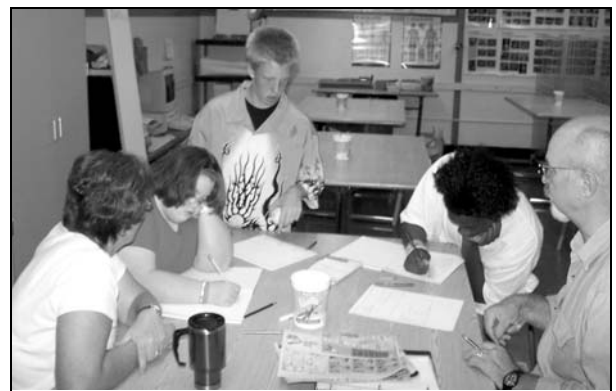
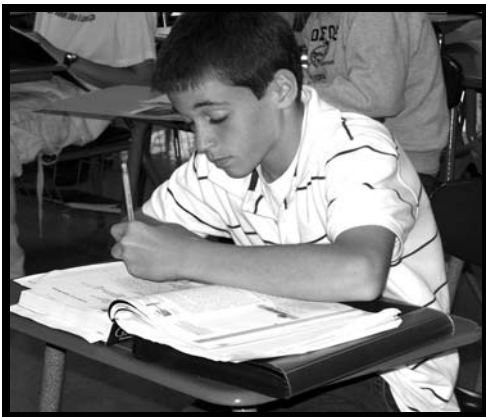


Sodus High School

# COURSE

2006-07

# D S C R I P T I O



# HANDBOOK

A special thank you to Elizabeth Terry and her Desktop Publishing Class for the work on the cover of our 2006-2007 Course Description Hand Book.

## **DISTRICT MISSION STATEMENT**

The mission of the Sodus Central School District, powered by the nurturing force of parents, school and a community enriched by human diversity, is to graduate 100% of our students with a joy for life and learning, academic competence, skills and strategies enabling them to be responsible citizens in an ever-changing global society.

## **INTRODUCTION**

This handbook has been prepared to help Sodus students and parents plan a meaningful school program. We encourage students and parents to refer to it frequently when choosing a course of study. After carefully reading the handbook and discussing plans with parents, students should consult a school counselor to discuss program planning. We cannot overemphasize the importance of careful planning and selection of courses. Future plans depend a great deal upon the decisions made while in high school.

**2006-2007**  
**Course Description Handbook**  
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## ADMINISTRATION

### **Students and parents can reach the following persons by calling 483-5200:**

Susan Salvaggio, Superintendent of Schools.....	Ext. 5201
John Robbins, Director of Curriculum & Instruction.....	5234
Maureen Dunning, Director of Pupil Personnel Services.....	5208
Steve Moore, Business Administrator.....	5283
Al Autovino, Intermediate School Principal.....	5280
Nelson Kise, Middle School Principal.....	5212
Julie Gelina, Primary School Principal.....	5282
Eugene Hoskins, High School Principal.....	5281

### **Department Chairpersons**

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

Connie Osborne, HS English.....	6609
Ellen Robertson, HS Math.....	6803
Sean O'Toole, Science.....	6207
Tim Padden, Social Studies.....	6611
Angela Griffith, Special Education.....	6716
Tammy Buehler, Art Director.....	6603
Lisa Marie Miller, Music Director.....	6229
Tim Reynolds, Physical Education Director.....	6430
Elizabeth Terry, Career & Technology.....	6139
Susan Barnes, Language Other Than English.....	6714

## GUIDANCE OFFICE

The Guidance Office provides many services to high school students and parents. Materials are available regarding careers and occupations, two-year and four-year colleges, the military and financial aid programs. In addition, the office contains books, pamphlets, and catalogues on colleges and careers.

The CHOICES computer program is available on all computer terminals in the high school to assist students in identifying career interests and college preferences. College and military representatives visit the Guidance Office to meet with interested students. Shadowing that offers an opportunity to experience a profession at its actual work site is available to students in grades 10 through 12. Please encourage your child to use the Guidance Office regularly.

## COUNSELING CENTER

The purpose of the Sodus Central School District counseling program is to assist students with course selection, career exploration, college admission, and/or the pursuit of work skills development. Please work closely with your child's counselor and meet with him/her annually to help plan your child's school program.

### Counselor assignments for grades 6 - 12 are as follows:

**High School** (Grades 9-12) - Please call 483-5213 (Enter option 1 or 2 to access counselor's extension.)

**Main Office 483-5280**

Mrs. Colleen Sheahen.....Counselor Grades 9–12, A-Mc .....6122

Mrs. Wendy Finn.....Counselor Grades 9–12, Md–Z.....6123

**Middle School** (Grades 6-8) - Please call 483-5212

**Main Office 483-5212**

Mrs. Shara Leonard .....Counselor Grades 6-8 .....5232

## WHERE TO GO

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

## **I. COURSE SELECTION**

### **Course Selection Timeline**

Course selection handbook updated and on website	November 15, 2005
Teacher recommendation as appropriate	November 15, 2005
Scheduling information shared with students	November 21, 2005
Students/Parents meet with counselor to make selections for the following year	November 2, 2005 – February 10, 2007
Student selections finalized and course selection sheet signed by student, parent/guardian and counselor.	February 10, 2006
Course verification form sent home.	March, 2006
Summer school results received/student programs adjusted	August, 2006
Students receive schedules in meetings at school	August, 2006
Schedules mailed home for students who didn't attend meetings at school.	August, 2006
All schedule changes other than errors or additions must follow established drop/add procedures	Designated dates in late August 2006
No schedule changes except for level changes and extenuating circumstances	Changes made no later than September 16, 2006

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

- Art**                      **5 credit major** – passing Studio Art and four credits in art electives
- Music**                    **5 credit major** – passing Music Theory plus 4 performance electives
- Technology**            **5 credit major** – passing Engineering/Drawing I; Career Education and technology electives
- BOCES**                    **5 credit major** – successfully completing a two-year BOCES vocational program

## Course Requirements

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

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

<u>9<sup>th</sup> grade</u>	<u>Credits</u>	<u>11<sup>th</sup> grade</u>	<u>Credits</u>
* Eng. 9	1	* Eng 11	1
* Living Environment.	1	* Science	1
* Math	1	* Math	1
* Global 1	1	* US History	1
* Spanish 1	1	* PE	.5
* PE	.5	* Spanish 3	1
* Art/Music	1	Elective (art, music, tech, business, social studies)	<u>2</u>
	<u>6.5 credits</u>		<u>7.5 credits</u>
<u>10<sup>th</sup> grade</u>	<u>Credits</u>	<u>12<sup>th</sup> grade</u>	<u>Credits</u>
* Eng. 10	1	* Eng 12	1
* Earth Science	1	* Gov/Eco	1
* Math	1	* PE	.5
* Global 2	1	Elective (art, music, tech business, math, science Spanish, English, Social studies)	<u>5</u>
* Health	.5		
Career Ed	.5		
* PE	.5		
Spanish 2	1		
Elective (art, music, tech, Business)	<u>1</u>		<u>7.5 credits</u>
	<u>7.5 credits</u>		

## Please Note

All courses require a minimum enrollment of fifteen students. Courses that fall short of this enrollment **will not** be offered in the 2006-07 school year. In the event that your son/daughter has selected a course that will not be offered, he/she will be asked to make an alternate selection.

## Grade Level Promotion

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

**10<sup>th</sup> Grade** – 4.5 earned credits

**11<sup>th</sup> Grade** - 10 earned credits

**12<sup>th</sup> grade** – 15 earned credits

## Requirements for Student Course Load

In order to be considered a full-time student enrolled at Sodus Senior High School, students in grades 9 through 12 must be scheduled for a minimum of 6 credits each year. Exceptions to this may be made by the high school principal.



## **Academic Intervention Services**

To aid students who may struggle on state tests that are required for graduation, students may be scheduled for AIS classes. The school will determine eligibility for these mandated classes.

## **Program Adjustments**

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

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

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

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

After August all change requests will be handled using our Course Selection and Schedule Adjustment Process guidelines. We firmly believe that with careful planning, the need for changes in the fall should be almost nonexistent.

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

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

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



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

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

1. Discuss the option of credit by examination with his/her counselor, who will determine if the students past academic performance supports a reasonable potential for success using credit by examination.
2. Apply for credit through the Guidance Office by filling out a credit by examination application (CBE).
3. Achieve a score of least 85% on the designated examination.
4. Meet with the principal in order to obtain approval.
5. Complete either an oral examination or a special project approved by the high school principal.

### **Doubling**

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

### **Student Matriculation to College**

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

### **Early Graduation**

Students wishing to complete high school in less than four years, after obtaining parent approval, should consult with their Guidance Counselor. When deemed appropriate and feasible by the principal, a student may be allowed to graduate after the successful completion of all graduation requirements.

The cumulative grade point average of those students who satisfy their graduation requirements in less than 8 semesters of high school study will be computed and assigned a class rank designation. Students who elect to pursue an accelerated program of studies shall not be discriminated against in the assignment of a rank in class, and in corresponding selection of valedictorian and salutatorian.

### College Classes Offered at Sodus High School

Sodus High School is proud to offer an assortment of college classes, taught both within the school day and in some cases in the evening or summer. The benefit of these classes can be:

- to assist in preparing our students for the study habits and demands of college academics.
- to enhance college applications by demonstrating success in college level work.
- to provide benefits once at college, such as reducing a course load or creating time for students to explore their studies in depth, or in other areas.

The following is a list of day classes that we hope to offer. Most of these college credit classes are offered through **Cayuga Community College**. The fee for these classes for the 2005-2006 school year was \$125 (for 3 credit hours) and \$145 (for 4 credit hours). There is financial aid available to students; students should consult their counselor for more information regarding financial aid.

<u>High School Title</u>	<u>College Title</u>	<u>College Credits</u>	<u>High School Credits</u>
English 12-1A	English 101	3	.5
English 12-1B	English 102	3	.5
Public Address	English 221	3	.5
Spanish 4	Spanish 103	3	1.0
Spanish 5	Spanish 104	3	1.0
Advanced Algebra	Math 104	3	.5
Course 4 (Pre-Calculus)	Math 106	3	.5
Course 5 (Calculus)	Math 108	4	1.0
Human Biology	Bio. 203	4	1.0
Human Biology 2	Bio. 204	4	1.0
European History	Hist. 101	3	.5
American Government	Pol. Sci. 102	3	.5

The following is a list of college course the district's anticipating offering through **Finger Lakes Community College**. The anticipated fee for these classes is \$120 (for a 3 credit course) and \$140 (for a 4 credit hour course), There is financial aid available to students; students should consult their counselor for more information regarding financial aid.

