matter, atomic structure and periodic table, and chemical bonds and reactions together with basic nuclear chemistry. Physics units include: forces and motions; conservation of energy, electricity and magnetism; and wave phenomena, characteristics, behavior, including electromagnetic and sound waves. Experimentation is the basis of science, laboratory investigations are an integral part of this course. The final exam is a local exam.

Chemistry

40 Weeks, 1 Credit

Grades 10-12

Prerequisites: Algebra I, Biology, and Earth Science (Please read course description for more details).

Regents Chemistry covers the study of matter, energy, atomic structure, nuclear, periodic table, bonding, kinetics and equilibrium, acids and bases, electrochemistry, and organic compounds through a laboratory experience. Laboratory work is essential to understanding and students are required to take the Regents Exam at the end of the year. Students will use mathematical analysis with emphasis on underlying principles to solve problems and equations. Typically scheduled for 11th grade, students must have successfully completed a course in Algebra. Incoming sophomores with an interest in pursuing the sciences and who have not already taken Earth Science, may enroll in chemistry if they maintain a 92% average in Regents Biology and receive a 92% or better on the Biology Regents exam. Prior to consideration, students must secure teacher recommendation based on achieving the minimum scores in biology and provide written rationale for why they wish to take Chemistry in Grade 10. This course is open to any student in grades 11 or 12 who has successfully completed Algebra I, Biology, and Earth Science. The final exam is the NYS Chemistry Regents.

Physics

40 Weeks, 1 Credit

Grades 10-12

Prerequisite: Pass Algebra Regents

Regents Physics covers the study of mechanics (motion, force, work, energy), waves (sound, light), electricity and magnetism (static, circuits, magnetic fields, induction), and modern physics through conceptual development, laboratory experience, and mathematical analysis. Laboratory work is essential to understanding and required to take the Regents Exam at the end of the year. **Typically scheduled for 11th or 12th grade, strong algebra skills are essential to success. Basic trigonometric functions/math is also frequently used.** The final exam is the NYS Physics Regents.

Physics (Dual Credit)

40 Weeks, 1 Credit
Grades 11-12

Prerequisite: Pass Algebra and Geometry Regents, and teacher recommendation

Physics (Dual Credit) covers the study of mechanics (motion, force, work, energy), rotational dynamics, fluid mechanics, thermodynamics, optics (lenses and mirrors), waves (sound, light), electricity and magnetism (static, circuits, magnetic fields, induction, capacitors), and modern physics through conceptual development, laboratory experience, and mathematical analysis. **All topics on the AP Physics 1 and 2 exams are covered within this course allowing students to take the AP1 in May. Students are expected to pay for the AP exam fee, which will be determined by the College Board.** Laboratory work is essential and necessary for the course and understanding; it is required to take the Regents Exam at the end of the year. **All Regents topics are covered, students will be signed up to take the Regents exam at the end of the so they can receive Regents credit as well.** Typically scheduled for 11th or 12th grade, good algebra skills are essential to success. The final exam is a local exam.

- **This is a Concurrent Enrollment course with Tompkins Cortland Community College. Students who successfully complete this course may earn a total of 8 college credits, which are transferable to many colleges and universities.**

Advanced Placement Biology

40 weeks, 1 Credit
Grades 11-12

Prerequisite: This course may be taken after completion of both Regents Biology and Chemistry with an earned average in each prerequisite course of 90% or above. Interested students not meeting this prerequisite must obtain a recommendation from the chemistry teacher and permission from the AP Biology teacher.

The AP Biology course is designed to enable students to develop advanced inquiry and reasoning skills, such as designing a plan for collecting data, analyzing data, statistical analysis of data, applying mathematical routines, and connecting concepts within and across domains. This AP Biology course is equivalent to a two-semester college introductory biology course in which students cultivate their understanding of biology through inquiry-based investigations as they explore the following topics: evolution, cellular energetics and communication, genetics, information transfer, ecology, and interactions.

All students in this course must take the Advanced Placement exam. Students are expected to pay for the AP exam fee which will be determined by the College Board.

- **This is a Concurrent Enrollment course with Tompkins Cortland Community College. Students who successfully complete this course may earn a total of 8 college credits, which are transferable to many colleges and universities.**

Forensic Science

40 weeks, 1 Credit
Grades 10-12

Forensic Science is a discussion and practical laboratory course that integrates three major disciplines of science (Physical Science, Biology and Chemistry) in the study of objects that relate to a crime. This course focuses on the collaboration, identification and analysis of crime scene evidence that can be used in a court of law. Emphasis will be placed on the methods that link suspect, victim and crime scene. Inquiry-based exercises will include fingerprinting, handwriting analysis, blood typing, hair and fiber examination, ballistics, toxicology and DNA analysis. Current events and case studies will be explored. The final exam is a local exam.

- **This may be offered as a Concurrent Enrollment course with Tompkins Cortland Community College. Students who successfully complete this course may earn college credits, which are transferable to many colleges and universities.**

Astronomy

40 weeks, 1 Credit
Grades 10-12

Introductory Astronomy is a general study of the fundamental principles of astronomy. The course concerns motion of the universe (earth, planets, the solar system, stars), the evolution of the universe and the solar system, and exotic stellar phenomenon (black holes, white dwarves, wormholes, supernova). We will also answer the popular questions: Why do we see constellations when we look up and what are the stories behind them? How did the Earth and other planets form? How far does space go? Could there be life on other planets? These concepts will be explored in this full year astronomy course.

This course is designed to help students learn science concepts while addressing some of the most common questions about space. Students who choose this course should have successfully completed biology, have mastered basic algebra skills, and be curious about what is beyond Earth. The final exam is a local exam.

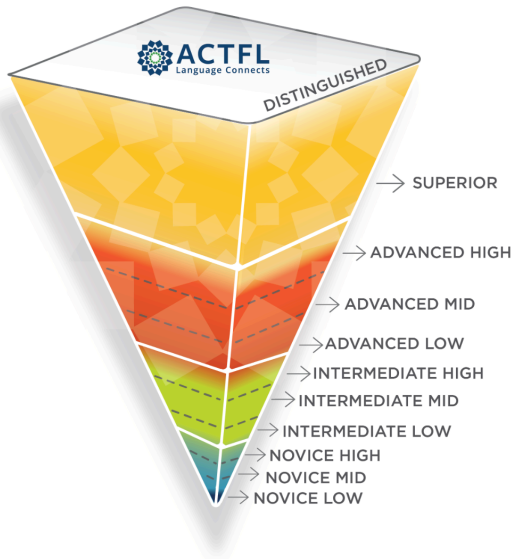
- **This is a Concurrent Enrollment course with Tompkins Cortland Community College. Students who successfully complete this course may earn a total of 3 college credits, which are transferable to many colleges and universities.**

Life Science: Environmental Science

40 weeks, 1 Credit
Grades 10-12

This course explores the biological dimensions of natural-resources management. An introduction to evolutionary and ecological principles supports discussions of topics such as human population, human health and toxicology, wildlife biology and management, food production, pest control and maintenance of biodiversity. Both local and global issues are addressed. The final exam is a local exam.

World Languages



Graduation Requirements

1 credit of advanced study in a single world language

Sequence Notes

- **All students must earn one high school credit in world language.** This credit may be earned by passing 7th and 8th grade Spanish or French; or by taking and passing a year-long high school world language class.

- All students who want to obtain a **Regents diploma with advanced designation** must take at least 3 years of Spanish or French and earn a passing grade of 65% on the **level 3 local exam**.

- Strong retention of material from year to year is key to success in subsequent levels.

- Students may substitute the 3 credit world language requirement with a 5 credit sequence in music, art, business, or career and technology education.

