



*Sodus High School
Course Description Handbook
2007-08*



A special thank you to Elizabeth Terry and her students, Tina Wheeler and Tyler Baker, for creating the cover of our 2007-2008 Course Description Handbook.

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.

2007-2008
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	5281
Nelson Kise, Middle School Principal.....	5212
Julie Gelina, Primary School Principal.....	5282
Eugene Hoskins, High School Principal.....	5280

Department Chairpersons

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

Connie Osborne, English.....	6609
Ellen Robertson, Math	6803
Deborah Brown, Science	6217
Tim Padden, Social Studies	6611
Angela Lay, Special Education.....	6716
Tammy Buehler, Art Director.....	6603
Lisa Marie Miller, Music Director.....	6229
Tim Reynolds, Physical Education Director	6216
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.

SCHOOL 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 Sheahan.....Counselor Grades 9–12, A-Mc6122
- Mrs. Wendy FinnCounselor Grades 9–12, Md–Z.....6123

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

Main Office 483-5212

- Mrs. Shara LeonardCounselor Grades 6-85232

WHERE TO GO FOR HELP:

If you:	Then go to:
Need to be excused from school	Main Office/Health Office
Need textbooks	Classroom teacher
Need a locker	Main Office
Need a PE locker	PE teacher
Have lost or found articles	Main Office
Need to borrow lunch money	Main Office
Need a work permit	Main Office
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 20, 2006
Teacher recommendation as appropriate	November 20, 2006
Scheduling information shared with students	November, 2006
Students/Parents meet with counselor to make selections for the following year	November 2006 – February 2007
Student selections finalized and course selection sheet signed by student, parent/guardian and counselor.	February 16, 2007
Course verification form sent home.	March, 2007
Summer school results received/student programs adjusted	August, 2007
Students receive schedules in meetings at school	August, 2007
Schedules mailed home for students who didn't attend meetings at school.	August, 2007
All schedule changes other than errors or additions must follow established drop/add procedures	Designated dates in late August 2007
No schedule changes except for level changes and extenuating circumstances	Changes made no later than September 14, 2007

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; and technology electives
- BOCES** **5 credit major** – successfully completing a two-year BOCES vocational program
- Business** **5 credit major** – successfully completing 5 business courses

Course Requirements

Most students will meet graduation requirement within the traditional four year program. 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>9th grade</u>	<u>Credits</u>	<u>11th 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	* PE	.5
* PE	.5	* Spanish	1
* Art/Music	1	Elective (art, music, tech, business, social studies)	<u>2</u>
	<u>6.5 credits</u>		7.5 credits
<u>10th grade</u>	<u>Credits</u>	<u>12th 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	1		
Elective (art, music, tech, Business)	<u>1</u>		7.5 credits
	7.5 credits		

Please Note

All courses require a minimum enrollment of fifteen students. Courses that fall short of this enrollment **will not** be offered in the 2007-08 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:

10th Grade – 4.5 earned credits

11th Grade - 10 earned credits

12th 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 (AIS)

New York State requires that students identified through state testing as being “at-risk” for not graduating be provided with AIS. Students will be scheduled as required.

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 and staffing 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 Schedule Change and Drop/Add 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. Meet with the Principal in order to obtain approval.
4. Achieve a score of least 85% on the designated examination.
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 should consult with their Guidance Counselor. When deemed appropriate and feasible by the Principal, and with parental approval, 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 will be offered, given adequate interest. Most of these college credit classes are offered through **Cayuga Community College**. The fee for these classes for the 2006-2007 school year was \$110 (for 3 credit hours) and \$125 (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 I	Bio. 203	4	1.0
Human Biology II	Bio. 204	4	1.0
European History II	Hist. 102	3	.5
American Studies	Hist. 202	3	.5

The following is a list of college courses the District's anticipates will be offered through **Finger Lakes Community College**. The anticipated fee for these classes is \$105 (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>School</u>	<u>College Title</u>	<u>College Credits</u>	<u>High Credits</u>
Accounting II	Accounting 101	4	1
Computer Applications	CSC 134, 135 & 136	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

For a **Regent's Diploma** a score of **65 or higher is always required on all of the following Regents exams**. Students who entered **9th grade prior to September 2005** are eligible for a **local diploma** if they obtain a grade of at least 55-64 on all required Regents exams. Students who enter **9th grade in September 2005** are only eligible for a **Local Diploma** if they score a **65 or higher on two required exams and a 55-64 on the other required exams**. Students who enter **9th grade in September 2006** are only eligible for a **Local Diploma** if they score a **65 or higher on 3 required Regents exams and a 55 or higher on the remaining 2 exams**. Finally, students who enter **9th grade in September 2007** are only eligible for a **Local Diploma** if they score a **65 or higher on 4 of these exams and a 55-64 on the fifth exam**. It is the district's goal for students to retake Regents exams until they have obtained mastery on the exam.