<u>High School Title</u>	<u>College Title</u>	<u>College Credits</u>	<u>High School Credits</u>
Accounting-College	Accounting 101	4	1
Computer Applications	CSC 134, 135 & 136	3	1
Leadership In Action	BUS 240	3	1
Adv. Engineering & Drawing I	TECH 105	3	1
Adv. Engineering & Drawing II	TECH 106	3	1
Physics	PHY 118	4	.5
Physics	PHY 119	4	.5

#### Please Note:

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

## **II. GRADUATION REQUIREMENTS**

### **Course/Credit Requirements**

- Four years (credits) of both English and social studies
- Three credits of math
- Three credits of science (also, meeting the lab requirement in 2 regents classes)
- Two credits in physical education (1/2 unit each year in high school)
- One-half (1/2) credit in health
- One credit of second language (or passing a proficiency exam)
- One credit of art/music study (which includes Engineering & Drawing I)
- Three and one-half credits of elective classes

### **Examinations**

**Regents Diploma:** A 65 is needed on all of the following exams.

**Local Diploma:** Students entering 9<sup>th</sup> grade in September 2004 and before-a 55-64 is acceptable on all exams

Students entering 9<sup>th</sup> grade in September 2005 –a 55-64 is acceptable on only 3 exams, while a 65 is needed on the remaining exams

Students entering 9<sup>th</sup> grade in September 2006-a 55-64 is acceptable on only 2 exams, while a 65 is needed on the remaining exams

- Math A Regents' exam
- English Regents' exam
- One science Regents' exam
- Global history Regents' exam
- U.S. history & government Regents' exam

### **Advanced Regents Diploma**

- Same as Regents except students would have to earn an additional two units of credit in a foreign language and pass the corresponding second level Regents' exam or five units in art, music or career and technical education (see page 7) plus the one credit in a language other than English
- Passing the Math B Regents' exam
- Pass one additional science Regents exam (thus, one in life science and one in physical science).

### **Credits**

A total of at least 22 units of credit are required for graduation



### **III. DIPLOMAS**

**Advanced Regents Diploma:** First available to student entering 9<sup>th</sup> grade in September 2001, this is the highest level of diploma. Requirements for this diploma go beyond those for a regent's diploma.

**Regents Diploma:** To obtain this, students must pass all required Regents.

**Local Diploma:** To obtain this, students can score between 55-64 on designated Regent's exams, or if applicable, successfully complete the safety net testing.

**Individualized Educational Program (IEP) Diploma:**

Students seeking this diploma must be classified by the Committee on Special Education, with a specified disability. To obtain this, students must have completed 12 years beyond kindergarten, and have successfully completed the goals in their IEP during their senior year.

**Graduation Requirements**

The State of New York is gradually changing the graduation requirements. The year that students enter 9<sup>th</sup> grade determines the set of graduation requirements that they need to fulfill. Students may need more than the traditional four years to complete the New York State graduation requirements.



## **IV. GRADING**

### **Calculation of Course Grades**

Calculation of course grades will be determined as follows:

### **Marking Period Averages**

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

### **Semester Courses**

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

### **Full Year Courses**

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

**Please note that the 5 core NYS Regents Exams require a score of 55% or higher to earn course credit. Failure to earn at least the minimum score of 55 will require students to retake the course in summer school or during the regular school year. Students, who entered 9<sup>th</sup> grade in September of 2005, need to pass at least two of these exams by achieving a score of 65 or higher.**

Core exams are:

- NYS Math A
- NYS Global History & Geography
- NYS United States History & Government
- NYS Regents Comprehensive Examination in English
- NYS Regents Science Examination in Living Environment

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

Cumulative averages will be figured at the end of 9<sup>th</sup> grade and following the end of each semester for grades 10-12. Grades for all credit bearing classes except physical education will be computed to determine a cumulative average. Half credit classes will be given a weight of .5 when calculating this average, as compared to full credit courses bearing a weight of 1.

### **Regents Credit for a Course**

When a class has a required Regents examination, that exam and the class must be passed (a score of at least 65 on both) in order to obtain Regents credit for a course. For credit in all courses where there is a Regents exam, passing the Regents exam is **not** sufficient to obtain credit. A final average of 65 must be obtained in the course.

### **Local Credit for a Course**

A 65 is required to pass all local courses. A student obtaining this minimum score will get local credit for a course. A score of 55 or above on the following regents' exams is required to earn local course credit: Living Environment, Global, US History, Math A and English.

### **Repeating a Course**

When a class has been repeated, only the highest final grade will be used in calculating the cumulative average. The highest exam grade and the highest grade earned in a corresponding marking period will be used to determine the highest final grade. However, all course grades will be displayed on the student's transcript.

### **Repeating a Regents Exam**

When a student repeats only a Regents examination, the highest exam grade obtained will be used in recalculating the student's final course average. Again, all grades will be noted on the transcript. Students may not receive duplicate credit when repeating a class.

### **Grading Period and Interim Notices**

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

### **Minimum Grades**

To allow the students to be successful in classes, during the first three marking periods a minimum grade of 50 will be given to students. If a student is absent for more than 20% of his or her classes, the teacher may record the grade that the student earned on the report card. If that grade is below the grade of 50, the teacher may still record that grade on the report card.

**Honor Rolls** – Students who have achieved a marking period average at or above a certain level will be acknowledged by having their name placed on one of the following lists. However, if a student received an “I” (incomplete) or a “U” (unsatisfactory) on that report card, even in a non-credit bearing class, then they become ineligible for designation to one of these lists.

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

**Incomplete Grades**

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

**Repeating a Class**

When a required class has been failed, the student will repeat that course at some point, usually taking the course in summer school or repeating the course during the following year. Students repeating a course may “test out” of the repeated course if all of the following occur: The student receives a passing average in the course. To calculate the average, the first two marking periods and a comprehensive final will be used. Upon passing the course, the student will exit the course and receive full credit for it. If the above is not successfully completed the student will remain in the course for its full duration.

**Regents Exam Schedule**

Regent’s exams are offered by the State during January, June, and August. Students who wish to retake a Regents exam during January or June and are not enrolled in the corresponding class should consult with their Guidance Counselor.

**Class Rank**

Class rank will be determined at the time the cumulative averages are figured. This information will be available from the Guidance Counselor. Foreign exchange students and students receiving an IEP diploma will not be included in the ranking.

**Valedictorian/Salutatorian**

These determinations will be made, based upon cumulative averages, at the end of the first semester of a student's senior year. To be considered for valedictorian or salutatorian, a transfer student must have been in attendance two consecutive years prior to graduation. A grade conversion chart shall be applied to grades of students who transfer from a school, which uses an alternate marking method.



#### **IV: GENERAL INFORMATION**

##### **Library Services**

A certified library media specialist supervises the library that serves the middle and high schools. To ensure that all students have equal access to electronic and print information, the library offers 9 computers with supervised access to the Internet. The district subscribes to online databases consisting of newspaper and magazine articles to which students have both school and remote (home) access. In addition, a collection of 10,700 books and 86 magazines and newspapers makes this facility the research hub of the school. We encourage our students to make frequent use of the library facility for research and study purposes. The library is a member of the Wayne Finger Lakes School Library System giving students and staff access to resources in area school, public, and academic libraries.

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

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

##### **Mailing of Material**

The Guidance Office will mail out college applications, SAT and ACT registrations, high school transcripts as well as scholarship material. These requests need to be made at least 36 hours prior to the mailing deadline. Additionally, an addressed envelope must be provided.

##### **Transferring To Another School**

When a student realizes he/she will be moving to another school district, they should notify their counselor. Just prior to their departure, students will be given a form to take to their teachers to "sign out". Textbooks are to be returned at this time. The Guidance Counselor will make arrangements to send current grades to the new school.

##### **Withdrawing From School**

Students, legally of age to do so, may withdraw from school, with their parent/guardian's written permission. Non-compulsory students who are absent for 20 consecutive days without a doctor's excuse will be dropped from the school rolls following written notification.

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

Changes that occur during the school year or between years should be reported immediately to the Guidance Office. Notification of this should come from the parent/guardian, preferably in writing.

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

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

## **V. COLLEGE INFORMATION**

During their junior year scheduling appointment, all students are given a "College Planning Handbook". This book contains extensive information, which should answer most questions about college and financial aid. It is recommended that this book be retained and referred to as an aid over the next two years.

### **College Search**

To quickly and easily locate colleges that match students' qualifications, it is recommended that a student use the "Choices" computer program or the internet site [www.collegeboard.org](http://www.collegeboard.org). This program is used by students during career education and is available on all high school computers.

### **College Entrance Exams**

To gain admission directly to a four-year college, students need to take either of the ACT or SAT exams. To prepare for these exams, a practice ACT exam, called the PLAN test, is offered to sophomores during the fall. A practice SAT exam, the PSAT, is offered during the fall of a student's junior year. It is recommended that the SAT and/or ACT tests be taken during the spring of the junior year. If necessary, they can be retaken during the fall of the senior year.

### **College Visits**

It cannot be stressed enough that students should visit the colleges where they plan on applying. A visit, when college classes are in session, will give a good picture of the college. A planned college visit is a legal excuse from school. To do this, first make an appointment with the college's Admissions Office. Then, parents or guardians should write a note excusing their child from school during this visit. The note is given to the Attendance Office and a college visit verification form should be obtained. This form should be taken on the visit and a representative from the Admissions Department should sign it. Finally, the form should be returned to the Attendance Office.

### **Scholarships**

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

- **Junior year:**
  - Complete the scholarship search on the "Choices" computer program. This program is used during career education and is available on all high school computers.
  - Complete a scholarship search on an Internet site such as [www.fastweb.com](http://www.fastweb.com) or [www.collegeboard.org](http://www.collegeboard.org).
- **Senior Year:**
  - Apply for any applicable scholarships that the Guidance Office notifies them about
  - Apply for any scholarships identified from "Choices" and/or the internet site(s)
  - Contact the college you will attend to inquire about institutional scholarships
  - Inquire at service organizations, unions, worksites or other places students and/or parents might be affiliated with.

For more information you can refer to the "College Planning Handbook" which is available in the Guidance Office. This book is also distributed to all students during their junior year scheduling appointment.

## College Applications

Counselors will assist students with completing their college applications. As all colleges require an academic transcript, students should bring all completed college applications to the Guidance Office. A transcript will then be inserted and the applications mailed for the student.

## Financial Aid

The first step in applying for college financial aid comes during January of the senior year. At that time students, with parent input, should complete the Free Application for Federal Student Aid (FAFSA). For more information please refer to the "College Planning Handbook."

## NCAA Eligibility Requirements

To be considered a qualifier at a **Division I** institution and to be eligible for financial aid, practice, and competition in college athletics during your first year, you must:

1. Apply and be identified as eligible for participation in Division I or II athletics. Apply on line at [www.ncaasclearinghouse.net](http://www.ncaasclearinghouse.net). A fee paid to NCAA of \$50 is required. Counselors may waive the Clearinghouse fee if you have previously qualified for and received a waiver of the ACT or SAT fee.
2. Provide NCAA an official school transcript (which your school counselor will complete) that demonstrates that you meet NCAA standards for eligibility. Information regarding standards for eligibility is available on NCAA's website or from your school counselor.
3. Meet the grade-point average prescribed by NCAA in at least 14 core courses in the following areas:  
**English** - four years  
**Mathematics** - two years (Algebra I or higher)  
**Social Science** - two years  
**Natural or Physical Science** - two years (must include at least one laboratory class)  
**Additional course in English, Mathematics or Science** - one year  
**Additional academic courses in any of the above areas or foreign language**, - three years  
**Courses taken for credit prior to Grade 9 cannot be used as core courses.**
4. Obtain a minimum SAT or ACT test score as determined by a student's core grade point average in the classes noted above.
5. Graduate from high school.

To be a qualifier at a **Division II** institution, you must:

1. Graduate from high school.
2. Meet the grade-point average prescribed by NCAA in at least 14 core courses in the same areas noted above.
3. Present a minimum combined score on the SAT or ACT (sum of scores on the four individual tests).