- Students who continue through Level 5/AP and meet the requirements established by the NYS Office of Bilingual Education and World Languages will be eligible to receive the **NYS Seal of Biliteracy** on their diplomas upon completion of a project and presentation to a local committee.

French 2

40 weeks, 1 Credit

Prerequisite: French 1

This course builds upon the foundation of French 1 and is an intermediate step in preparation for the local exam at the end of French 3. The course goal continues to be oral communication, with emphasis on listening comprehension and speaking. Students continue to expand their French vocabulary and understanding of French grammar. Social and cultural studies of the French-speaking world provide the context for the students' study of French. Strong retention of material from year to year is essential for success in subsequent levels.

French 3

40 Weeks, 1 Credit

Prerequisite: French 2

This course includes extensive practice in listening and reading. Writing is approached as a written means of communication, with emphasis on short letters and compositions in which students apply skills acquired in French 1 and 2 and which are further developed in level 3. Speaking skills also continue to be developed as students use French to discuss the topics outlined in the New York State Checkpoint B curriculum.

French 4 Honors

40 Weeks, 1 Credit

Prerequisite: French 3 and successful outcome on the French level 3 exam.

Strong reading and listening skills in the language are very important to success in this course. A desire to deal with more challenging material and topics and to participate in a classroom conducted almost exclusively in the target language are also critical to success in the Checkpoint C classroom.

This course covers Checkpoint C material from the New York State Syllabus for World Language. According to the New York State Checkpoint C Resource Guide: "In the Checkpoint C classroom students receive instruction in the target language and participate in long-term units of study. Checkpoint C represents a more advanced and serious study of the language and culture and is seen as a bridge to further language studies that might occur in the community college, university, language school or workplace."

French 5

40 Weeks, 1 Credit

Prerequisite: French 4H

Students who would like to continue their study of French but who do not want to take the AP exam should enroll in this course. This advanced level course is taught in conjunction with the AP French Language course. Students will do the same units as AP but will not do preparation that is specific to the AP exams. The grading of written and oral work will be based on a more communicative rubric. Level 5 students are encouraged to pursue the NYS Seal of Biliteracy.

Advanced Placement French Language

40 Weeks, 1 Credit

Prerequisite: French 4H

This Advanced Placement French Language and culture course encompasses aural/oral skills, reading comprehension, advanced grammar, and composition. Such a course, emphasizing the use of French for active communication has the following objectives:

- The ability to comprehend formal and informal spoken French
- The acquisition of vocabulary and a grasp of structure to allow the easy, accurate reading of newspaper and magazine articles as well as of modern literature in French
- The ability to compose expository passages
- The ability to express ideas orally with accuracy and fluency

All students enrolled in this course must take the AP exam. Students are expected to pay for the AP exam fee, which will be determined by the College Board. Students in AP French are encouraged to pursue the NYS Seal of Biliteracy

Spanish 1

40 Weeks, 1 Credit

Prerequisite: None

This course is a beginning Spanish level for students with *some or no* prior experience studying a world language *or* who need one (1) world language credit to graduate. Students are introduced to essential facets connecting the diverse cultures of the Spanish-speaking world through a focus on comparisons and contrasts with that of their own cultural perspectives, products and practices in the United States. Students also learn and practice high frequency target vocabulary related to identity and social relationships, contemporary everyday life, health and the sciences, the physical environment and facets of modern life through engaging with authentic texts and inquiry projects. Based on the *American Council for the Teaching of Foreign Languages' (ACTFL) Standards*, the aim of the course is to acquire the grammar structures with the intention of communicating in Spanish at the **novice-mid level range**. Throughout this course level, students are introduced to the growth mindset as a second language learner via student-centered tasks and performance feedback focusing on the three modes of communication: interpretive, interpersonal and presentational. A culminating local exam that meets New York State Checkpoint A Curriculum is given as a summative assessment at the end of year. This course serves as a prerequisite for Spanish 2. **This course is not offered every year.**

Spanish 2

40 Weeks, 1 Credit

Prerequisite: Spanish 1

This course is the first part of a two year sequence to the Checkpoint B World Language Curriculum. It builds upon the foundations established in Spanish 1 with an emphasis placed toward developing further students' communication skills toward the **novice high level range and above** based on the *American Council for the Teaching of Foreign Languages' (ACTFL) Standards*. The course goals focus on honing in students' interpretive, interpersonal and presentational skills with emphasis on developing students' verbal and written production in the target language. Students continue to expand their Spanish vocabulary related to identity and social relationships and contemporary everyday life via task-based activities, but extends to include target vocabulary related to the sciences, technology and the arts. Students also further develop their knowledge of Spanish grammar structures through engaging with authentic texts, performing rehearsed role plays and inquiry

projects. Social and cultural studies of the Spanish-speaking world and its diverse cultural perspectives, products and practices are embedded throughout the thematic units. A growth mindset is key to success in Spanish 2 and its subsequent levels. Finally, a local final exam is given as a summative assessment at the end of the course.

Spanish 3

40 Weeks, 1 Credit; 3 credits via TC3*



Prerequisite: Spanish 2

This course extends students' previous knowledge and understanding of the Spanish language and aims to develop students' communications skills toward the **intermediate low level range and above** based on the *American Council for the Teaching of Foreign Languages' (ACTFL) Standards*. The course challenge is equivalent to an introductory high (Spanish 102) level at the college or university level.*

Emphasis is placed in the curriculum on students practicing their interpretive, interpersonal and presentational skills and demonstrating their ability to complete daily tasks in all modes of communication (reading, speaking, listening, and writing) in the target language. Students continue to practice and spiral their knowledge of Spanish vocabulary related to identity and social relationships and contemporary life via task-based activities, while expanding their knowledge repertoire to include high frequency target vocabulary related to the environment, the sciences, technology and the arts. Students also continue to spiral further their knowledge of Spanish grammar structures through engaging with authentic texts, rehearsed and spontaneous interactions and engaging in inquiry projects. Social and cultural studies of the Spanish-speaking world and its diverse perspectives, products and practices are embedded throughout the thematic units. A growth mindset is reinforced and essential toward students' success in the course. A culminating local exam that meets New York State Checkpoint B Curriculum is given as a summative assessment at the end of year.

**Pending approval, this course has been petitioned to become a dual enrollment course for 2025-2026 through SUNY Tompkins Cortland Community College's (TC3) College Now Program. Successful completion of the year-long course would thus earn students three credits (SPA 102 "Beginning Spanish II" that can be transferred to many colleges and universities.*

Spanish 4 Honors

40 Weeks, 1 Credit; 6 credits via TC3*



Prerequisite: Spanish 3 and successful outcome on the local level 3 exam with an overall average of 85 or better.

This course is an honors-level "bridge" course preparing students for the Advanced Placement Spanish Language and Culture Program. Its aims are to activate and reinforce students' strengths and knowledge of the Spanish language acquired from previous levels and to further develop students' communication skills toward the **intermediate mid level range and above** according to the *American Council for the Teaching of Foreign Languages' (ACTFL) Standards*. The course challenge is equivalent to an intermediate low (Spanish 201 and 202) level at the college or university level.*

A heavy emphasis is placed in the curriculum on students bolstering their interpretive, interpersonal and presentational skills and demonstrating confidence (i.e. thriving and not just surviving) in their ability to

complete daily tasks in all modes of communication (reading, speaking, listening, and writing) in the target language. As a prerequisite course to the A.P. Spanish Language and Culture program, it introduces students to the themes of the exam, which are the following:

- beauty and aesthetics;
- contemporary life;
- families and communities;
- global challenges;
- personal and public identities;
- science and technology.

Students continue to further practice and develop their knowledge of Spanish grammar structures through engaging with authentic texts, rehearsed and spontaneous interactions in context, as well as engaging in inquiry projects. Social and cultural studies of the Spanish-speaking world and its diverse perspectives, products and practices are embedded throughout the thematic units.