- Math A or Integrated Algebra 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 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 or the Geometry & Trigonometry exams
- 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: This is the highest level of diploma. Requirements for this diploma go beyond those for a Regents diploma.

Regents Diploma: To obtain this, students must pass all required Regents exams and pass the third year Regents exam in a foreign language. For students who do not elect to continue a foreign language, the substitution of a five credit vocational major is possible.

Local Diploma: To obtain this, students can score between 55-64 on designated Regents exams, or if applicable, successfully complete the safety net testing. See page 12 for further information on the availability of this diploma.

Individualized Educational Program (IEP) Diploma: All students with a disability have a right to an education through the school year in which they turn 21 years of age. The goal is for all students to reach the New York State standards. An IEP diploma can be awarded through the Committee on Special Education process when a student has completed four or more years of high school, has met the goals on their IEP and has demonstrated readiness to transition out of the school setting.

Graduation Requirements

The State of New York is gradually changing the graduation requirements. The year that students enter 9th grade determines the set of graduation requirements that they need to fulfill. Some 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 will be computed to determine marking period averages. The grades will be weighted depending on their credit bearing status. A course that earns a .5 credit will have half the weight than that of a 1 credit course. (Example: Living Environment 1st quarter grade is 90% and the 1st quarter grade in Physical Education is 60%. The marking period average based on these two grades would be 80%. This would be computed by adding $90+90+60 = 240$. $240/3 = 80\%$)

Final Grade Calculations for Semester Courses

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

Final Grade Calculations for Full Year Courses

- 1st 10 week marking period grade = 20%
- 2nd 10 week marking period grade = 20%
- 3rd 10 week marking period grade = 20%
- 4th 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 minimum score to earn course credit. Failure to earn at least the minimum score will require students to retake the course in summer school or during the regular school year. Students, who entered 9th grade in September of 2005, need to pass at least two of these exams by achieving a score of 65 or higher. Students entering 9th grade in September 2006 need to score a 65 or higher on three exams while those entering 9th grade in September 2007 need this score on four exams in order to graduate.

Core exams are:

- NYS Math A Integrated Algebra
- 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 9th grade and following the end of each semester for grades 10-12. Numerical 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, where applicable, 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 average. 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. For laboratory science classes, the student must meet the minimum laboratory requirement in order to test out. 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

Regents 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 Guidance Counselors. Foreign exchange students and students receiving an IEP diploma will not be included in the ranking.

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 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 absence 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, 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. 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 Main 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 Main 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 or www.collegeboard.org.
- **Senior Year:**
 - Apply for all 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 where students and/or parents might have affiliations.

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.

College Applications

Counselors will assist students with completing their college applications. As all colleges require an academic transcript, students should bring all completed paper college applications to the Guidance Office. A transcript will then be inserted and the applications mailed for the student. When an application is submitted electronically, the student needs to notify his/her counselor so that a transcript can be submitted.

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 their first year, student must:

1. Apply and be identified as eligible for participation in Division I or II athletics. Apply on line at www.ncaasclearinghouse.net. A fee paid to NCAA of \$50 is required. Counselors may waive the Clearinghouse fee if the student has previously qualified for and received a waiver of the ACT or SAT fee.
2. Provide the NCAA with an official school transcript (which your 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 16 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)
One additional credit in English, Mathematics or Science - one year
Three additional credits 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 REQUIREMENTS OR CONTACT THE NCAA NATIONAL OFFICE AT www.ncaaclearinghouse.net.