**BE SURE TO ASK YOUR COACH AND GUIDANCE COUNSELOR ABOUT THESE NEW REQUIREMENTS OR CONTACT THE NCAA NATIONAL OFFICE AT [www.ncaaclearinghouse.net](http://www.ncaaclearinghouse.net).**

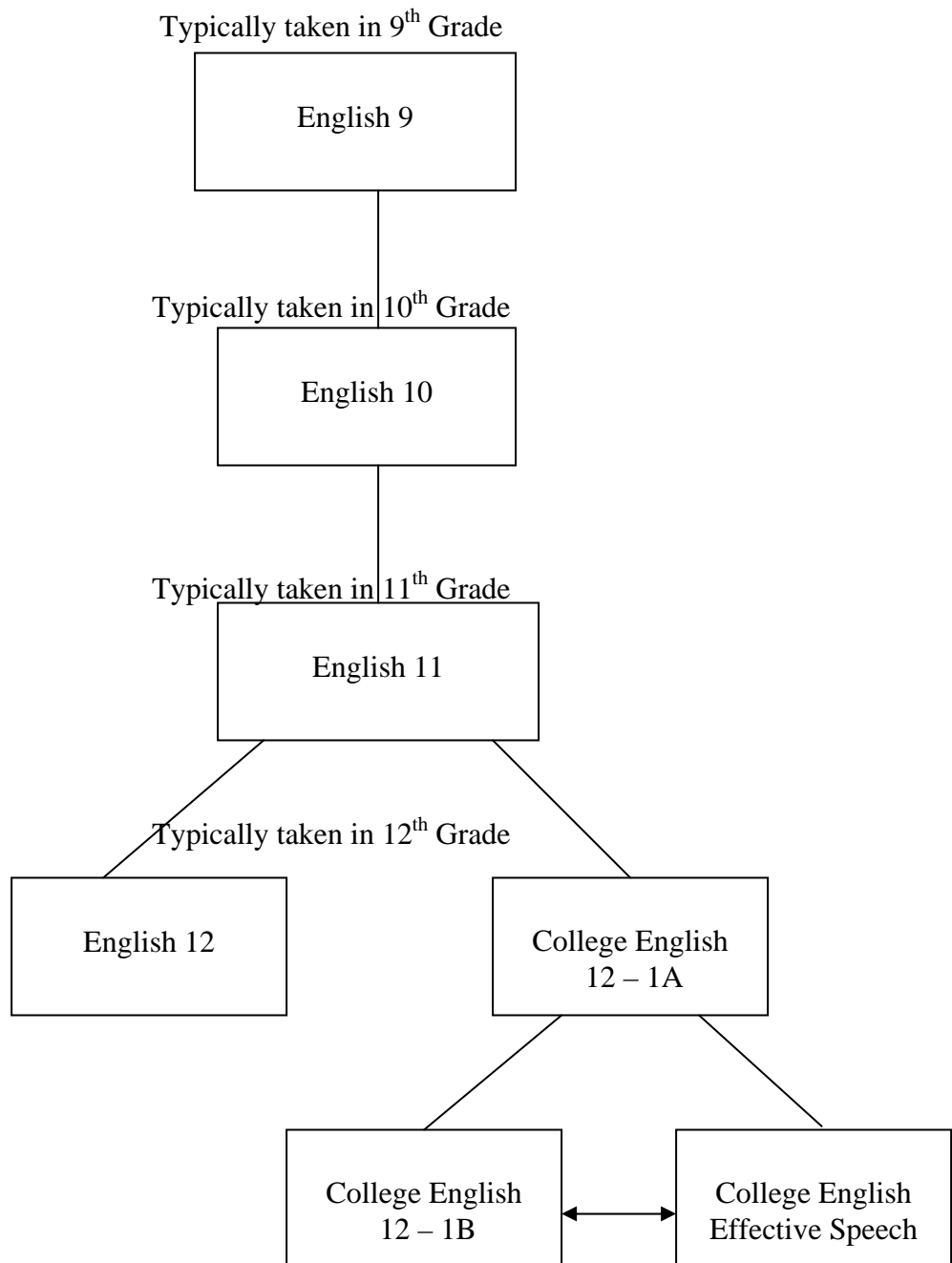
## NEW YORK STATE LEARNING STANDARDS

<p>The Arts</p> <p><b>Standard 1: Creating, Performing, and Participating in the Arts</b> Students will create and participate in various roles in the arts</p> <p><b>Standard 2: Knowing and Using Arts Materials and Resources</b> Students will be knowledgeable about and make use of the materials and resources available for participation in the arts in various roles.</p> <p><b>Standard 3: Responding to and Analyzing Works of Art</b> Students will respond critically to a variety of works in the arts, connecting the individual work to other works and to other aspects of human endeavor and thought.</p> <p><b>Standard 4: Understanding the Cultural Contributions of the Arts</b> Students will develop an understanding of the personal and cultural forces that shape artistic communication and how the arts shape diverse cultures.</p>	<p>Mathematics, Science, and Technology</p> <p><b>Standard 1: Analysis, Inquiry, and Design</b> Students will use mathematical analysis, scientific inquiry, and engineering design to pose questions, seek answers, and develop solutions.</p> <p><b>Standard 2: Information Systems</b> Students will access, generate, process, and transfer information using appropriate technologies.</p> <p><b>Standard 3: Mathematics</b> Students will understand, communicate, and apply mathematics in real world settings.</p> <p><b>Standard 4: Science</b> Students will understand and apply concepts, principles, and theories to the physical setting and living environment.</p> <p><b>Standard 5: Technology</b> Students will apply technological knowledge and skills to design, construct, use, and evaluate products and systems to satisfy needs.</p> <p><b>Standard 6: Interconnectedness</b> Common Themes: Students will understand the relationships and common themes that connect mathematics, science, and technology.</p> <p><b>Standard 7: Interdisciplinary Problem Solving</b> Students will apply the knowledge and thinking skills of mathematics, science, and technology to real-life problems.</p>
<p>Career Development and Occupational Studies</p> <p><b>Standard 1: Career Development</b> Students will be knowledgeable about the world of work, explore career options, and relate personal skills, aptitudes, and abilities to future career decisions.</p> <p><b>Standard 2: Integrated Learning</b> Students will show how academic knowledge and skills are used in the workplace and other settings</p> <p><b>Standard 3: Universal Foundation Skills</b> Students will demonstrate mastery of the foundation skills and competencies essential for success in the workplace.</p>	<p>Social Studies</p> <p><b>Standard 1: History of the United States and New York</b> Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the U.S. and NYS.</p> <p><b>Standard 2: World History</b> Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in world history.</p> <p><b>Standard 3: Geography</b> Students will use a variety of intellectual skills to demonstrate their understanding of how the United States and other societies develop economic systems and associated institutions to allocate scarce resources.</p> <p><b>Standard 5: Civics, Citizenship, and Government</b> Students will use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments; the governmental system of the United States and other nations.</p>
<p>English Language Arts</p> <p><b>Standard 1: Language for Information and Understanding</b> Students will listen, speak, read, and write for information and understanding.</p> <p><b>Standard 2: Language for Literary Response and Expression</b> Students will read and listen to oral, written, and electronically produced texts and performances from American and world literature</p> <p><b>Standard 3: Language for Critical Analysis and Evaluation</b> Students will listen, speak, read, and write for critical analysis and evaluation.</p> <p><b>Standard 4: Language for Social Interaction</b> Students will listen, speak, read, and write for social interaction</p>	<p>Languages Other than English (LOTE)</p> <p><b>Standard 1: Communication Skills</b> Students will be able to use a language other than English for communication.</p> <p><b>Standard 2: Cultural Understanding</b> Students will develop cross-cultural skills and understandings.</p>
<p><b>Health, Physical Education, and Home Economics</b></p> <p><b>Standard 1: Personal Health and Fitness</b> Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activities.</p> <p><b>Standard 2: A Safe and Healthy Environment</b> Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.</p> <p><b>Standard 3: Resource Management</b> Students will understand and be able to manage their personal and community resources.</p>	

**SECTION II**  
**ENGLISH**

**Regardless of post-graduation plans, critical communicative skills honed in English classes will prove beneficial. Reading, writing, listening, and speaking are lifelong skills everyone needs to possess. All students must successfully complete four years of English (four credits) and successfully complete a NYS Regents exam to graduate.**

A suggested sequence of study for **English** in grades 9 -12:



## **English 9**

**Credit: 1**

English 9 involves the study of Greek Mythology, drama, realistic fiction, short stories, and poetry. Students continue to develop skills of reading, writing, listening, and speaking in the context of tasks aligned with their next state assessment, the English Regents exam. Four book reports are required.

## **English 10**

**Credit: 1**

**Prerequisite: Successful completion of English 9**

This course requires intensive study of literature, including several novels, a play, poetry, short stories and nonfiction. Course work includes a concentration on essay writing related to the literature and to Regents test preparation. Supplementary course work includes the study of spelling, vocabulary, common English usage, memoir writing and reading practice. Two to four book projects are required.

## **English 11**

**Credit: 1**

**Prerequisite: Successful Completion of English 10**

American poetry, drama, short stories, nonfiction and novels are read, discussed and analyzed. Some of the full-length works studied are The Great Gatsby, Of Mice and Men, and The Crucible. Essay writing related to literature and nonfiction is emphasized, and note taking, outlining, vocabulary, and spelling skills are practiced at length. Students take the Comprehensive Regents Examination.

## **SAT/ACT Test Preparation**

**Credit: ½**

**Prerequisite: Students should be juniors or seniors, or have permission from the department chairperson.**

**\* Note: This course is offered during the school day and in the evening at no cost to the student. No school credit is given for the session in the evening.**

This class prepares students to take the SAT & ACT college entrance exams. The scores from one or more of these exams are necessary when applying to most four year colleges. Students learn test-taking strategies in ELA and math to increase their readiness for these exams. Students will benefit from instruction from both an ELA teacher and a math teacher.

## **English 12**

**Credit: 1**

**Prerequisite: Successful Completion of English 11**

This course covers a variety of literature including mysteries, music lyrics and Shakespearean drama. Other projects include the research assignments, speech communication, and a senior portfolio. Authentic assessment projects, cooperative learning activities, and independent work in reading, writing, listening and speaking are required.

## College Opportunities in English

Several college level English courses are in the English program through Cayuga Community College. A per credit fee is charged to participate in this class. During 2005-2006 the fee for a 3 credit course was \$125, some financial aid is available.

### English 12-1A (English 101)

**HS Credit:**                 $\frac{1}{2}$  per course

**College Credits:**        3 per course

**Prerequisite:** Successful completion of CCC placement exam and the recommendation of a member of the English Department

This course is designed to develop critical thinking skills, which are then applied to the writing of college-level essays. The course generally operates as a writing workshop, giving students the opportunity to select topics, develop each paper through a process of prewriting, writing, and revision, and provides a forum in which to interact with other student writers.

### English 12-1B (English 102)

**HS Credit:**                 $\frac{1}{2}$  per course

**College Credits:**        3 per course

**Prerequisite:** Successful completion of English 12 -1A

This course is an introduction to literature through original works of prose, fiction, poetry, and drama. It is designed to introduce the pleasures of reading literature, interpretive approaches to literature, and specialized terms which will enable students to articulate thoughts about what is read. Continuing the goals of English 101, this course will provide students with the opportunity to confidently read, write, and think, both critically and creatively, about literature.

### Effective Speech (English 221)

**HS Credit:**  $\frac{1}{2}$

**College Credits:** 3

**Prerequisite:** Successful completion of English 12-1A

This course focuses on the fundamentals of effective public speaking. It is designed to develop an ability to handle, with some ease and competence, the demands which confront the educated person: fundamental concepts, physical behavior on the platform, vocal quality, preparation, organization, development and delivery of basic types of public speeches.