The course is also designed to introduce and encourage enrolled students toward participating in the New York State Seal of Biliteracy Program that is available as a prestigious graduation pathway for all seniors. According to the New York State Checkpoint C Resource Guide: “In the Checkpoint C classroom students receive instruction in the target language and participate in long-term units of study. Checkpoint C represents a more advanced and serious study of the language and culture and is seen as a bridge to further language studies that might occur in the community college, university, language school or workplace.” A local midterm and Checkpoint C final exam following the A.P. Spanish Language and Culture exam format will be administered as a summative assessment.

A growth mindset is expected and is vital toward students’ success in this advanced course.

**Pending approval, this course has been petitioned to become a dual enrollment course for 2025-2026 through SUNY Tompkins Cortland Community College’s (TC3) College Now Program. Successful completion of the year-long course would thus earn students 6 credits (3 credits for SPA 201 “Intermediate Spanish 1” and 3 credits for SPA 202 “Intermediate Spanish 2”) that can be transferred to many colleges and universities.*

Spanish 5

40 Weeks, 1 Credit; 6 Credits via TC3*



Prerequisite: Spanish 4H

This advanced level course section is taught in tandem with the Advanced Placement (AP) Language and Culture course offered during students’ senior year and is intended to provide a chance for students who would like to continue their study of the Spanish language and its cultures but who have opted to not take the AP exam at the end of the year. The course challenge level is equivalent to an advanced advanced level (Spanish 280 and 281) college and university course and is taught exclusively in the target language.* As such, a recommendation from the instructor is required for enrollment.

Students enrolled in the course continue to explore and follow the same thematic units as the AP level section, which are the following:

- beauty and aesthetics;
- contemporary life;
- families and communities;
- global challenges;

- personal and public identities;
- science and technology.

Social and cultural studies of the Spanish-speaking world and its diverse perspectives, products and practices are embedded throughout the thematic units.

Assessments for students in Level 5 place emphasis on students’ ability to successfully perform everyday tasks in all modes of communication (reading, speaking, listening and writing) in the target language via the three modes of communication: interpretive, interpersonal and presentational. As such, an important emphasis of the course is for students to develop their intercultural skills that are essential when communicating in both informal and formal, i.e., personal and professional, contexts in which Spanish is exclusively spoken. Students also continue to develop their knowledge of Spanish grammar structures through engaging with authentic texts, rehearsed and spontaneous interactions in context, as well as engaging in inquiry projects. Social and cultural studies of the Spanish-speaking world and its diverse perspectives, products and practices are embedded throughout the thematic units.

Though highly encouraged, students enrolled in Level 5 are not expected to complete grammar-focused assignments that are aimed specifically toward preparing students for the AP exam in May. Rather, the aim of the course is to provide more opportunities for enrolled students to further activate and reinforce their prior knowledge of the Spanish language so that they may raise their level above or beyond the **intermediate high level threshold** according to the *American Council for the Teaching of Foreign Languages (ACTFL)* Standards.

Finally, students in Level 5 are highly encouraged to pursue the distinguished NYS Seal of Biliteracy Award, which is a special stamp on their diploma that is awarded both by The Lansing Central School District and The New York State Education Department recognizing their fluency at or above the advanced intermediate level. Students at the level are expected to complete a final senior project, which can be an extension of their project for the Seal of Biliteracy or a summative project designed by the instructor that shows evidence of their growth and ability to communicate via the three modes of communication.

A growth mindset is expected and is vital toward students’ success in this advanced course.

**Pending approval, this course has been petitioned to become a dual enrollment course for 2025-2026 through SUNY Tompkins Cortland Community College’s (TC3) College Now Program. Successful completion of the year-long course would thus earn students 6 credits for “Hispanic Literature & Culture” (3 credits for SPA 280 “Hispanic Literature and Culture I” and 3 credits for SPA 281 “Hispanic Literature and Culture II”) that can be transferred to many colleges and universities.*

Advanced Placement Spanish Language

40 Weeks, 1 Credit; 6 Credits via TC3*



Prerequisite: Spanish 4H and teacher’s recommendation

This Advanced Placement (A.P.) Spanish Language and Culture course is the most advanced level course currently offered at Lansing High School and is offered to students who have successfully completed the prerequisites and who, through possessing a growth mindset, already have acquired an **intermediate high level or above** according to the *American Council for the Teaching of Foreign Languages (ACTFL)* Standards. The course challenge level is equivalent to an advanced level (Spanish 280 and 281) college and university course and is taught exclusively in the target language.* In addition to an enrollment recommendation from the instructor, students are expected to pay the exam registration fee and sit for the exam at the end of May. The price of the exam is determined by The College Board.

Students enrolled in the course continue to explore and follow the same thematic units introduced in Spanish 4H, which are the following:

- beauty and aesthetics;
- contemporary life;
- families and communities;
- global challenges;
- personal and public identities;
- science and technology.

Social and cultural studies of the Spanish-speaking world and its diverse perspectives, products and practices are embedded throughout the thematic units.

Assessments for A.P. students place strong emphasis on students' ability to successfully perform everyday tasks in all modes of communication (reading, speaking, listening and writing) in the target language via the three modes of communication: interpretive, interpersonal and presentational. As such, the development of students' intercultural skills are essential so that they may show abilities to communicate in both informal and formal, i.e. personal and professional, contexts in which Spanish is spoken exclusively. Students also continue to develop their knowledge of Spanish grammar structures through engaging with authentic texts, rehearsed and spontaneous interactions in context, as well as engaging in inquiry projects. Social and cultural studies of the Spanish-speaking world and its diverse perspectives, products and practices are embedded throughout the thematic units. Furthermore, students enrolled in A.P. Spanish Language and Culture are expected to complete supplementary grammar-focused assignments that are aimed specifically toward preparing students for the AP exam.

Students enrolled in A.P. Spanish Language and Culture are highly encouraged to pursue the distinguished NYS Seal of Biliteracy Award, which is a special stamp on their diploma that is awarded both by The Lansing Central School District and The New York State Education Department recognizing their fluency at or above the advanced intermediate level in June. Students at the A.P. level are expected to complete a final senior project, which can be an extension of their project for the Seal of Biliteracy or a summative project designed by the instructor that shows evidence of their growth and ability to communicate via the three modes of communication.

**Pending approval, this course has been petitioned to become a dual enrollment course for 2025-2026 through SUNY Tompkins Cortland Community College's (TC3) College Now Program. Successful completion of the year-long course would thus earn students 6 credits for "Hispanic Literature & Culture" (3 credits for SPA 280 "Hispanic Literature and Culture I" and 3 credits for SPA 281 "Hispanic Literature and Culture II") that can be transferred to many colleges and universities.*

Visual Arts

Graduation Requirements

1 credit of Art and/or Music

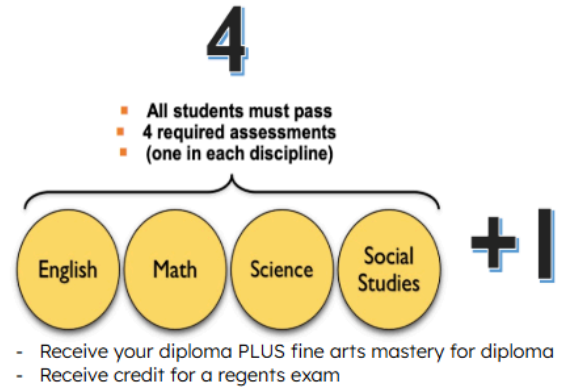
Sequence Notes

All students must earn at least 1 credit in Art and/or Music from classes approved for this requirement. These classes include: Studio-Digital Art, Design and Drawing for Production, Introduction to Engineering Design, General Music, Music Theory, Band, Chorus, or Orchestra. Such classes have been noted in descriptions.