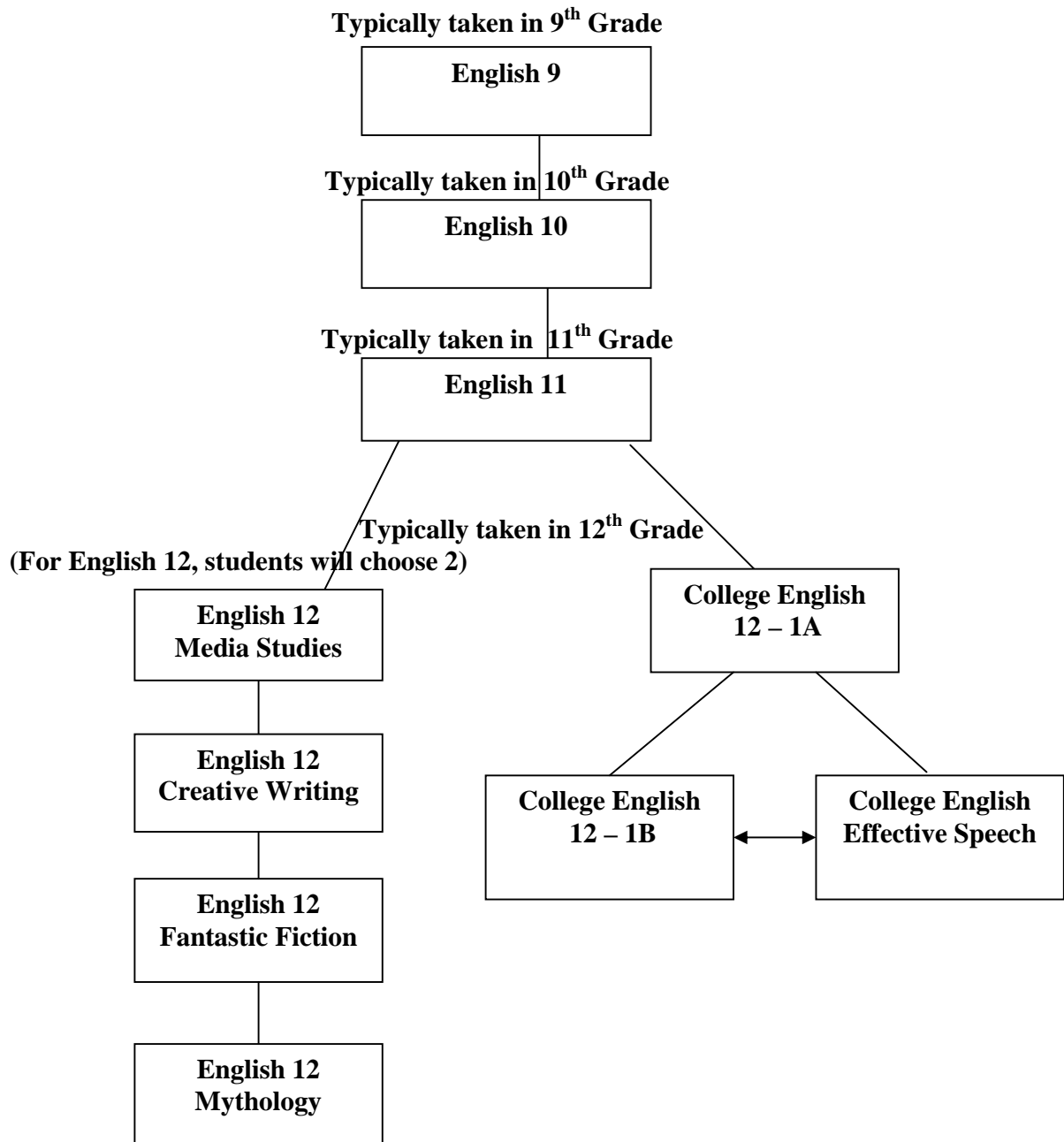
NEW YORK STATE LEARNING STANDARDS

<p>The Arts</p> <p>Standard 1: Creating, Performing, and Participating in the Arts Students will create and participate in various roles in the arts</p> <p>Standard 2: Knowing and Using Arts Materials and Resources Students will be knowledgeable about and make use of the materials and resources available for participation in the arts in various roles.</p> <p>Standard 3: Responding to and Analyzing Works of Art 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>Standard 4: Understanding the Cultural Contributions of the Arts 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>Standard 1: Analysis, Inquiry, and Design Students will use mathematical analysis, scientific inquiry, and engineering design to pose questions, seek answers, and develop solutions.</p> <p>Standard 2: Information Systems Students will access, generate, process, and transfer information using appropriate technologies.</p> <p>Standard 3: Mathematics Students will understand, communicate, and apply mathematics in real world settings.</p> <p>Standard 4: Science Students will understand and apply concepts, principles, and theories to the physical setting and living environment.</p> <p>Standard 5: Technology Students will apply technological knowledge and skills to design, construct, use, and evaluate products and systems to satisfy needs.</p> <p>Standard 6: Interconnectedness Common Themes: Students will understand the relationships and common themes that connect mathematics, science, and technology.</p> <p>Standard 7: Interdisciplinary Problem Solving 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>Standard 1: Career Development 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>Standard 2: Integrated Learning Students will show how academic knowledge and skills are used in the workplace and other settings</p> <p>Standard 3: Universal Foundation Skills Students will demonstrate mastery of the foundation skills and competencies essential for success in the workplace.</p>	<p>Social Studies</p> <p>Standard 1: History of the United States and New York 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>Standard 2: World History 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>Standard 3: Geography 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>Standard 5: Civics, Citizenship, and Government 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>Standard 1: Language for Information and Understanding Students will listen, speak, read, and write for information and understanding.</p> <p>Standard 2: Language for Literary Response and Expression Students will read and listen to oral, written, and electronically produced texts and performances from American and world literature</p> <p>Standard 3: Language for Critical Analysis and Evaluation Students will listen, speak, read, and write for critical analysis and evaluation.</p> <p>Standard 4: Language for Social Interaction Students will listen, speak, read, and write for social interaction</p>	<p>Languages Other than English (LOTE)</p> <p>Standard 1: Communication Skills Students will be able to use a language other than English for communication.</p> <p>Standard 2: Cultural Understanding Students will develop cross-cultural skills and understandings.</p>