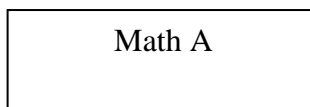
**SECTION III**  
**MATH**

More than 80% of Sodus graduates go on to study at two and four year colleges. High school math courses play an important role in the preparation of students for success at the collegiate level. All students must successfully complete three years of math (three credits) and successfully complete a NYS Regents exam in Math to graduate.

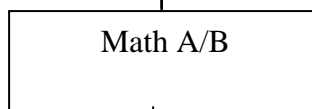
Students and parents should carefully review college handbooks to determine what math courses are required for specific programs of study in order to best determine the sequence of study that is most appropriate.

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

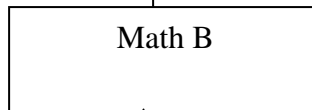
**Typically taken in 9<sup>th</sup> grade**



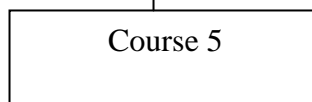
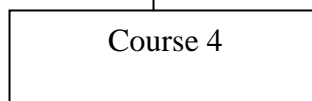
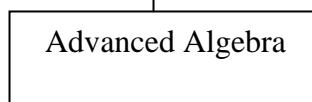
**Typically taken in 10<sup>th</sup> grade**



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



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





### **Math A/B Accelerated**

**Credit: 1**

**Prerequisite: For students coming from Math 8<sup>th</sup> accelerated.**

This course prepares students to challenge the Math A assessment in January and continue Math B accelerated. This is a rigorous course requiring daily homework and study. Topics include: solving equations, logic, logic proofs, operations with polynomials, algebraic fractions, congruence and transformations, ratio and proportion, probability, statistics, graphing equations, systems of equations, operations with radicals, quadratic equations, trigonometry of the right angle, locus, and constructions, geometric proofs, geometric inequalities, geometry of the circle, perpendicular and parallel lines, quadrilaterals, operations with number systems. Students take a locally developed final assessment at the end of the course representing the first third of Math B. **A TI-83 Plus graphing calculator is required.**

### **Math A**

**Credits: 1**

This is a rigorous course requiring daily homework and study. Topics include real numbers, operations and properties, problem solving, algebraic expressions, and geometric formulas, signed numbers, solving equations, logic, operations with polynomials, angle measure in geometry, congruence and transformations, ratio and proportion, probability, statistics, graphing linear functions and relations, and systems of linear open sentences in two variables. Students will take a local final in June. **A TI-83 graphing calculator is required.**

**Extended Math A is the Math A course taught over two full years of instruction. This extension allows more time for students to process the math concepts taught. The NYS Math A exam occurs in June at the end of Math A Extended (Year 2).**

### **Math A Extended (Year 1)**

**Credit: 1**

This course is designed to help students develop necessary skills for success in Math A. Topics include fractions, decimals, percents, integers, problem solving, bases exponents, algebraic expressions, geometric formulas, and open sentences. Students take a local final assessment, representing the work done in the first half of Math A.

### **Math A Extended (Year 2)**

**Credit: 1**

**Prerequisite: Successful completion of Math A Extended (1)**

This is a continuation of the course that prepares students for success on the Math A assessment. This is a rigorous course requiring daily homework and study. Topics include algebraic fractions, congruence and transformations, ration and proportion, probability and statistics, graphing equations, systems of equations, operations with radicals, quadratic equations, trigonometry of the right triangle, locus and constructions. The Math A exam is the final exam. **A TI-83 Plus graphing calculator is required.**

### **Math A/B**

**Credit: 1**

**Perquisite: Successful completion of Math A.**

This is a rigorous course and is excellent preparation for college mathematics. Topics include: algebraic fractions, graphing equations, systems of equations, operations with radicals, quadratic equations, trigonometry of the rights angle, locus, constructions, geometry and coordinates, logic proofs, geometric proofs, geometric inequalities, perpendicular and parallel lines, quadrilaterals, the rational numbers, rational expressions, the real numbers, geometry of the circle, relations and functions, and transformation geometry and functions. Students will take the math A regents in January and a local final exam in June representing Math B concepts. **A TI-83 Plus graphing calculator is required.**

### **Math B Accelerated**

**Credits: 1**

**Prerequisite: Successful completion of Math A Accelerated**

Topics include: relations and functions, trigonometric functions, trigonometric graphs, exponential functions, logarithmic functions, trigonometric applications, trigonometric equations and identities, the complex numbers statistics, probability, sequences, and binomial theorem. The NYS Math B exam is the final exam for this course. **A TI-83 Plus graphing calculator is required.**

### **Math B1**

**Credit: 1**

**Prerequisite: Successful completion of Math A assessment *and* 65 or higher final average in Math A OR a 65 or higher on the Math A assessment**

This is the first of a two-course sequence that prepares students to challenge the Math B assessment. This is a rigorous course and is excellent preparation for college mathematics. Topics include: geometry and coordinates, logic proofs, geometric proofs, geometric inequalities, perpendicular and parallel lines, quadrilaterals, the rational numbers, rational expressions, the real numbers, geometry of the circle, relations and functions, and transformation geometry and functions. Students take a locally developed final assessment at the end of the course representing the first half of Math B. **A TI-83 Plus graphing calculator is required.**

## **Math B2**

**Credit: 1**

**Prerequisite: Successful completion of Math B1**

This is a continuation of the course that prepares students for success on the Math B assessment. This is a rigorous course and is excellent preparation for college mathematics. Topics include: trigonometric functions, trigonometric graphs, exponential functions, logarithmic functions, trigonometric applications, trigonometric equations and identities, the complex numbers, statistics, probability, sequences, and binomial theorem. The NYS Math B assessment is the final exam. **A TI-83 Plus graphing calculator is required.**

## **Pre-Math B**

**Credit: 1**

**Prerequisite: Successful completion of Math A and the Math A Regents**

This course is designed for students who **do not** plan to take the Math B Regents exam but who desire additional college preparation in math. Topics include: logic proofs, rational expressions, geometry of a circle, rational and real numbers, transformation geometry and coordinates, relations and functions, functions and transformation geometry, trigonometric functions, statistics, and probability. A locally developed final exam is given in June.

## **Math in the Science World**

**Credit: ½**

**Prerequisite: Successful completion of Math A**

Using graphing calculator technology such as Calculator Based Ranger (CBR) and Calculator Based Laboratory (CBL), math skills to aid in the success of Chemistry, Earth Science and Physics are explored through hands on activities.

**The following courses can be used as a third credit of Math:**

## **Math Applications**

**Credit: ½**

**Prerequisite: Successful completion of Math A**

This course incorporates mathematical concepts, such as Venn Diagrams, signed numbers, logic, linear equations and polynomials, geometry, ratio and proportion, probability, math systems, graphing, and trigonometry with real, everyday applications. These applications may include, but are not limited to, auto base pricing, advertising, time zones, sports, profit, body fat, travel, taxes, sales, investment, clock math, painting a wall, job hunting, and wall decorating using the “*Golden Rule*”.

## **World of Technology**

**Credit: 1**

**Prerequisite: Successful completion of 2 math credits.**

In building a project, what are the mathematical, scientific and technological considerations? This question, and others, will be answered through hands-on problem-solving projects combining mathematics, scientific and technological concepts. Areas of exploration will include real world applications of aerodynamics, lasers, alternative energy, plus many more.

**Accounting**  
**Credit: 1**

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

## College Opportunities in Math

Several college-level Math courses are available through Cayuga Community College. A per credit fee is charged to participate in this class. During 2005-2006 the fee for a 3 credit course was \$125, and \$145 for a four credit course. Some financial aid is available.

### Advanced Algebra (Math 104)

**HS Credit:**  $\frac{1}{2}$

**College Credits:** 3

**Prerequisite:** Math 102 or equivalent

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

### Course 4 (Pre-calculus) (Math 106)

**HS Credit:**  $\frac{1}{2}$

**College Credits:** 3

**Prerequisite:** Math 104 or equivalent

This course completes the study of algebraic and trigonometric skills necessary for the successful study of calculus. Trigonometric functions and identities are applied to analytic geometry. Systems of equations and inequalities are solved using algebraic, graphical and matrix/determinant methods. Theory of equations, including remainder, factor and De Moivre's theorem are used to study and help in graphing of equations. This course introduces series and sequences (arithmetic and geometric), the binomial theorem and mathematical induction. **A scientific calculator is required.**

### Course 5 (Calculus)(Math 108)

**HS Credit:** 1

**College Credits:** 4

**Prerequisite:** Math 106 or equivalent

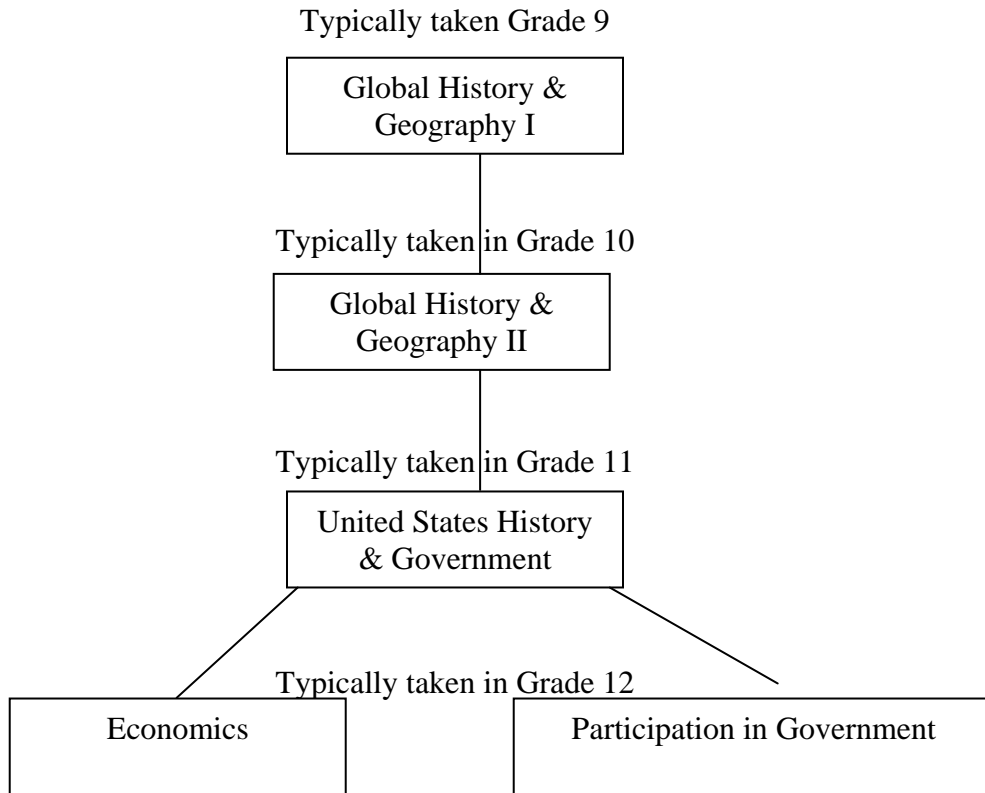
Studies include functions, properties of limits and continuity, derivatives with applications to related rates, maximum/minimum and curve sketching, the chain rule, differentials, the mean value theorem, Newton's Method, integration with applications to plane areas, volumes of solids of revolution by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

**SECTION IV**  
**SOCIAL STUDIES**

**At Sodus Central School, more than 80% of our seniors that go on to college. Within the Social Studies department, we have developed a program that will prepare students to be successful at the collegiate level. All students must successfully complete four years of Social Studies (4 credits) and successfully complete the NYS Regents in Global History and Geography and U.S. History and Government in order to graduate**

**Beyond the basic requirements, there are a number of electives offered to the students of Sodus through the Social Studies department. Upon entering their junior year, students may participate in a number of college credit bearing courses offered through Cayuga Community College. This often reduces the course load for college freshman.**

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



## **Global History & Geography I**

**Credit: 1 per course**

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

## **Global History & Geography II**

**Credit: 1 per course**

**Prerequisite: Global History & Geography I**

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

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

**Credit: 1**

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

**Participation in Government and Economics are required courses that must be taken by all seniors to meet the NYS graduation requirement.**

## **Participation in Government**

**Credit: ½**

**Prerequisite: Open to seniors only.**

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

## **Economics**

**Credit: ½**

**Prerequisite: Open to seniors only.**

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

## **High School Electives in Social Studies:**

### **Psychology**

**Credit:** ½

**Prerequisite:** Open to students in grades 11-12, or approval of department chair

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

### **Criminal Justice**

**Credit:** ½

**Prerequisite:** Open to students in grades 11-12, or approval of department chair

This course blends a general overview of the American justice system with topical approaches to issues facing American society. The topics range from juvenile delinquency to the evolution of the American justice system. Each unit stresses the role of the citizen, as well as various techniques concerning crime prevention.