Students may use a 5-unit sequence in Art in lieu of their World Language sequence requirement for completion of the Regents Diploma with Advanced Designation. However, all students must still earn one high school credit in world language.

Alternative Pathway to Graduation → Individual Arts Assessment Pathway (IAAP) at Lansing High School

Student can take a **3 year sequence of art**, select works from each class to demonstrate growth and visual art standards in a **portfolio and complete 4 of the 5 Regents exams to earn a Regents diploma.**



IAAP is pending state approval / beginning in September 2025

<p>Pursuing IAAP as a 9th grade student OR A 10th grade student who has not taken Studio-Digital Art in 9th grade</p>	<p>Year 1 Foundation Course: Studio-Digital Art 1 credit</p>	<p>Year 2 Two ½ credit courses: • Drawing / Painting • Ceramics / Advanced Ceramics</p>	<p>Year 3 Capstone Year: • Photography / Digital Illustration 1 credit • Advanced Drawing & Painting 1 credit • Year 2 option not yet taken two ½ credits</p>	<p>Year 4 (not applicable to students starting IAAP in 10th grade) Consider AP Art or any other art course not taken yet</p>
<p>Pursuing IAAP as a 10th grade student AND previously received credit for Studio-Digital Art</p> <p><i>*Applicable to students entering 10th grade in September of 2025 or 10th grade students who did not pursue the IAAP their 9th grade year</i></p>	<p>Year 1 Foundation Courses: Two ½ credit courses: • Drawing / Painting • Ceramics / Advanced Ceramics</p>	<p>Year 2 Earn second required art credit for Pathway: • Photography / Digital Illustration 1 credit • Advanced Drawing & Painting 1 credit • Year 2 option not yet taken two ½ credits</p>	<p>Year 3 Capstone Year / 3rd required art credit: • Any art course offering not yet taken</p>	

Studio & Digital Art

40 Weeks, 1 Credit

Grades 9-12

Studio Art is the foundational course for all other Visual Arts courses. Students will learn the fundamentals of how to think and perform as a visual artist. Students will utilize the Studio Thinking Habits of Mind to create imaginative and expressive works of art in diverse mediums (traditional studio mediums such as drawing and painting as well as digital mediums such as Photoshop and Glowforge technologies). Units of study are open-ended and allow for the student-artist to create works of their individual choosing. Students will also learn to formally document their art-making process to show how their ideas developed into fully elaborated works. Students will exhibit their works in student-led exhibitions.

- Students successfully completing this class will have fulfilled the fine arts requirement for graduation.
- Students successfully completing this class will have completed the prerequisite for Drawing.
- Students in any grade (9-12) may take this introductory level art class.

Drawing

20 Weeks, ½ Credit

Prerequisite: Studio-Digital Art

This course is a prerequisite requirement for students to be enrolled in Painting, Ceramics, Advanced Ceramics, Advanced Drawing & Painting, or AP Art. If students have not taken Drawing, they can still take Ceramics courses for Pass / Fail Credit.

This course builds skills in drawing realistically through observation with a range of drawing media. Through demonstrations and individual exploration, students will learn techniques with pencil, charcoal, ink, chalk pastels, oil pastels, and digital media. Students will further develop their ability to plan works of art that communicate a concept, mood, or message, and to critique their own work and the work of others. Students will document their artistic process both in and outside of class as they practice techniques, explore ideas, and gather visual research and inspiration for their projects. Students will display their work in art exhibitions.

Painting

20 Weeks, ½ Credit

Prerequisite: Studio-Digital Art; and Drawing (OR Pass/Fail option if prerequisites have not been met, 10th-12th grade students only)

This course is a prerequisite requirement for students to be enrolled in Advanced Drawing & Painting.

By the end of this course students will complete a portfolio which demonstrates skills in painting using color, value, and texture. Students will work in a variety of painting media, including watercolor, tempera, acrylic, mixed media, and nontraditional art media. Students will study works of art by historical and contemporary artists, and create their own art influenced by these studies. Students will further develop their ability to critique their own work and the work of others. Students will document their artistic process both in and outside of class as they practice techniques, explore ideas, and gather visual research and inspiration for their projects. Students will curate and design art exhibitions throughout the course.

Ceramics

20 Weeks, ½ Credit

Prerequisite: Studio-Digital Art; and Drawing (OR Pass/Fail option if prerequisites have not been met, 10th-12th grade students only)

Create usable works of Art! Students will plan and build a series of functional clay objects such as coasters, boxes, cups and vessels. Starting with the basics of creating structurally sound pieces, students will learn to construct, decorate and glaze using hands-on techniques. Students are encouraged to incorporate personal interests and concerns into their work, while gaining inspiration from how other artists use clay. Students will keep an artist's journal to document their creations and share what they discover during the process. Students will display their work in art exhibitions.

Advanced Ceramics

20 Weeks, ½ Credit

Prerequisite: Studio-Digital Art; and Ceramics (OR Pass/Fail option if prerequisites have not been met, 10th-12th grade students only)

Students in Adv. Ceramics will refresh and grow their skills in ceramics by using handbuilding and decorative techniques. Students will learn new decorative techniques such as: laser cut stenciling, slip piping, marbling, and bubbled underglaze application. Students will also learn new building techniques: like form hollowing and slip casting. While students have the option of creating functional objects, Adv. Ceramics will have a greater focus on using clay as an expressive sculptural medium. Adv. Ceramics students will incorporate their personal voice and think deeply about how 3D objects and forms can be built and altered to make meaning. Student artists will research contemporary ceramics artists to inform their own work. Students will improve their ability to understand, discuss and critique ceramic work. They will maintain artist journals to reflect and take notes.

Photography & Digital Illustration

40 Weeks, 1 Credit

Prerequisite: Fine Arts graduation requirement completed, 11th and 12th grade students only. If class is exceeding capacity, priority will be given to students on a designated art pathway or students who have completed Studio-Digital Art and/or other art electives.

In the first half of this course, students will learn the basics of manual-mode photography on DSLR cameras. Student work will start with craftspersonship or technique and build to advanced compositions to support meaningful concepts in the work. Skills covered will include lighting techniques, long-exposure, depth of field, bokeh effect, composing eye-catching shots and editing in Adobe Lightroom. Students will curate their works for a personal portfolio as well as student-led exhibitions.

In the second half of this course, students will begin to develop Digital Illustration projects based on manipulation of photographic images and laser-cutting technology. Students will use Adobe Photoshop and Adobe Illustrator to create images and designs based on multiple-exposure techniques, typographic portraiture, projection, and choice work using the Glowforge laser cutter. Students will continue to build their portfolios to include their digital illustration works.

Advanced Drawing and Painting

40 Weeks, 1 credit

Prerequisite: Studio-Digital Art, Drawing, Painting, and pursuing a sequence in Visual Arts.

This course is highly recommended for junior visual art majors who are definitely planning to take Advanced Placement Studio in Art in their senior year in order to start considering themes for their Sustained Investigation portfolio. Senior visual art majors who are seriously interested in developing a portfolio that prepares them for a possible art career are also encouraged to take Advanced Drawing and Painting.

Advanced Drawing and Painting students will create a comprehensive, well-organized, and unique portfolio of artwork focusing on art materials and interests that are personally challenging. Creating art work which demonstrates strong observational skills in drawing and painting is a primary goal, but students are allowed to select materials outside of traditional drawing and painting options. Students will prepare and present their works to an outside adjudicator for the final exam in this course, and then display their portfolio in the end of year art exhibit. Students will also maintain an online art portfolio throughout the duration of this course. This course will have summer assignments that are for credit on the first five weeks progress report card.