<p>Health, Physical Education, and Home Economics</p> <p>Standard 1: Personal Health and Fitness Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activities.</p> <p>Standard 2: A Safe and Healthy Environment Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.</p> <p>Standard 3: Resource Management 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. Students will receive a grade of pass/fail for this course.

Note: Students will fulfill their English 12 requirements by taking 2 electives from these four choices:

English 12 Media Studies

Credit: ½

Prerequisite: Successful completion of English 11, or approval of department chair.

Media Studies is a course based on inquiry that considers the nature and effects of mass media upon individuals and society. The course involves analyzing TV, film/video, news media, advertising, radio and music while focusing on the impact of written, spoken/sung, and visual communication. Analysis will take into consideration issues such as perspective, censorship, bias and propaganda.

English 12 Creative Writing

Credit: ½

Prerequisite: Successful completion of English 11, or approval of department chair.

Creative Writing is, first and foremost, the imaginative use of language. Writing creatively results in a greater awareness of the power of words to transmit truth and evoke deep emotion. It also leads to a more acute understanding and appreciation of literature. While conventions are the utmost importance, this course will emphasize vividness, concreteness, precise diction, and sensitivity in the students' writing.

English 12 Fantastic Fiction

Credit: ½

Prerequisite: Successful completion of English 11, or approval of department chair.

Fantastic Fiction: Do you dream up worlds of wonder? Are you a sci-fi channel fan? A devotee of H.P. Lovecraft, Edgar Allan Poe, Shirley Jackson, or Stephen King? If so, Speculative Fiction is your genre, and this is your course. Speculative Fiction is the genre of pure invention: it includes fantasy, science fiction, alternative history, horror, and magical realism. In this class, we will explore its conventions by analyzing representative works from the masters. Finally, we will apply what we've learned to our own creative works, resulting in at least one quality piece of speculative fiction by the end of the course.

English 12 Mythology

Credit: ½

Prerequisite: Successful completion of English 11, or approval of department chair.

Mythology: This course focuses on Greek and Roman mythology and its importance in literature, philosophy and culture. We will explore various aspects of mythology and the impact of this classical literature on modern day society. A major outcome of this course is to improve the students' ability to understand and enjoy imaginative literature which, is the product of these ancient belief systems, while analyzing its relevance.

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 2006-2007 the fee for a 3 credit course was \$110, 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

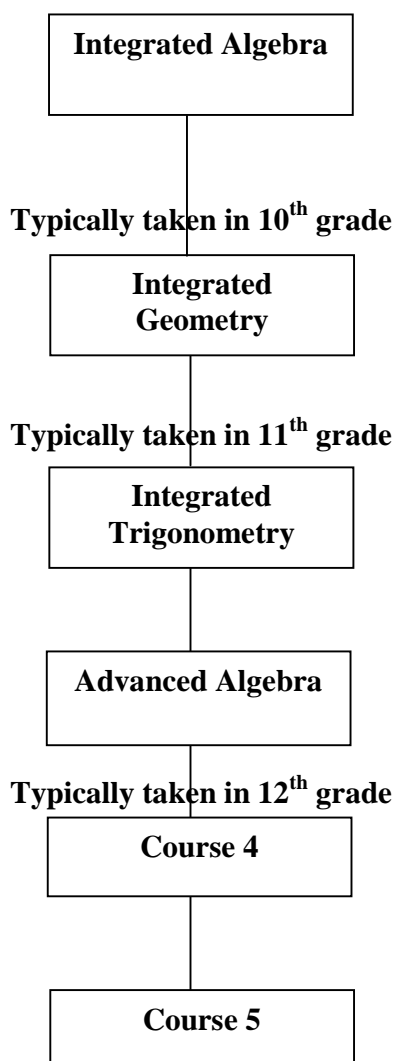
More than 80% of Sodus graduates go on to study at two and four year colleges. High school math courses play an important role in the preparation of students for success at the collegiate level. All students must successfully complete three years of math (three credits) and successfully complete a NYS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