### **Diversity in America (A Comparative Study of Multicultural History)**

**Credit:** ½

**Prerequisite:** Open to students in grades 11-12, or approval of department chair

This course is a comparative study of American history from multi-perspectives, with a concentration on the value of ethnic groups. The course framework is part of a district initiative, called “Opening Doors,” that focuses on tolerance and multicultural interests. The curriculum is a synthesis of ethnic studies, Sociology, Economics, and activism. With an emphasis on “authentic history,” the subject matter blends the cultural aspects of people, events and ideas to develop an overall inclusive history.



## **College Opportunities in Social Studies**

Several college level Social Studies courses are in the Social Studies program through Cayuga Community College. A per credit fee is charged to participate in this class. During 2005-2006 the fee for a 3 credit course was \$ 125. Some financial aid is available.

### **European History I (History 101)**

**HS Credit: None**

**College Credits: 3**

**Weeks: 20**

**Prerequisite: Open to students in Grades 11-12, others with department chairperson permission.**

A topical approach to western civilization addresses outstanding political, social, intellectual and economic issues. This course focuses on the cultures of Europe from classical antiquity to the 17th century, but may extend beyond those chronological limits to allow for appropriate in-depth historical treatment. A series of clinical reports, as extensions of the human experience, serve as guidelines for the present. The course is designed to be more than past politics, kings and chronologies, but “past everything.” Although the topics deal with only one part of the world, this is not Eurocentrism, but rather a desire to increase understanding of our historical record.

### **American Government (Political Science 102)**

**HS Credit: None**

**College Credits: 3**

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

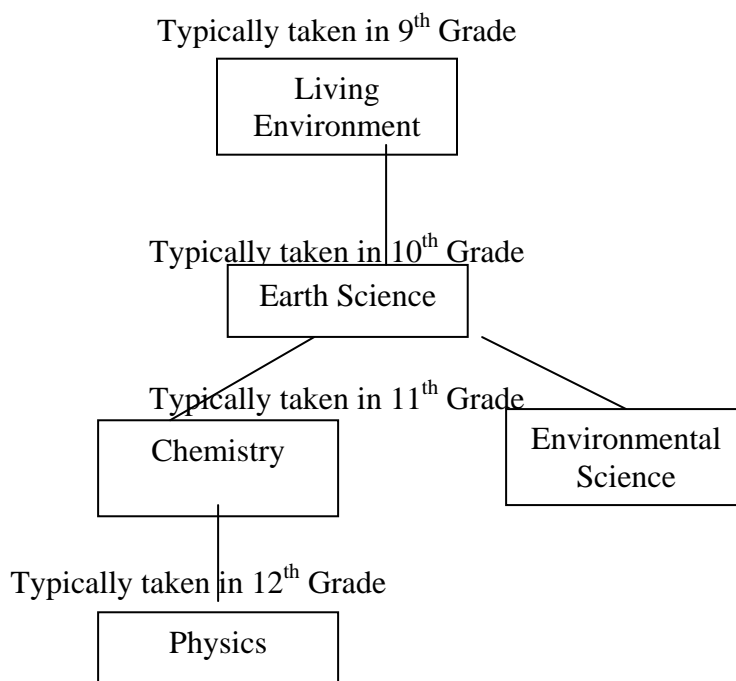
This course introduces the national system of government and politics and describes, analyzes and explains the political process in America as it relates to the national government. Studies include the legislative, executive and judicial branches, the operation of parties and elections, the role of law and the courts, public policy-making and the formulation of diplomatic and military policy. The course provides an understanding of the way the behavior of Congressional Members, Supreme Court Justices and ordinary citizens influences formulation of government policies.

**SECTION V**  
**SCIENCE**

**More than 80% of Sodus graduates go on to study at two or four year colleges. High school science courses play an important role in the preparation of students for success at the collegiate level. We strongly recommend that Sodus students complete a minimum sequence of science courses that includes: living environment, earth science, and chemistry.**

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

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



## Living Environment

**Credit: 1**

This course follows the N.Y.S. Living Environment core curriculum and covers cell biology, life processes, species diversity, genetics, evolution, human reproduction and development, human immunology, and ecology. This is a laboratory course requiring the completion of the N.Y.S. lab requirement. **The Regents exam is the final exam for this course and all students take the exam.**

## Earth Science

**Credit: 1**

This course follows the NYS syllabus and addresses Geology, Meteorology, Astronomy, and Oceanography. Activities and investigations using charts, photographs, graphs, and tables are used to develop and apply critical thinking process skills. Through an inquiry approach using basic process skills, students develop an understanding of the processes that keep changing our environment. This is a laboratory course requiring the completion of the N.Y.S. lab requirement. **The Regents exam is the final exam for this course and all students take the exam.**

## Chemistry

**Credits: 1**

**Prerequisite: Successful completion of Math A Regents**

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

## Physics

**Credits: 1**

**Prerequisite: Successful completion of Math A**

This course examines many of the areas of interest in describing physical systems. Topics include mechanics (the study of motion and the forces that cause it), energy, electricity, magnetism, waves, light, optics and nuclear physics. This is a laboratory course requiring the completion of the N.Y.S. lab requirement. **The Regents exam is the final exam for this course and all students take the exam.** For a fee, it may be taken for college credit. (see below)

## Environmental Science

**Credits: 1**

**Prerequisites: Successful Completion of Living Environment and Earth Science class.**

A hands on course designed for juniors and seniors, which investigates the relationships between science, technology, society and our environment. Students are involved in real environmental issues of local concern. Focus is on the importance of the environmental stewardship and the connection between the management of the individual's responsibility to his/her surroundings. A local final exam is presented.

**The following course can be used as a third credit of Science:**

**World of Technology**

**Credits: 1**

**Prerequisites: Successful completion of 2 Science credits**

In building a project, what are the mathematical, scientific and technological considerations? This question, and others, will be answered through hands-on problem-solving projects combining mathematics, scientific and technological concepts. Areas of exploration will include real world applications of aerodynamics, lasers, alternative energy, plus many more.

### **College Opportunities in Science**

Two college level Science courses are available through Cayuga Community College. A per credit fee is charged to participate in this class. During 2005-2006 the fee for a 4 credit course was \$145. Some financial aid is available.

#### **Human Biology I (Bio 203) (Fall):**

**HS Credit: 1 per course**

**College Credits: 4 per course**

**Prerequisite/co requisite: Successful completion of Living Environment and Regents Chemistry.**

This course studies human anatomy and physiology encompassing cell, tissues, skeleton system, muscle physiology, the nervous system and special and somatic senses.

#### **Human Biology II (Bio 204) (Spring)**

**HS Credit: 1 per course**

**College Credits: 4 per course**

**Prerequisite/co requisite: Successful completion of Human Biology I**

A continuation of the study of human anatomy and physiology, the topics include circulatory, respiratory, urinary, endocrine, and reproductive and digestive systems and water, electrolyte and PH balance.

**The district is anticipating offering Physics through Finger Lakes Community College.** A per credit fee is charged to participate in this class. For 2006-2007, the anticipated fee for a 4 credit course is \$140. Some financial aid is available.

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

**HS Credit: .5**

**College Credits: 4**

**Prerequisites: Open to students in grades 11 and 12 with an 80% (B) or better GPA.**

**Enrollment exceptions are made on a case-by-case basis by the Director of Secondary Programs.**

A non-calculus course with laboratory. Includes vectors, motion in two dimensions, force laws, conservation principles and thermodynamics.

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

**HS Credit: .5**

**College Credit: 4**

**Prerequisites: Physics I. Open to students in grades 11 and 12 with an 80% (B) or better GPA.**

**Enrollment exceptions are made on a case-by-case basis by the Director of Secondary Programs.**

The continuation of College Physics I. Topics include oscillations, sound, light, optics, electricity, and magnetism.

**SECTION VI**  
**LANGUAGE OTHER THAN ENGLISH**

More than 80% of Sodus graduates go on to study at two and four year colleges. High school language courses play an important role in the preparation of students for success at the collegiate level. We strongly recommend that Sodus students complete a minimum sequence of three high school credits in Languages other than English (Spanish) the includes: Spanish I, Spanish II and Spanish III. Students and parents should carefully review college handbooks to determine what how much language is required for specific programs of study. Many colleges require students to earn 6 college credits in a foreign language. Taking Spanish 103 and 104 in high school would fulfill that requirement. Knowing another language is advantageous for almost all area of employment.

**Spanish 1**

**Credit: 1**

**Prerequisite: None**

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

**Spanish 2**

**Credit: 1**

**Prerequisite: Successful completion of Spanish 1**

This is level 2 in the comprehensive study of the Spanish language. The goal is to increase proficiency in speaking, listening, reading and writing skills.

**Spanish 3**

**Credit: 1**

**Prerequisite: Successful completion Spanish 2**

This is the level 3 course in the continuing program toward proficiency in the Spanish language. At the end of the course the state Regents exam is given.

**Spanish 4**

**Credit: 1**

**Prerequisite: Successful completion of Spanish 3**

This course is for advanced study beyond the Regents requirement. This course is also available for any student who passes the Level 3 course but does not pass the Regents exam in Spanish. For a fee, it may be taken for college credit. (see below)

**Spanish 5**

**Credit: 1**

**Prerequisite: Spanish 4**

This course is for advanced study beyond the Regents requirement. For a fee, it may be taken for college credit. (see below)

### College Opportunities in Spanish

Two college level Spanish course are available through Cayuga Community College. A per credit fee is charged to participate in this class. During 2005-2006 the fee for a 3 credit course was \$125. Some financial aid is available.

**Spanish 4 (Span 103) (full year):**

**HS Credit: 1**

**College Credit: 3**

**Prerequisite: Success on the Comprehensive Regents examination.**

This course is for advanced study beyond the Regents requirement. This course is also available for any student who passes the Level 3 course, but does not pass the regents exam in Spanish.

**Spanish 5 (Span 104) (full year):**

**HS Credit: 1**

**College Credits: 3**

**Prerequisite: Successful completion of Spanish 104**

This course is for advance study beyond the Regents requirement.