- **This is a dual-credit course with Tompkins-Cortland Community College. Students who successfully complete this course may earn 3 college credits, which are transferable to many colleges and universities.**

AP Studio in Art in 2D Design or Drawing

40 weeks, 1 credit

Prerequisite: A sequence (2-3 credits) of visual arts courses and Permission of Instructor.

Students are expected to create a comprehensive, well-organized, and unique portfolio of artwork focusing on art materials and interests that are personally challenging. The portfolio must contain 15 works of art and/or process pieces centered on one topic (Sustained Investigation) and 5 pieces will be mailed in for examination (Selected Works). Students will also maintain an online art portfolio throughout the duration of this course and display their Sustained Investigation portfolio at the end of year art exhibit. This course will have summer assignments that are for credit on the first five weeks progress report card.

- **All students enrolled in this class must complete the AP Portfolio in 2D Studio Art+Design. Students are expected to pay for the AP exam fee, which will be determined by the College Board.**

Yearbook Design

40 Weeks, 1 Credit

No prerequisite. Grades 9-12. Pass/Fail course credit only.

This course introduces students to digital editing and publishing software, the basics of layout, typography, color theory, photography, journalistic ethics, interviewing, and writing copy. Students will practice professionalism, collaboration, and organization as they work as part of the yearbook staff to plan, create, and market the Lansing High School Cayugan. Students will use Jostens' Yearbook Avenue software, as well as programs such as the Adobe Suite. Students are expected to delegate time every week to attend school

events, interviewing, and taking photographs, and should prioritize their time accordingly. Students will have the opportunity to take on a leadership role and run for one of several editor positions. In addition to the yearbook, students will create several assignments related to preparing items for publication, which may include: portrait and action photography, a business card or logo, creating a unique font, a mock advertisement, interviewing a friend, family member, or local business member, and putting together their own individualized yearbook.

Design and Drawing For Production (DDP)

40 Weeks, 1 Credit

Grades 9-12

Students dig deep into the engineering design process, applying math, science, and engineering standards to hands-on projects like designing a new toy or improving an existing product. These activities not only build knowledge and skills in engineering, but also empower students to develop essential skills such as problem solving, critical and creative thinking, communication, collaboration, and perseverance. Projects in this course develop a variety of skills, including 3D modeling and printing. This course is the first course in the **Project Lead The Way** sequence, and is recommended for students interested in continuing on to future engineering courses (POE, DE, and EDD).

- **Students successfully completing this class will have fulfilled the fine arts requirement for graduation.**
- **This is a dual-credit course through the PLTW program and Rochester Institute of Technology. Students who successfully complete the RIT course requirements may earn 3 college credits, which are transferable to many colleges and universities.**

Open Studio

0 Credits
Grades 9-12

Students elect to take in place of Study Hall or in addition to a regular Study Hall

Our Process

At its core, the creative process we use here at Open Studio Project consists of journaling, self-reflection, and art-making. We bookend creating art with two periods of self-reflection in the form of writing: intention setting and reflective witness writing.

Intention-Setting

Reflecting on whatever is in the forefront of your mind at this moment, and committing to a goal or action in response.

Art-Making

Creating artwork from a place of intuition and creative impulse, using any and all tools or materials that intrigue you or catch your attention.

Witness Writing

Sitting with the artwork you have created and simply witnessing it. Being present and observing the artwork, while writing anything that comes to mind. This can be a dialogue between yourself and the art, a stream-of-consciousness journaling, or even a poem.

Sharing

Viewing the artwork of the other people in the room without judgment or comment, with the option of sharing some or all of your writing.

Music

Graduation Requirements

1 credit of Art and/or Music

Sequence Notes

Students pursuing either a local or Regents diploma must earn one credit in Music and/or Art from classes approved for this requirement. These classes include: Art 1, Design and Drawing for Production, Introduction to Engineering Design, General Music, Music Theory, Band, Chorus, or Orchestra. Such classes have been noted in descriptions.

Students may use a 5-unit sequence in Music in lieu of their Foreign Language requirement for completion of the Regents Diploma with Advanced Designation. **However, all students must still earn one high school credit in foreign language.**

Mixed Chorus

40 Weeks, 1 Credit (Meets everyday) or ½ Credit (taken with Band or Orchestra; meets every other day)
Grades 9-12

The High School Mixed Chorus is open to any student who wishes to participate. No audition is required. It is designed to instruct students in the basic concepts of good vocal production and choral singing through the performance of a variety of music in the choral genre. Eligible members take a group lesson once a week and these lessons are on a rotating schedule. The lessons include the study of solo literature and vocal technique. The Mixed Chorus performs several evening concerts during the school year.

- **This course will yield 1 credit towards the fine arts graduation requirement. Students may take this course more than one year and earn additional credit.**

Varsity Chorale

40 Weeks, 1 Credit (Meets everyday) or ½ Credit (taken with Band or Orchestra; meets every other day)
Grades 10-12

Students who desire to be in Varsity Chorale must audition for the teacher. Auditions are held in May for the following academic year. If an accepted student does not uphold the high quality, work ethic, and performance expectations of the group throughout the year, they may be removed from the ensemble and placed in Mixed Chorus. Varsity Chorale performs a wide variety of literature spanning several hundred years of choral composition. The music performed by this group is more challenging, including a cappella songs, music in other languages and in a variety of styles. Eligible members take a group lesson once a week and these lessons are on a rotating schedule. The lessons include the study of solo literature and vocal technique. The Varsity Chorale performs several evening concerts throughout the school year.

- **This course will yield 1 credit towards the fine arts graduation requirement. Students may take this course more than one year and earn additional credit.**

Orchestra (Strings)

40 Weeks, 1 Credit

Grades 9-12

The High School Orchestras meet daily to study and perform a wide variety of String and Symphony orchestra literature. All members take a group lesson once a week. These lessons are on a rotating schedule. The lessons include the study of scales and technical exercises, solo literature, chamber music, and orchestral techniques. The orchestras perform several evening concerts during the school year.

- **This course will yield 1 credit towards the fine arts graduation requirement. Students may take this course more than one year and earn additional credit.**

Symphony Orchestra (Woodwind, Brass, and Percussion)

40 Weeks, ½ Credit

Grades 9-12

Band students audition to participate in this ensemble. Students meet every other day with the string students. Symphony Orchestra studies and performs a variety of symphonic orchestra literature. Sectional/lessons will be rotated as part of the band lesson sequence. This ensemble performs several evening concerts during the school year.

- **This course will yield .5 credits towards the fine arts graduation requirement. Students may take this course more than one year and earn additional credit.**

Band

40 Weeks, 1 Credit

Grades 9-12

The Lansing High School Band rehearses daily and performs a variety of wind band literature as well as modern music such as movie soundtracks, jazz, rock, and pop. In addition to the daily rehearsal, band students attend one group lesson per week on a multi-period rotation focusing on developing technique, tone, and musicianship. Band members also have the option of participating in one of several jazz ensembles. The LHS Band performs several concerts throughout the year, and students also have the opportunity to participate in extracurricular honors bands.

- **This course will yield 1 credit towards the fine arts graduation requirement. Students may take this course more than one year and earn additional credit.**

Music: Its Role And Importance In Our Lives (General Music)

40 weeks, 1 Credit
Grades 9-12

This course explores the importance of music in all aspects of culture. Topics studied include but are not limited to: African drumming, the history of Rock and Roll, music in film, digital music, Musical Theatre, ukulele, and music in advertising. The class uses project based learning and focuses on diverse learning styles.