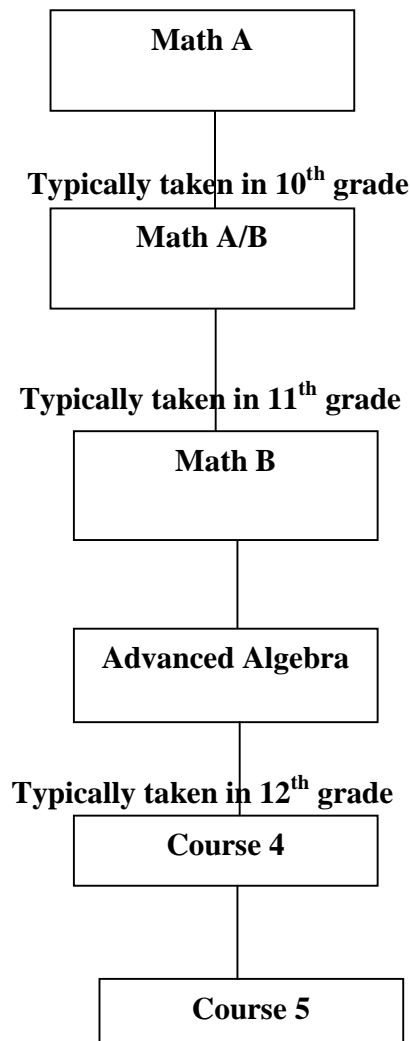
Beginning 9th grade 2007-2008

Typically taken in 9th grade



Began 9th grade prior to 9/07

Typically taken in 9th grade



Integrated Algebra

Credit: 1

Prerequisite: For students coming from Math 8th accelerated

This course represents the beginning of the new NYS sequence for mathematics. Topics include: solving equations, operations with polynomials, algebraic fractions, ratio and proportion, probability, statistics, graphing equations, systems of equations, operations with radicals, quadratic equations, solving linear inequalities, and trigonometry of the right triangle. The NYS Integrated Algebra Regents is the final exam for this course. **A TI-83 Plus graphing calculator is required.**

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. Topics include algebraic fractions, congruence and transformations, ratio and proportion, probability and statistics, graphing equations, systems of equations, operations with radicals, quadratic equations, trigonometry of the right triangle, locus, and constructions. This course requires daily homework and study. The Math A exam 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 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 right 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 A/B Accelerated

Credit: 1

Prerequisite: For students coming from Math 8th 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 B 1-2

Credit: 1

Prerequisite: Completion on Math A and the Math A Regents exam

This course represents the first two-thirds of the Math B course. Topics include: geometry and coordinates, triangle congruence, geometric inequalities, parallel and perpendicular lines, quadrilaterals, rational expressions, real numbers, circles, relations and functions, transformational geometry, trigonometric functions, trigonometric graphs, exponential functions, and logarithmic functions. This course requires daily homework and study. Students will take a locally developed final assessment for this course. **A TI-83 Plus graphing calculator is required.**

Math B 2-3

Credit: 1

Prerequisite: Successful completion of Math A/B and the Math A Regents exam

This course represents the second two-thirds of the Math B course. Topics include: transformational geometry and functions, trigonometric functions and graphs, exponential functions, logarithmic functions, trigonometric applications, trigonometric equations and identities, complex numbers, statistics, and probability. This course requires daily homework and study. The NYS Math B exam is the final exam for this course. **A TI-83 graphing calculator is required.**

Math B 3

Credit: .5

Prerequisite: Successful completion of Math B 1-2

This course represents the final third of the Math B course. Topics include: trigonometric applications, trigonometric equations and identities, complex numbers, statistics and probability. This course requires daily homework and study. The NYS Math B exam is the final exam for this course. **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. This course requires daily homework and study. The NYS Math B exam is the final exam for this course. **A TI-83 Plus graphing calculator is required.**

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, wall decorating, and job hunting.