## SECTION VII ART

**The Visual Arts engage all students in education, from those who are already considered successful and are in need of greater challenges, to those who are at risk of not realizing their own potential for success. The Visual Arts enable students to make new connections, develop self discipline, mentally organize and retrieve information, and utilize critical thinking and problem solving skills, a strong, sequential arts education program promotes the growth of a successful individual in an area of college study.**

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

**Past graduates, earning an art major at Sodus, have gone on to prestigious art schools including but not limited to, Pratt, Parsons, Boston Museum School, RISD (Rhode Island School of Design), and the Art Institutes. Our past graduates have become successful professional in their fields of study; College Professors, Art historians, Graphic Designers, Architects, Museum Curators and nationally renown working artists.**

### **Studio Art**

**Credit: 1**

**Prerequisite: None**

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

Studio Art is a comprehensive foundation course which meets the high school graduation requirement. The course focuses on the Elements of Art and the Principles of Design. A variety of media is explored: Printmaking, Textiles, Computer Graphics, Sculpture, Painting, and Drawing. Students create art work as well as study art of the past and present throughout a variety of cultures. Sketch book assignments are homework and are assigned weekly. Grades are determined by projects, class participation, written assignments, quizzes and homework.

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

### **Engineering & Drawing Level I**

**Credit: 1**

**Prerequisite: Successful completion of Math 8 and open to students in grades 9-12.**

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

This course is a technical course with three major components in the instructional area including engineering, drawing and architectural drafting. Students also develop technical lettering skills and proficiency in the use of drafting equipment, scales, building specifications and design. The second segment focuses on computer-assisted drafting (CAD) using AutoCAD Release 14 and Auto Cad 2000 software. Engineering drawing and architectural skills are developed and expanded using the computer as a drawing tool. In addition, students draw house floor plans and elevations that can be used for blueprints for the construction of a house. The third segment includes freehand drawing, drawing perspectives, renderings, and pen and pencil sketching.

### **Creative Crafts:**

**Credit: 1**

**Prerequisite: Successful completion of Studio Art or grade 10-12 status.**

This course is designed for the student that is interested in the arts as a creative outlet but not necessarily pursuing it as a career. This course gives students the confidence to be active in the arts enabling them to develop a life-long passion to create. Students use a variety of media and techniques, including but not limited to batik, tie-dye, painted floor cloths, clay tiles, stenciling, stained glass, glass bead making, jewelry, papermaking, macramé, and weaving. A sketchbook and a study of history and design are required. This course is both fun and challenging in its application of the principles of design. Grades are determined by projects, class participation, written assignments, quizzes and homework. Students enrolled in Creative Crafts can earn credits for level 1, 2 or 3 as determined by the instructor.

### **Drawing and Painting:**

**Credit: 1**

**Prerequisite: Successful completion of Studio Art**

This course is designed for the disciplined art major who is interested in developing drawing and painting skills. This course is a must for students who plan to pursue art in college. Life drawing skills are emphasized: figure drawing, portraits, still life, etc. This course investigates the history of 20<sup>th</sup> century art, its imagery and purpose. All traditional drawing and painting mediums are explored. Grades are determined by projects, class participation, written assignments, quizzes and homework. Students enrolled in Drawing and Painting can earn credits for level 1, 2 or 3 as determined by the instructor.

### **Sculpture:**

**Credit: ½**

**Prerequisite: Successful completion of Studio Art**

This course is designed for the student who would like to work three-dimensionally with a variety of materials and techniques. Both traditional and non-traditional materials are explored, including but not limited to plaster, wood, wire, found object, papermaking, clay and mixed media. Techniques such as carving, casting, and building on an armature are discovered. The student will be exposed to multicultural, historical and contemporary views and themes. Grades are determined by projects, class participation, written assignments, quizzes and homework. Students enrolled in Sculpture can earn credits for level 1, 2, or 3 as determined by the instructor.

### **Photo Imaging:**

**Credit: ½**

**Prerequisite: Successful completion of Studio Art. Seniors are to be given priority status.**

This course introduces the basics of black and white still photography and alternative approaches with photographic images, including but not limited to printmaking, book making, photo transfers, etc. The student completes a number of assignments on the use of a 35mm camera system using a technical and aesthetic approach. The student learns darkroom techniques producing finished prints for critiques. The student studies both the history of photography and researches individual photographers. Grades are determined by projects, class participation, written research assignments, and tests.

\* Not a substitute for the Studio Art Graduation requirement.

## **Computer Graphics:**

**Credits:** ½

**Prerequisite:** Successful completion of Studio Art or Grade 10 – 12 status

This course is designed for the student who is interested in computer created images. It is taught both in the computer lab and in the art room. The primary focus is on the use of Photoshop, but not exclusively. Students create computer images, books, CD covers, package designs, short videos and animation. Specific assignments are given and basic design principles are used. Grades are determined by projects, class participation, written assignments, quizzes and homework. Students enrolled in Computer Graphics can earn credit for Level 1, 2 and 3 as determined by the instructor.

**SECTION VIII**  
**CAREER & TECHNOLOGY EDUCATION**

**Computer Applications**

**Credit: 1**

Keyboarding is designed to develop control of the computer keyboard using the touch-typing method. Students learn touch-typing through several methods, including the use of “Type to Learn” software and concentrate on improving keyboarding speed, accuracy, and document formatting. Students also learn Microsoft Office applications. Class participation is mandatory by producing “hands on activities.” Students have daily assignments that may require time outside of class during “open” computer lab time.

For a fee this course can be taken for college credit. (see below)

**Desktop Publishing**

**Credit: 1**

**Prerequisite: Successful completion of Computer Applications AND 11<sup>th</sup> or 12<sup>th</sup> grade standing.**

This course is for the student who wishes to become proficient with desktop publishing using Adobe PageMaker and MS Word software. Students gain the technical skills needed to create newsletters, greeting cards, event programs, restaurant menus, advertisements, brochures, letterheads, and a variety of other professional-looking documents and publications using principles of layout and design. This course also offers the opportunity to learn how to use scanners, digital cameras, and the placement of graphics into documents. Students participate in the production of actual yearbook pages for both the Middle School and High School yearbooks. Approximately 90% of class time is spent on production activities/projects. This course is recommended for students who enjoy working on the computer and have successfully completed computer applications.

**Career Education**

**Credit: ½**

This course is designed to help students in their exploration of career options. Students align their personal goals and academic plans with their career interests. A “CHOICES” interest inventory is completed by each student. Extensive work is done in applying academic, personal and occupational skills to resume building, interviewing, career exploration and planning, and using technology to assist career exploration. Shadowing placements are provided consistent with student plans.

**Accounting-HS**

**Credit: 1**

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

**This course can be used for the third unit of credit in math.**

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

## **Leadership In Action**

**Credit: 1/2**

In this one-semester elective students will experience the true meaning of leadership. Students will:

- ★ Research leaders in our community and our world.
- ★ Develop their own individual leadership style through hands-on activities
- ★ Coordinate, volunteer for, and evaluate projects designed to foster a connections within the entire school community.
- ★ Develop skills in communication, self-awareness, self-esteem, stress management, human relations, team-building, and meeting skills.

Students who participate in this course will have a direct and dramatic effect on the culture of our school district. They will learn skills sets that will help them in all aspects of their lives.

For a fee this course can be taken for college credit. (see below)

## **World of Technology**

**Credit: 1**

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

**This course can be used for the third unit of credit in science or math.**

In building a project, what are the mathematical, scientific and technological considerations? This question, and others, will be answered through hands-on problem-solving projects combining mathematics, scientific and technological concepts. Areas of exploration will include real world applications of aerodynamics, lasers, alternative energy, plus many more.

## **Engineering & Drawing Level I**

**Credit: 1**

**Prerequisite: Successful completion of Math 8 and open to students in grades 9-12.**

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

This course is a technical course with three major components in the instructional area including engineering, drawing and architectural drafting. Students also develop technical lettering skills and proficiency in the use of drafting equipment, scales, building specifications and design. The second segment focuses on computer-assisted drafting (CAD) using AutoCAD Release 14 and Auto Cad 2000 software. Engineering drawing and architectural skills are developed and expanded using the computer as a drawing tool. In addition, students draw house floor plans and elevations that can be used for blueprints for the construction of a house. The third segment includes freehand drawing, drawing perspectives, renderings, and pen and pencil sketching.

## **Advanced Engineering & Drawing**

**Credit: 1**

**Prerequisites: Successful completion of Engineering Drawing I and open to students in grade 10-12.**

Instruction and activities include the application of a CAD system to design and draw. The course explores the various uses, advantages and impacts of computer design systems on technical endeavors including engineering fields, architectural and commercial applications. Useful as a compliment to all technology and art instruction and for vocational and pre-college preparation. In Engineering Drawing II and III, students will become proficient at a variety of AutoCAD™ 2004 drafting applications. The drafting applications include 3D modeling and architecture. AutoCAD™ 2004 is the "industry standard" of CAD programs. Students interested in a CAD related career (CAD technician, architect, designer, and engineer) or those interested in learning how to draw using a computer would benefit from this class. Advanced Engineering & Drawing is a continuation of Engineering & Drawing I. Students enrolled in Advanced Engineering & Drawing can earn credit for Level II or III as determined by the instructor. For a fee this course can be taken for college credit. (see below)

## **Materials & Production**

**Credit:** ½

This is a basic, hands-on course using many different materials (wood, metal, plastic) and tools to build projects in class. The focus for instruction is competency in the use of a variety of technology equipment.

## **Woodworking**

**Credit:** ½

This introductory woodworking course acquaints the student with the essential principles of woodworking. Topics include wood technology, use of hand tools, portable power tools and basic machinery. Emphasis is placed on proper technique, safety and shop policies for the woodworking facility. By constructing projects, each student develops knowledge of gluing, joinery, fasteners, sanding, staining, finishing and craftsmanship.

## **Basic Electricity**

**Credit:** ½

Students learn the concepts and applications of the following as it is related to basic electricity: careers, safety, solar power, atoms, electrons, electrical charges, circuits, voltage, current, conductors, power, insulators, Ohm's Law, power formulas, series circuits, parallel circuits, capacitors, magnetism, electromagnetic induction, residential wiring, outlets, switches, and AC/DC conversion. This course has a theory-based foundation with hands-on practice and projects to reinforce the learned concepts. Past projects included: soldering circuit boards, hot dog cookers, solar pizza ovens, doorbells, buzzer boxes, pinball machines, and robotic cars.

## College Opportunities in Business and Technology

**The district is anticipating offering two college level courses in Business and technology are available through Finger Lakes Community College. For 2006 – 2007 the anticipated cost for a 3 credit course is \$120 (4 credit course is \$140) some financial aid is available.**

### Accounting – College (Principles of Financial Accounting - ACC 101)

**HS Credit: 1**

**College Credits: 4**

**Prerequisites: Open to students in grades 11 and 12 with an 80% (B) or better GPA. Enrollment exceptions are made on a case-by-case basis by the Director of Secondary Programs.**

The emphasis of this introductory course is to develop an understanding of accounting information systems for the business entity and for the individual. The basic concepts, procedures, business documents, and financial statements are included as they relate to the accounting cycle. Analysis of business decisions is stressed for the internal and external aspects of the business.

### Computer Applications (Micro-Computer Applications I, II and III -CSC 134, 135, 136)

**HS Credit: 1**

**College Credits: 3**

**Prerequisites: Open to students in grades 11 and 12 with an 80% (B) or better GPA. Enrollment exceptions are made on a case-by-case basis by the Director of Secondary Programs.**

**Core Word –** This course is designed to teach the student Word, a Microsoft Office application software product. The course will include topics appropriate to prepare the student to take the MOS (Microsoft Office Specialist) certification test upon completion. Topics covered include file management, creating and formatting documents, styles and templates, tables, desktop publishing features, web publishing features, mail merge, and collaboration.