- **This course will yield 1 credit towards the fine arts graduation requirement**
- **This is a dual-credit course with Tompkins Cortland Community College. Students who successfully complete this course may earn 3 college credits, which are transferable to many colleges and universities. Course requirements reflect appropriate expectations for local and dual credit.**

Music Theory I

40 Weeks, 1 Credit
Grades 10-12

Music Theory is an elective course dealing with elements of musical structure. The objectives of this course are: gain an understanding of the basic rules and principles involved in using the language of music, increase the ability to analyze music aurally and visually, and fulfill a primary prerequisite toward the development of skills in composing, arranging, harmonizing, and improvising music. This is the most academic of the music courses. *Students should have a basic ability to read music to take this course, such as the level needed to participate in a music ensemble.*

- **This course will yield 1 credit towards the fine arts graduation requirement.**
- **This is a dual-credit course with Tompkins Cortland Community College. Students who successfully complete this course may earn 3 college credits, which are transferable to many colleges and universities.**

AP Music Theory (Music Theory II)

40 Weeks, 1 Credit
Grades 11-12

Prerequisite: Music Theory I

AP Music Theory is a continuation of concepts begun in Music Theory I, such as musical form, analysis, part writing, secondary function, chord progressions, sight singing, and aural dictation, culminating in the AP Music Theory exam in the Spring. The class demands a high level of independence from students, as much of the work is done on their own, meeting with the teacher to develop skills and gain feedback.

- **This is a dual-credit course with Tompkins Cortland Community College. Students who successfully complete this course may earn 3 college credits, which are transferable to many colleges and universities.**
- **All students enrolled in this course must take the AP exam. Students are expected to pay for the AP**

exam fee, which will be determined by the College Board.

Business

Graduation Requirements

None Required

Sequence Notes

- Students may use a 5-unit sequence in Business in lieu of their Foreign Language requirement for completion of the Regents Diploma with Advanced Designation. However, **all students must earn one high school credit in foreign language.**
- Course offerings in the Business Department include a total of **17 college credits available for students to take.**

College Keyboarding & Document Processing

20 Weeks, ½ Credit

Grades 9-12

This course is designed for everyone to learn or improve their keyboarding skills. In this class, you will learn how to format everyday documents in your personal and professional life – memorandums, letters, outlines, and reports. Speed and accuracy development on the keyboard will also be addressed. Students will demonstrate mastery through daily typing exercises and timed production tests using Microsoft Word.

- **This is a concurrent enrollment course with Tompkins Cortland Community College. Students who successfully complete this course will earn 1 college credit, which is transferable to many colleges and universities.**

Sports Marketing

20 Weeks, ½ Credit

Grades 9-12

This is an introductory course which will help students develop a thorough understanding of marketing concepts and theories. The course is centered on the Marketing Mix and its implications on business practices in our society today. Specific topics include: target marketing and segmentation, sponsorship, event marketing, promotions, sponsorship proposals, and marketing plans. Case studies and real-life applications are utilized in discussing various marketing concepts. A special emphasis will be placed on the sports and entertainment industries and the impact marketing has on them.

- **This is a concurrent enrollment course with Tompkins Cortland Community College. Students who successfully complete this course will earn 3 college credits, which are transferable to many colleges and universities.**

Career & Financial Management

20 Weeks, ½ Credit

Grades 9-12

This course is designed to provide the necessary day-to-day skills that students will need when they graduate, are living on their own and are working full time. Students will be able to apply what they learn in this course to real-life applications such as: maintaining a budget, understanding the importance of credit and borrowing money, utilizing different forms of investment options, insurance related coverages and other business related topics. Practical simulations and guest speakers will also be incorporated into the class.

- **This is a concurrent enrollment course with Tompkins Cortland Community College. Students who successfully complete this course will earn 3 college credits, which are transferable to many colleges and universities.**

Microsoft Office

20 Weeks, ½ Credit

Grades 10-12

Prerequisite: College Keyboarding & Document Processing (suggested)

This course provides students with an opportunity to acquire skills and concepts essential for working in an electronic office. Specifically, the semester will focus on Microsoft Excel/Google Sheets and Microsoft PowerPoint/Google Slides. Students will have "hands-on" experience in performing many text processing and data processing applications on the computer. Topics of instruction include - data entry/storage, calculations, charts/graphs, comparative analysis, presentation organization, illustration, and enhancements.

- **This is a concurrent enrollment course with Tompkins Cortland Community College. Students who successfully complete this course will earn 2 college credits, which are transferable to many colleges and universities.**

Accounting 101

40 Weeks, 1 Credit

Grades 10-12

This course introduces basic accounting concepts with an emphasis placed on the accounting cycle. Students will learn to keep financial records for a service and retail business. Principles covered include the bookkeeping cycle, debit/credit theory, financial statements, use of various journals and ledgers, worksheets, accounts receivable/payable, buying/selling merchandise, and payroll systems.

- **This is a concurrent enrollment course with Tompkins Cortland Community College. Students who successfully complete this course will earn 4 college credits, which are transferable to many colleges and universities.**

Money & Banking

40 Weeks, 1 Credit

Grades 10-12

This course covers the New York State Business Mathematics Curriculum. Lecture, small group work, discussions, and cooperative learning are the typical modes of instruction used to help students apply fundamental math concepts to solve everyday life business problems that they will encounter throughout their lives. Topics include: gross/net pay, bank reconciliation, compound interest, single payment/installment loans, automobile/homeowner's insurance premiums, and stock/bond purchases/sales.

- **This is a concurrent enrollment course with Tompkins Cortland Community College. Students who successfully complete this course will earn 3 college credits, which are transferable to many colleges and universities.**

Web Design

20 Weeks, ½ Credit

Grades 9-12

Web Design is intended for people who want to develop dynamic and professional looking business or personal websites. This course helps students develop the foundation for creating your own website through the use of HTML, web graphics, and web editors. In addition, the tools needed to incorporate - text, tables, slide shows, graphics, animation, image maps, and navigation systems will also be addressed. The course covers web site development from A –Z, from design to the final published site. Students will apply what they have learned to the creation of a website as their final project.

- **This is a concurrent enrollment course with Tompkins Cortland Community College. Students who successfully complete this course will earn 1 college credit, which is transferable to many colleges and universities.**

Technology Education

Graduation Requirements

None Required

Sequence Notes

- All students must earn at least 1 credit in Art and/or Music from classes approved for this requirement. These classes include: Art 1, Design and Drawing for Production, Introduction to Engineering Design, General Music, Music Theory, Band, Chorus, or Orchestra. Such classes have been noted in descriptions.
- Students may use a 5-unit sequence in Technology in lieu of their Foreign Language requirement for completion of the Regents Diploma with Advanced Designation. However, **all students must earn one high school credit in foreign language.**
- Although any student may enroll in any Project Lead The Way (PLTW) course, the sequence is designed to begin with Introduction to Engineering Design and end with the senior course: Engineering Design and Development (EDD). Students not following this sequence path may have difficulty keeping up with the course load and subject matter.

The Project Lead The Way (PLTW) curriculum is a nationally renowned curriculum which allows students to apply their math and science skills to real world problems. Students will have the opportunity to explore broad fields of engineering to help them make career choices. Each of the classes uses state-of-the-art technology equipment and software and is taught in a laboratory setting that involves projects rather than lectures to learn the material. Classes focus on problem-solving and encouraging students to work in teams. In some cases students may earn college credit through special agreements with area colleges.

Design and Drawing For Production (DDP)

40 Weeks, 1 Credit

Grades 9-12

Students dig deep into the engineering design process, applying math, science, and engineering standards to hands-on projects like designing a new toy or improving an existing product. These activities not only build knowledge and skills in engineering, but also empower students to develop essential skills such as problem solving, critical and creative thinking, communication, collaboration, and perseverance. Projects in this course develop a variety of skills, including 3D modeling and printing. This course is the first course in the **Project Lead The Way** sequence, and is recommended for students interested in continuing on to future engineering courses (POE, DE, and EDD).