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. Students will receive a grade of pass/fail for this course.

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 I

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 2006-2007 the fee for a 3 credit course was \$110, and \$125 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 TI-83 Plus graphing 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 TI-83 Plus graphing calculator is required.**

Course 5 (Calculus)(Math 108)

HS Credit: 1

College Credits: 4

Prerequisite: Math 106 or equivalent

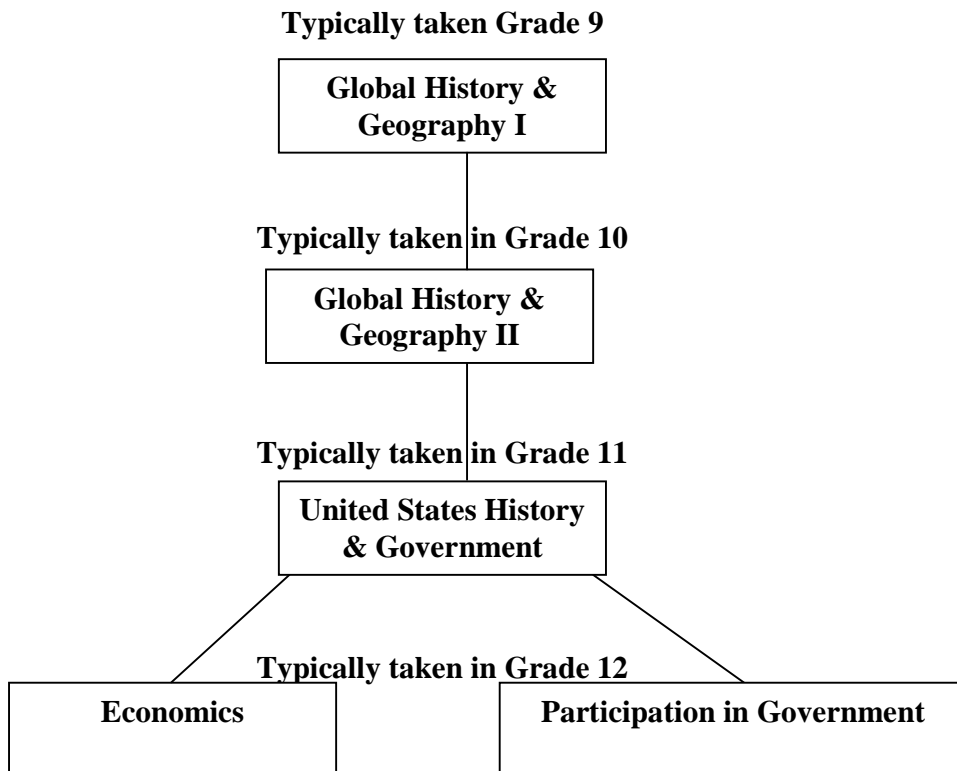
Studies include functions, properties of limits and continuity, derivatives with applications to related rates, maximum/minimum and curve sketching, the chain rule, differentials, the mean value theorem, Newton's Method, integration with applications to plane areas, volumes of solids of revolution by disk, shell, and cross sections. Differentiation and integration of exponential and logarithmic functions are applied to growth and decay. **A TI-83 Plus graphing calculator is required.**

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

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

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 10-12, or approval of department chair

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

Criminal Justice

Credit: ½

Prerequisite: Open to students in grades 10-12, 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

Credit: ½

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

This course is a comparative study of American history from a variety of diverse ethnic and cultural groups. The focus of the course will deal with racial issues through a historical lens. Students will examine the many challenges as well as contributions that have faced the variety of ethnic groups within our nation. Such topics that may be discussed in this course, but not limited to, include: Native American culture and treatment, slavery, women's rights movements, the impact of the Holocaust, the civil rights era, and current issues. The class would include guest speakers, a hands on research project, and an open forum to freely discuss concerns/issues that affect our society.

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 2006-2007 the fee for a 3 credit course was \$ 110. Some financial aid is available.

European History II (History 102)

HS Credit: None

College Credits: 3

Weeks: 20

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

Surveys major developments in European history from the 17th century to the present. Some topics may extend further for time-depth perspective. Focuses on the behavior of the many as well as the conspicuous few. Topics serve as case studies from which to evaluate the present. In this course in western civilization, non-European peoples will be of concern only as they and their histories impinge on the development of European culture.