**Core Excel –** This course is designed to teach the student Excel, a Microsoft Office application software product. The course will include topics appropriate to prepare the student to take the MOS(Microsoft Office Specialist) certification test upon completion. Topics covered include file management, creating and formatting spreadsheets, formulas and functions, creating and formatting charts, sorting and filtering lists, pivot tables and charts, data consolidation across spreadsheets, collaboration, web publishing features, and an introduction to macros.

**PowerPoint –** This course is designed to teach the student PowerPoint, a Microsoft Office application software product. The course will include topics appropriate to prepare the student to take the MOS(Microsoft Office Specialist) certification test upon completion. Topics covered include file management, creating and formatting presentation materials such as slides, shows and handouts, creation and modification of slide masters and design templates, adding tables, graphics, clip art, charts and animation to presentations, and the automation of slide shows.

**College Opportunities in Business and Technology** (continued)

**Leadership in Action (Dynamics of Leadership - BUS 140)**

**HS Credit: .5**

**College Credit: 3**

**Prerequisites: Open to students in grades 11 and 12 with an 80% (B) or better GPA. Enrollment exceptions are made on a case-by-case basis by the Director of Secondary Programs.**

This course is a management course wrapped in a voyage of self-discovery. Through the critical study of proven leadership theories and their practical applications, students will develop leadership styles, focus their values and beliefs, develop communication and interpersonal skills, strengthen decision-making and problem-solving abilities, and awaken the leader within. Students will be encouraged to embrace and develop a leadership style best suited to their individual personality, attributes, and temperament.

**Advanced Engineering and Drawing I (TECH 105)**

**HS Credit: 1**

**College Credit: 3**

**Prerequisites: Open to students in grades 11 and 12 with an 80% (B) or better GPA. Enrollment exceptions are made on a case-by-case basis by the Director of Secondary Programs.**

Introduction to tools and techniques. Use of instruments, lettering, free-hand sketching, theories of projection, application of orthographic projection principles to prepare multi-view drawings. Pictorial drawings, sectioning, basic dimensioning. Introduction to Mechanical, Architectural, and Electrical drawing.

**Advanced Engineering Drawing II (TECH 106)**

**HS Credit: 1**

**College Credit: 3**

**Prerequisites: Open to students in grades 11 and 12 with an 80% (B) or better GPA. Enrollment exceptions are made on a case-by-case basis by the Director of Secondary Programs.**

A continuation of Engineering Drawing I with emphasis on microcomputer-aided drafting. Topics include extensive 2D drawing techniques and an introduction to 3D drawing techniques.



**SECTION IX**  
**HEALTH & PHYSICAL EDUCATION**

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

**Health**

**Credits: 1/2**

Health examines various health issues and problems in society. Units of focus include mental health, drug & alcohol prevention, healthy relationships, human sexuality, nutrition and exercise. Emphasis in all units is placed on the decision-making process as it relates to healthy choices. The course culminates with a fitness contest promoting and evaluating good diet and exercise habits.

**Physical Education**

**Credits: 1/2**

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

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

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

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

## SECTION X MUSIC

**More than 80% of Sodus graduates go on to study at two and four year colleges. According to a 2000 Georgia Tech study, a student who participates in at least one elective music course is 4-5 times more likely to stay in college than the general student population (Dr. Denise C. Gardner, Georgia tech 2000). Music courses at Sodus High School help to create a well-rounded and balanced student.**

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

### **Band**

**Credit: 1**

**Pre-requisite:** Successful completion of Middle School Band or by approval of instructor.

The Sodus High School Band is comprised of students in grades 9 – 12. All Students who participate in band make a commitment to participate in the concert band portion of the program. Each student will be required to attend weekly lessons to develop music concepts ensure proper preparation for upcoming performances. All areas of performance are stressed, including technique, tone, intonation, repertoire, and demeanor. Concert attendance is a course requirement.

### **Choir**

**Credit: 1**

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

### **Concert Band & Chorus**

**Credit: 1**

A combination of band and choir.

### **Select Choir**

**Credit: ¼**

**Prerequisite: Selection by Audition**

This class meets once every four days from 2:10 – 3:00 p.m. All areas of performance are stressed and concert attendance is a course requirement. Students must be a member of the choir. Students must pass an audition to be a part of this group. This choir travels on a group tour every other year.

### **Jazz Band**

**Credit:** ¼

**Prerequisite:** Selection by Audition.

This class meets once every four days from 2:10 – 3:00 p.m. All areas of performance are stressed, and concert attendance is a course requirement. Students must be a member of the band. Students must pass an audition to be a part of this group.

### **Music Theory I**

**Credit:** 1

**Pre-requisite:** Successful completion of one year of Band or Chorus and current participation in Band or Chorus or approval of instructor.

Development of music skills and musicianship, singing and ear training, music composition & dictation are taught in this class.

### **Piano Keyboarding**

**Credit:** ½

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

**SECTION XI**  
**CAREER EXPLORATION/VOLUNTEER EXPERIENCE**

**Career Exploration**

**Credit: ½ for 60 hours of documented supervised work**

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

Juniors and seniors may take advantage of a credit bearing work-study program through the School-to-Career Partnership Program. The School-to-Career Partnership Program links students to work in the school and community. The student's placement must be related to the student's career goal. Students working off-campus must have their own reliable transportation or work within walking distance of the school campus. Students driving to and from their Career Exploration placements must have parental consent forms on file before beginning work. There are many different placements within the school facility and out in the community that provide excellent experiences for young adults who are interested in exploring a possible career area.

The requirements for this course includes a minimum of 60 hours of documented supervised work, work related written assignments and a time-log. Supervisors complete an evaluation of the students overall work performance. The grading criteria for this course include student's attendance, quality of work, supervisor feedback, written assignments, and completed time-logs.

**Volunteer Experience**

**Credit: ½ for 60 hours of documented supervised work**

**Prerequisite: Open to students in grades 10, 11 and 12**

Students may choose to volunteer in a classroom to work with students in need of additional help with schoolwork. In addition, students may choose to volunteer to perform tasks for teachers such as copying, creating bulletin boards, or preparing materials for future lessons. Supervisors evaluate the student's basic job skills (i.e., initiative, work attitude, quality of work, dependability, etc.) Students are required to maintain a time-log for hours of work completed. All documented hours can be carried over from one school-year to the next.

The requirements for credit in this course include a minimum of 60 hours of documented supervised work and maintaining a time-log. Students receive a **S-Satisfactory** or **U-Unsatisfactory** on report cards indicating success for the work completed. Volunteer hours can be used for scouting projects, National Honor Society, and for documented community service for some college scholarships.

## SECTION XII VOCATIONAL PROGRAMS

Juniors and seniors may elect to enroll in a half-day technical program at B.O.C.E.S. Students in good academic standing can be enrolled in a program that offers training in their chosen career field. B.O.C.E.S. vocational programs are as follows:

- Animal Science
- Auto Body Repair
- Automotive Technology
- Carpentry
- Cosmetology
- Criminal Justice
- Culinary Arts
- Drafting/Computer Aided Design (CAD)
- Early Childhood Education
- Electrical Trades
- Information Systems Technology
- Health Dimensions
- Metal Trades
- Network Technician
- Power Mechanics/Conversation

### Senior Only Programs

- New Vision Medical Careers

Descriptions for each of these programs follow:

### Animal Science

The Animal Science Program prepares students for a wide range of careers related to animal care. Students receive instruction in veterinary care, nutrition, animal anatomy, physiology and animal behavior. The classroom houses many domestic and exotic pets. Students operate a grooming parlor which is used as a learning model for the handling and caretaking of animals.

### Units of Study

- Animal Handling and Restraints
- Breed Identification
- Animal Nutrition
- Anatomy and Physiology
- Large Animal
- Medicine
- Pet First Aid
- Animal Behavior

## **Auto Body Repair I & II**

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

### **Units of Study**

Painting & Refinishing  
Structural Analysis  
Non-Structural Analysis and Damage Repair  
Estimating  
Welding & Metal Fabrication

## **Automotive Technology I & II**

Automotive Technicians are in high demand. From computerized diagnostics to hands on repair, students in the Auto Technology Program learn to service and maintain all types of cars and light trucks. The course worked is based on the National Automotive Technician Excellence Foundation (NATEF) standards which follow the Automotive Service Excellence (ASE) standards. The Finger Lakes Center has received national certification (NATEF). The Wayne Center's national certification is currently pending.

### **Units of Study**

Brakes  
Electronic Systems  
Engine Performance  
Suspension and Steering  
NYS Inspection

## **Carpentry I & II**

The Carpentry Program is a combination of hands-on skill development and technical training that uses the most up-to-date equipment and resource materials. The program employs a standardized curriculum that was developed by experts in the construction trades industry through the National Center for Construction Education and Research (NCCER). Students build a variety of large projects as part of their first-year experience and then move to off campus job sites in their second year to continue upgrading their skills.

### **Units of Study**

Fundamentals of Carpentry Construction  
Stationary Machines, Hand and Power Tools  
Safety  
Framing  
Exterior Finishes  
Interior Systems  
Cabinet Making

## **Cosmetology I & II**

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

### **Units of Study**

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

## **Criminal Justice I & II**

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

### **Units of Study**

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

## **Culinary Arts I & II**

The Culinary Arts Program is focused on preparing all students to meet the challenges of employment and continuing education in the culinary field. Practical experience is gained in the classroom in a fully equipped commercial-style kitchen. Students are encouraged to explore the wide variety of career opportunities the food service industry has to offer. Guest speakers from local businesses and food-related careers are also invited to speak with students. The Culinary Arts Program coursework meets the national standard set by the American Culinary Federation. The Wayne Center's national certification is pending.

### **Units of Study**

Nutrition

Meal Planning

Sanitation

Catering

Dining Room Service

Food Production

Baking & Cake Decorating

## **Drafting/CAD I & II**

The Drafting/CAD Program develops students' skills in architectural, mechanical and Computer Aided Design (CAD). Students learn manufacturing design, model building, house designing and drawing, presentation drawing and technical illustration.

### **Units of Study**

AutoCAD Release 2005

Blueprint Reading

Mechanical Desktop

AutoCAD Inventor

Architectural Desktop

Mechanical Drawing Technology



## **Early Childhood Education I & II**

The Early Childhood Education Program challenges students to research, explore and experience the many career opportunities that involve working with children. Students learn about the physical, social, emotional and intellectual development of children while working in the Early Childhood Pre-School. Students further develop their knowledge as they complete field experiences in elementary schools, special education classrooms and day care centers. All students develop a portfolio that exhibits their finest work.

### **Units of Study**

Teamwork/Interpersonal Relations and Values  
Growth and Development  
Health and Safety  
Guidance and Self-Concept  
Healthy Lifestyles  
Child Observation and Evaluation

## **Electrical Trades I & II**

The purpose of the Electrical Trades Program is to prepare students for entry-level employment in the various electrical trades. Throughout the program, students gain daily practical experience working with residential, commercial and industrial wiring. In addition, the students have the opportunity to experience training to become a Network Cabling Specialist (C-Tech). At the Wayne Center, students explore alternative energy technologies.