- **Students successfully completing this class will have fulfilled the fine arts requirement for graduation.**
- **This is a dual-credit course through the PLTW program and Rochester Institute of Technology. Students who successfully complete the RIT course requirements may earn 3 college credits, which are transferable to many colleges and universities.**

Principles of Engineering (POE)

40 Weeks, 1 Credit
Grades 10-12

Prerequisite: Passing score on the Geometry Regents Exam

- or -

Concurrent Enrollment in Geometry AND Passing Score on Algebra Regents

POE is the second course in the Project Lead The Way (PLTW) High School Technology sequence. This course provides an overview of engineering and engineering technology. Students develop problem-solving skills by working alone and in groups to tackle real-world engineering problems. Through theory and practical hands-on experiences, students address the emerging social and political consequences of technological change. The course of study includes the Design Process, Engineering Systems, Materials and Material Testing, Thermodynamics, Statics, and Engineering Quality and Reliability.

- **This is a dual-credit course through the PLTW program and Rochester Institute of Technology. Students who successfully complete the RIT course requirements may earn 3 college credits, which are transferable to many colleges and universities.**

Digital Electronics (DE)

40 Weeks, 1 Credit
Grades 11-12

Prerequisite: DE coursework is appropriate for 11th or 12th grade students who have completed 1-2 years of Regents math, or receive teacher approval.

From smartphones to appliances, digital circuits are all around us. This course provides a foundation for learning about electronics, circuit design, and electrical engineering. The course includes topics such as combinational and sequential logic, and students are exposed to circuit design tools used in industry, including logic gates, integrated circuits, and programmable logic devices.

- **This is a dual-credit course through the PLTW program and Rochester Institute of Technology. Students who successfully complete the RIT course requirements may earn 3 college credits, which are transferable to many colleges and universities.**

Engineering Design and Development (EDD)

40 Weeks, 1 Credit

Grades 12

Prerequisite: Enrollment limited to seniors who have taken a minimum of one PLTW course prior, or receive teacher approval.

In this capstone course, students work in teams to design and develop an original solution to a valid open-ended technical problem by applying the engineering design process. Students perform research to choose, validate, and justify a technical problem. After carefully defining the problem, teams design, build, and test their solutions while working closely with industry professionals who provide mentoring opportunities. Finally, student teams present and defend their original solution to an outside panel. This course is appropriate for 12th grade students.

Architectural Design and Drawing

40 Weeks, 1 Credit

Grades 9-12

Architectural Design and Drawing will allow students to learn the basics of residential architectural design. The primary emphasis will be on the use of basic drafting equipment to develop and read blueprints that are used in the construction and architectural industries. During the course, students will design 2 complete homes while following NYS Building Code and produce a complete set of plans for each including: floor plans, elevations, perspectives, plot plans, and footing/ foundation plans. Students will be able to label and describe basic wall framing sections, and roof systems of a residential structure. Students will have a hands-on experience, with sketching, drawing, and using Autodesk Revit architectural design software.

- **This is a concurrent enrollment course with Tompkins Cortland Community College. Students who successfully complete this course will earn college credit, which is transferable to many colleges and universities.**

Physical Education and Health

Graduation Requirements

2 Credits of Physical Education – ½ credit of P.E. per year
1/2 credit of Health Education

Physical Education

40 Weeks, ½ Credit

The curriculum offers a variety of activities, such as badminton, pickleball, basketball, disc golf, floor hockey,, lacrosse, soccer, softball, swimming, table tennis, team handball, tennis, ultimate frisbee, volleyball, weight training, archery and yard games. The course emphasizes fitness and team sports as well as focusing on lifetime sports and the benefits of an active lifestyle. This course includes skill and written assessments relating to each unit.

- No alternative to Physical Education. Students must be in person to receive credit. Each student must meet 64 hours of physical activity a school year.

Health

20 Weeks, ½ Credit
Grades 10-12

This course addresses the physical, mental/emotional, and social aspects of health. The curriculum is designed to expose students to a variety of health related topics in the hopes that it will influence students to make positive decisions about their own well-being. Some units in the curriculum are: Mental Health and Illness, Healthy Relationships, Human Sexuality, Communicable and Non-Communicable disease, Drugs, Alcohol and Tobacco, Nutrition, and Stress Management. Additionally, the newly added State graduation requirement of Hands-Only CPR & AED Training will be provided in this class. Students are evaluated with quizzes/tests, projects, individual research assignments, and a cumulative final exam.

Exercise & Nutrition

20 Weeks, ½ Credit
Grades 10-12

This class focuses on personal awareness of individual health through the areas of stress, nutrition and exercise. Planning and participating in a successful exercise and nutritional program will be a part of this course. This class combines lectures and hands-on activities that give students the opportunity to put theory into practice. Warning: You may sweat and have to eat food.

Services

English as a New Language

40 Weeks, 1 Credit

All students will be assessed upon registration to Lansing High School through a Home Language Questionnaire and the NYSITELL (New York State Identification Test for English Language Learners) if necessary. Those who are determined to require support will attend ENL classes and/or receive ENL support, based on their level of English proficiency. Students attend ENL classes (or receive support) until they test proficient on the New York State English as a Second Language Achievement Test (NYSESLAT).

The ENL program provides English language instruction in reading, writing, listening, speaking and American cultural education. The goal is to increase students' skills to a level equivalent to that of their native speaking peers and those needed to succeed in life in the United States. These skills will be developed through the use of authentic reading materials, content area concepts as well as materials similar to those used in the ELA classes.

Study Center

40 Weeks, 0 Credit

The study center provides services to students who are identified through the Committee on Special Education. Educational services are arranged through the CSE and are based on documentation. Students who attend the study center receive assistance in writing, reading, mathematics, content area material, and study skills.

Center For Academic Progress (CAP)

40 Weeks, 0 Credit

Students who attend a CAP period receive assistance in study skills such as goal setting, planning, organization, monitoring progress, and test taking. Students who attend a CAP period receive assistance in study skills such as time management, organization and test taking.

Foundations of Literacy

Placement Only



This literacy course is designed to improve foundational reading skills including comprehension and fluency. Teaching will focus on phonological awareness, decoding, encoding, sight recognition, and vocabulary acquisition. The course content will be personalized to meet the student's needs. The goal of this class is to develop the reading skills students will need to be successful in all of their high school classes, and beyond.

Library Media Services

The library is open to all students and faculty as a resource to support learning, and serves as a flexible space that accommodates classes, student group work, and individual quiet study. The collection includes over 12,000 books, e-books, and periodicals (with greater access to all TST BOCES system libraries via interlibrary loan) and online access to databases and other subscription web resources. Laptops and Chromebooks are available for student use, and a variety of educational technology including iPads, iPods, and video cameras are also available.

Health Services

A Registered Professional Nurse staffs the health office for the school day while students are present in school. Students may seek medical attention for illness or injuries from the nurse. School physicals for sports participation, working papers, or other reasons are provided, as well as, screening for vision and hearing problems. The nurse is also available for health counseling and education.

Counseling

School counselors and a school psychologist are available to meet with students concerning a wide range of issues including academic, social, and personal problems; crisis counseling is always accessible. The school psychologist also administers diagnostic testing for academic related problems under the auspices of the CSE.

Career and Technical Education

In addition to regular classes at Lansing High School, students may elect to attend TST BOCES to complete a sequence in career and technical education beginning their junior year.