American Studies: History of United States II (History 202)

HS Credit: None

College Credits: 3

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

Surveys growth and development of the U.S. from 1865 to the present with emphasis on economic growth after 1880 and emergence as a world power during World War I. Also: the Great Depression, U.S. role in World War II, the Cold War and America's place in the world today.

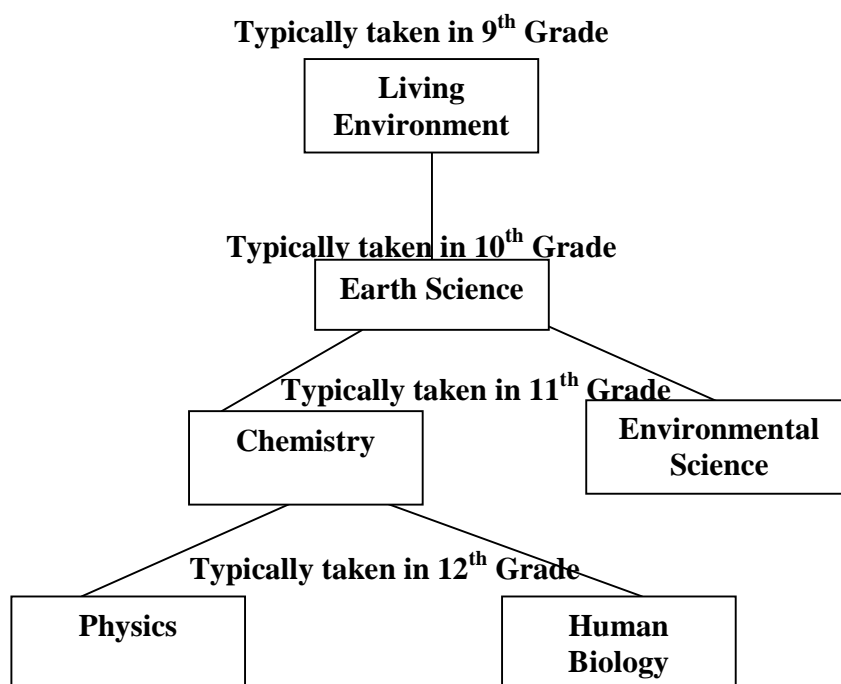
Please Note: An opportunity for an evening class in political science or history may be offered during the Spring, Summer or Fall of 2007-08; dependent on the interests of students and the availability of an instructor. Registration for those classes will be in the Guidance Office one month prior to the start of the class.

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, chemistry and other science electives that meet their personal and educational goals.

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 NYS Living Environment 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 NYS Earth Science 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 NYS Chemistry 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 NYS Physics 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 these classes. During 2006-2007 the fee for a 4 credit course was \$125. Some financial aid is available.

Human Biology I (Bio 203) (Fall):

HS Credit: 1

College Credits: 4

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

College Credits: 4

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 offers Physics through Finger Lakes Community College. College Physics is taken concurrently with High School Physics. 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)

College Credits: 4 per course

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)

College Credit: 4 per course

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) that includes: Spanish I, Spanish II and Spanish III. Students and parents should carefully review college handbooks to determine how much language is required for specific programs of study. Most college degree programs require college level foreign language course work. Many programs require a minimum of two college classes in this area. Taking Spanish 103 and 104 in high school may fulfill that requirement. Knowing another language is advantageous for almost all areas of employment.

Spanish 1

Credit: 1

Students who successfully complete this course satisfy the minimum graduation requirement for Languages other than English. Students **MUST** take this course if they have not already earned one high school credit in 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.

College Opportunities in Spanish

Two college level Spanish courses are available through Cayuga Community College. A per credit fee is charged to participate in this class. During 2006-2007 the fee for a 3 credit course was \$105. Some financial aid is available.

Spanish 4 (Span 103) (full year):

HS Credit: 1

College Credit: 3

Prerequisite: Successful completion of the Comprehensive Spanish Regents course.

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 103

This course is for advanced 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

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 20th 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.
Note: Photo Imaging is not a substitute for the Studio Art Graduation requirement.