### **Units of Study**

Electrical Safety  
Electrical Theory  
Introduction to Electrical Code  
Wiring Methods  
Motor Controls  
Blueprint Reading and Sketching

## **Health Dimensions I & II**

The first year of this program provides the basic knowledge and competencies considered common to careers in the health field. Students explore many areas of employment through discussion, field trips and hands-on experiences before choosing a specialized course of study. The first semester of the second year is comprised of Nurse Assistant training. Students are prepared to take the New York State Nurse Assistant's Exam. The second semester provides students with the opportunity to select specific course modules with supervised internships in selected health related facilities.

### **Units of Study**

Anatomy and Physiology  
Basic Patient Care  
Communication Techniques  
Decision Making  
Nutrition  
Geriatric Care  
Leadership Skills  
Medical Terminology

### **Information Systems Technology**

#### **High Tech Field-High Tech Training**

The Information Systems Technology Program is designed to give students core knowledge of information systems and their application to business practices including e-commerce. This course will help students develop skills in computer software and hardware fundamentals, web-based programming and web design techniques.

### **Units of Study**

Computer Architecture & Operation  
Advanced Windows Office 2000/XP  
Visual Basic for Applications (VBA)  
HTML  
Java Script  
Dream weaver / Flash

## **Metal Trades I & II**

The Metal Trades Program teaches to the National Institute for Metalworking Skills, Inc. national skills standard. Students learn to make components from blueprint to completion. Following the design phase, students utilize lathes, surface grinders, drill presses, and power saws. Upon successful completion of the program, students can earn Machining Level I certification. In addition, students learn how to weld using the many different welding processes.

### **Units of Study**

Blueprint Reading  
Layout/Bench Work  
Precision Machining  
Milling Machine Work  
Surface Grinding  
CNC Machine Operation  
MIG, TIG, ARC & Oxyacetylene Welding

## **Network Technician I & II**

If you want to be in demand by employers across the nation, become a network technician and enter an industry with tremendous job growth and salary potential. The Network Technician Program is open to all students who meet the entrance requirements and are willing to explore an exciting educational opportunity. The program features state-of-the-art computer and network labs. This is a one-year program at the Finger Lakes Center and a two-year program at The Wayne Center.

### **Units of Study**

Fundamentals of Computers  
Structured Cabling  
The OSI Model  
Routing Processes  
LAN and WAN Designs  
ISDN and Framework  
Customer Service

## **Power Mechanics/Conservation**

In the power mechanics portion of this course, students learn the operation, maintenance and repair of farm vehicles, earth moving equipment and small power equipment used in farm work, conservation and landscaping. Basic skills are developed in welding and troubleshooting. In the conservation portion, students learn skills in landscaping, forestry, fish and wildlife management. If appropriate, a student has the opportunity to prepare for a New York State commercial driver's license (CDL Class B).

### **Units of Study**

Operation and Maintenance of Heavy Equipment

Hydraulic Systems

Fuel Systems

Small Engine Service

Timber Cruising and Scaling

Surveying

ARC welding

## **New Vision Medical Careers**

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

### **Prerequisites:**

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

### **Curriculum**

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

## **Examples of Clinical Experiences**

Physical Therapy

Cardiology

Emergency Room

Occupational Therapy

Pharmacy

Family Birthing Center

Operating Room

**SODUS HIGH SCHOOL**  
**9TH GRADE COURSE SELECTION SHEET**  
**2006-2007**

Name: \_\_\_\_\_

Parent/Guardian Signature & Date: \_\_\_\_\_

1. Consider your interests, career intentions and future goals. Review the Course Handbook and then select courses you would like to take.
2. Rank these classes by writing a number on the line in front of the desired courses (1 is your highest interest, 2 is your next highest). You may select & rank only 2 classes.
3. Bolded classes are required and will be assigned to students at the correct grade level.
4. At the meeting with your Counselor and parent/guardian, your course selections will be finalized and your parent/guardian will be asked to sign this form. If your family does not come in for a meeting, this form will be mailed home for parent review and approval. It should then be returned to the Guidance Office with your parent/guardian signature and any changes noted.

**ENGLISH**

**English 9** (9)

**SOCIAL STUDIES**

**Global History & Geography I** (9)

**SCIENCE**

**Living Environment** (9)

**MATH (See note below)**

**Math A** (9)

**Math A Extended 1** (9)

**Math A/B Accelerated** (9)

**LANGUAGES OTHER THAN ENGLISH**

**Spanish 1** (9)

**ART**

\_\_\_\_\_ Studio Art (9-12)

\_\_\_\_\_ Engin. & Drawing Level 1 (9-12)

**CAREER & TECHNICAL EDUCATION**

\_\_\_\_\_ Career Education [.5] (9-12)

\_\_\_\_\_ Engin. & Drawing Level I (9-12)

\_\_\_\_\_ Materials & Prod. [.5] (9-12)

\_\_\_\_\_ Basic Electricity [.5] (9-12)

\_\_\_\_\_ Computer Applications (9-12)

\_\_\_\_\_ Leadership In Action [.5] (9-12)

\_\_\_\_\_ Woodworking [.5] (9-12)

**MUSIC**

\_\_\_\_\_ Band (9-12)

\_\_\_\_\_ Chorus (9-12)

\_\_\_\_\_ Concert Band & Chorus (9-12)

\_\_\_\_\_ Select Choir [.25] (9-12)

\_\_\_\_\_ Jazz Band [.25] (9-12)

\_\_\_\_\_ Piano Keyboarding [.5] (9-12)

(Entrance into Select Choir and Jazz Band is by audition)

**HEALTH**

**HEALTH [.5]** (9-12)

**PHYSICAL EDUCATION**

**Physical Education [.5]** (9-12)

**Placement in the appropriate Math A class will be made by teacher recommendation.**

**Course offerings are subject to a minimum of 15 students in a class and the budgetary process.**

**SODUS HIGH SCHOOL**  
**HIGH SCHOOL COURSE SELECTION SHEET**

**2006-2007**

Name: \_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_

Proposed Diploma Type: \_\_\_\_\_

Date: \_\_\_\_\_

Contingent on: \_\_\_\_\_

1. Consider your interests, career intentions and future goals. Review the Course Handbook and then select courses you would like to take.
2. Bolded classes are required and will be assigned to students at the correct grade level.
3. Rank these classes by writing a number on the line in front of the courses (1 is your highest interest, 2 is your next highest, etc.). 9th graders select & rank 3 classes; 10th and 11th graders select 6 classes (BOCES, a half-day program, counts as 4 classes, all others count as one, except [.5] classes count as 1/2).
4. At the meeting with your Counselor and parent/guardian, your course selections will be finalized and your parent/guardian will be asked to sign this form. If your family does not come in for a meeting, this form will be mailed home for parent review and approval. It should then be returned to the Guidance Office with the parent/guardian signature and any changes noted.

\* =has prerequisite    \$=College credit class with a fee    ()=Grade level in which the class can be taken

Required classes are in **Bold**    *Italicized* classes can be taken in additional years for additional credit.

**ENGLISH**

_____	* <b>English 10</b>	(10)
_____	* <b>English 11</b>	(11)
_____	SAT/ACT Test Prep. [.5]	(11-12)
_____	* <b>English 12</b>	(12)
_____	*\$ English 12-1A [.5]	(12)
_____	*\$ English 12-1B [.5]	(12)
_____	*\$ Effective Speech [.5]	(12)

**SOCIAL STUDIES**

_____	* <b>Global History &amp; Geo. II</b>	(10)
_____	* <b>U.S. History/Government</b>	(11)
_____	* <b>Part. In Gov't. &amp; Economics</b>	(12)
_____	Psychology [.5]	(11-12)
_____	Criminal Justice [.5]	(11-12)
_____	Diversity in America [.5]	(11-12)
_____	\$ European History I [.5]	(11-12)
_____	\$ American Government [.5]	(11-12)

**SCIENCE**

_____	* <b>Earth Science</b>	(10-12)
_____	* Chemistry	(11-12)
_____	*\$ Physics	(11-12)
_____	* Environmental Science	(11-12)
_____	* World of Technology	(11-12)
_____	*\$ Human Biology I	(11-12)
_____	*\$ Human Biology II	(11-12)

**MATH**

_____	* Math A Extended 2	(10-12)
_____	* Math A/B	(10-12)
_____	* Math B Accelerated	(10-12)
_____	* Math B1	(11-12)
_____	* Math B2	(11-12)
_____	* Pre-Math B	(11-12)
_____	* Math in the Science World [.5]	(11-12)
_____	* Math Applications [.5]	(11-12)
_____	* World of Technology	(11-12)
_____	* Accounting-HS	(11-12)
_____	*\$ Advanced Algebra [.5]	(11-12)
_____	*\$ Crs 4 (Pre. Calculus) [.5]	(11-12)
_____	*\$ Crs 5 (Calculus)	(12)

**CAREER & TECHNICAL EDUCATION**

_____	\$ Computer Applications	(9-12)
_____	* Desktop Publishing	(10-12)
_____	Career Education [.5]	(9-12)
_____	Accounting-HS	(11-12)
_____	\$ Leadership In Action [.5]	(9-12)
_____	* World of Technology	(11-12)
_____	Engin. & Drawing Level 1	(9-12)
_____	*\$ <i>Adv. Eng. &amp; Draw. Level</i> ____	(10-12)
_____	Materials & Production [.5]	(9-12)
_____	Woodworking [.5]	(9-12)
_____	Basic Electricity [.5]	(9-12)
_____	*\$ Accounting-College	(12)

**ART**

_____	Studio Art	(9-12)
_____	Engin. & Drawing Level 1	(9-12)
_____	* Creative Crafts	(10-12)
_____	* <i>Drawing and Painting Level</i> ____	(10-12)
_____	* <i>Sculpture Level</i> ____ [.5]	(10-12)
_____	* Photo Imaging [.5]	(10-12)
_____	* <i>Comp. Graphics Level</i> ____ [.5]	(10-12)

<b>MUSIC</b>					
_____	Band	(9-12)			
_____	Chorus	(9-12)	<b>LANGUAGES OTHER THAN ENGLISH</b>		
_____	Con. Band & Chorus	(9-12)	_____ *	Spanish next level	(10-12)
	Select Choir [.25]	(9-12)	<b>PHYSICAL EDUCATION</b>		
	Jazz Band [.25]	(9-12)		<b>Taken every year [.5]</b>	(9-12)
_____	* Music Theory I	(10-12)	<b>HEALTH</b>		
_____	Piano Keyboarding [.5]	(9-12)		<b>Health [.5]</b>	(9-12)
<b>CAREER/TECHNICAL EDUCATION (BOCES)</b>			<b>WORK EXPERIENCE</b>		
_____	Animal Science I & II	(11-12)	_____	Career Exploration	(11-12)
_____	Auto Body Repair I & II	(11-12)	_____	Volunteer Exper.	(10-12)
_____	Auto. Technology I & II	(11-12)	<b>Course offerings are subject to a minimum of 15 students in a class and the budgetary process.</b>		
_____	Carpentry I & II	(11-12)			
_____	Cosmetology I & II	(11-12)			
_____	Criminal Justice I & II	(11-12)			
_____	Culinary Arts I & II	(11-12)			
_____	Drafting/CAD I & II	(11-12)			
_____	Early Child. Ed. I & II	(11-12)			
_____	Electrical Trades I & II	(11-12)			
_____	Health Dimension I & II	(11-12)			
_____	Information Systems Tech.	(11-12)			
_____	Metal Trades I & II	(11-12)			
_____	Network Tech. I & II	(11-12)			
_____	Pwr. Mech./Conv. I & II	(11-12)			
_____	New Vision Medical Cr.	(12)			