- Students may use a 5 unit sequence in Career and Technical Education in lieu of their World Language requirement for completion of the Regents Diploma with Advanced Designation. However, **all students must take one credit of world language.**
- Students who are interested in a BOCES program can visit the Career and Tech campus in the spring of their sophomore year. Students can register for CTE classes through their school counselor. Availability in the program is limited so registration cannot be guaranteed.

Career and Tech Education (CTE) programs educate students in a variety of technical areas, preparing them for entering the workforce with a marketable skill and for continuing on to higher education. These programs are taught for a minimum of 2 hours during the AM or PM session each day, and all courses provide a job shadow and/or internship experience over the course of their completed curriculum. Bus transportation is provided daily to and from the Career and Tech Center. Students continue their major academic subjects in the remaining four or five periods at the home school district. Students receive 2-3 credits for each year of their Career and Tech Program.

All Career and Tech classes are currently New York State approved. To be approved, courses must meet rigorous guidelines related to assessment, an academically strong curriculum that is aligned with the New York State Learning Standards, and relevance to industry practices. All CTE courses meet the NYS graduation requirement to allow students to earn the CTE Pathway by attaining mandatory CDOS hours, and second year students are eligible to earn a Technical Endorsement upon completion of the two year curriculum. Most Career and Tech courses offer integrated math and science credit, and some classes offer Concurrent Enrollment college credit. All Career and Tech Programs have articulation agreements with colleges that have a related program.

CTE Programs

- Animal Science
- Auto Body
- Automotive Technology
- Computer Technology
- Construction Trades
- Cosmetology
- Culinary Arts
- Digital Media Technology
- Early Childhood Education
- Heavy Equipment
- Nurse Assisting and Health Occupations
- Public Safety
- Welding

Additional courses offered at TST BOCES in conjunction with Career & Tech

- Personal Money Management (.5)
- CTE Science (.5)
- Physical Education

For more information, visit the website at:

<http://tstcte.org/>

Career and Tech Center (607) 257-1551

World of Work



The World of Work program assists high school students with a variety of instructional needs. Classes promote self-esteem and positive socialization, as well as cognitive and motor skills development through a progressive curriculum. The classes integrate students into the most appropriate and least restrictive Career and Tech setting, offering instruction in both generic and job specific skills, which are important for competitive employment and independent living. Students will work on employability training skills, including: attendance, punctuality, hygiene, organization and efficiency, building confidence, taking responsibility and showing respect. The goal is to create a personal skill set for each student to help them maintain employment upon graduation. World of Work classes are offered in the AM and PM for a minimum of two hours each day.

WoW Programs

- Food Service
- Outdoor Power Recreation Services
- Career Exploration Program

For more information, visit the website at:

<http://tstboces.org/wow>

World of Work Program (607) 257-1551

TST BOCES New Visions

New Visions is an honors level program that offers seniors a progressive, college and career exploratory, and academically challenging senior year. These programs are demanding yet extremely rewarding for highly motivated, mature, responsible, and academically capable students. New Visions students must be extremely trustworthy, exhibit a high degree of integrity, and be excited to work collaboratively with others who express varying points of view. Students are required to manage their time well, keep track of deadlines, and participate in group work with minimal intervention by the teacher. This provides students the freedom to acquire knowledge through independent and cooperative learning, both in the classroom, lab and in the professional work setting. The New Visions programs are highly regarded by collegiate administrators as evidence of a student's motivation, intelligence, and desire for success.

New Visions students will divide their week between classroom theory and instructional days where students will discuss literature, global concerns, and science-related topics in an integrated academic learning environment. Students will work on projects independently and in groups, while earning concurrent enrollment college credits and mandatory credits for graduation. In addition, students will participate in rotational experiences where they will work with professionals, graduate students, and college professors that work within their field of study.

The New Visions programs are held at an off campus location daily from 10:00am - 2:00pm daily. Students receive high school credit for English 12 Honors, Participation in Government and Economics Honors, two elective science credits, as well as Concurrent Enrollment credits from Tompkins Cortland Community College. Students are expected to be professional, courteous and to strictly adhere to the guidelines set forth by their teachers and mentors.

Interested students must apply to their specified New Visions program during the early portion of the second semester of their junior year. Following the submission of the completed New Visions application, qualified students will be invited to participate in a formal interview. Acceptance into a New Visions Program is very competitive. The selection process is based on grades, recommendations, an interview and an essay, among other criteria. Students who enroll in the New Visions Programs intend to pursue a competitive college or university upon graduation.

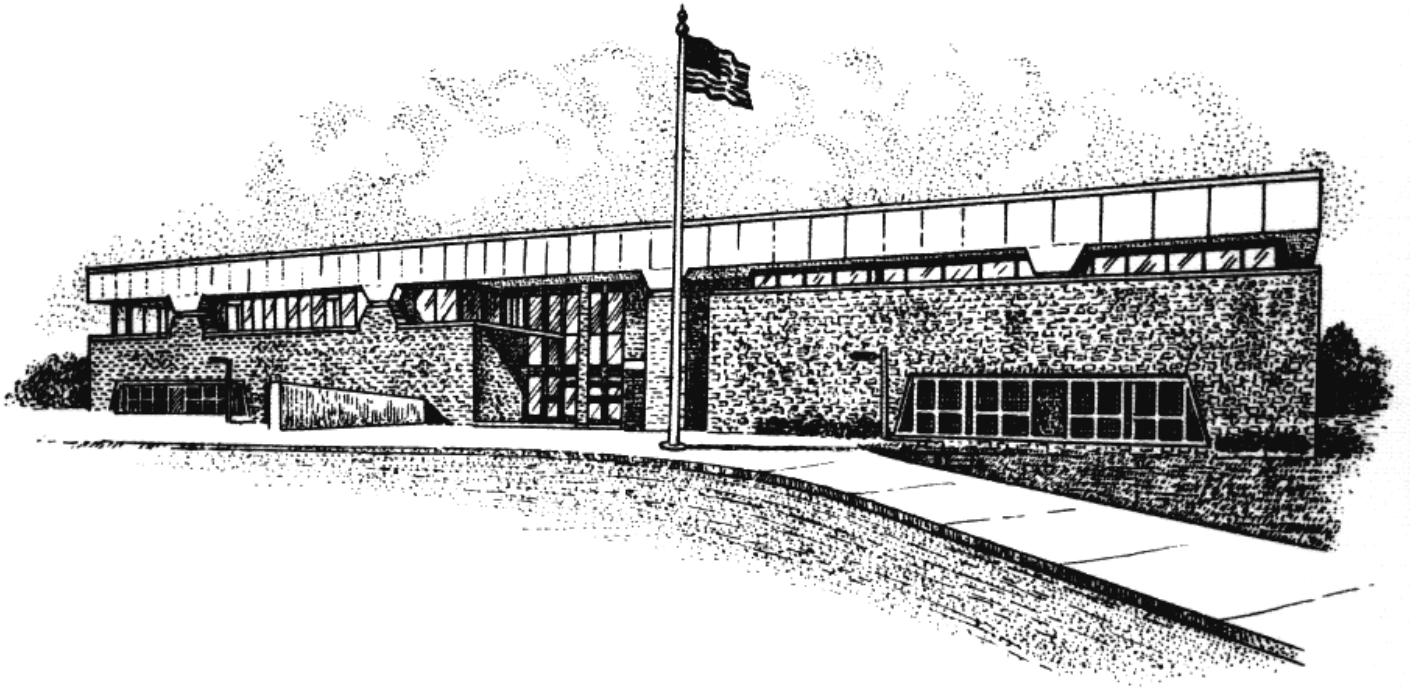
New Visions Programs

- Engineering
- Exercise & Human Performance
- Health & Medical Sciences
- Life Sciences Applied Scientific Research

For more information, visit the website at:

<http://tstboces.org/newvisions>

New Visions Program (607) 257-1551



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