Computer Graphics

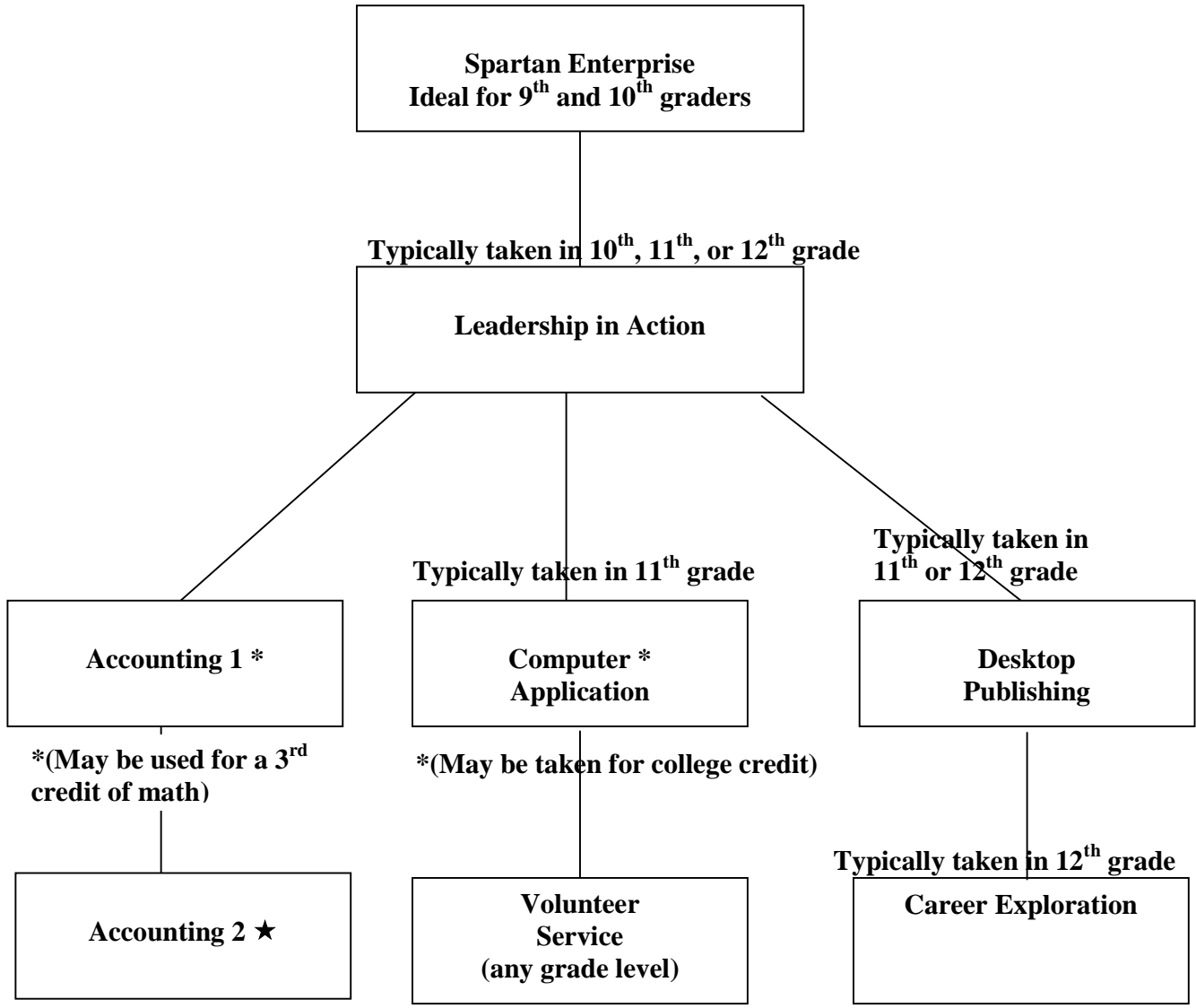
Credits: ½

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

A suggested sequence in Business for students in Grades 9 - 12



★ (May be taken for college credit)

“Typically” should not be interpreted as limiting students to the identified grade level. Ask your counselor for more information.

Spartan Enterprise: A Company Concept for Learning

Credit: 1

Sodus High School's Business Department has adopted the "Company Classroom" student learning management system, this program will be piloted during the 2007-08 school year and will be called "Spartan Enterprise".

The philosophy which has built Spartan Enterprise was derived from what business and colleges are looking for in new employees and students. Universities and employers want people who know their individual abilities, who are dependable, self-motivated, independent, organized, professional, and possess high quality communication skills. All of these qualities are implemented into the Spartan Enterprise structure.

Spartan Enterprise is proud to announce that 4 subject areas to offer in its first year. Each subject area has four levels for students to complete: Novice, Intern, Specialist, and Master. Completion of each area is equivalent to ¼ credit.

- **Information Management** – Students will learn Microsoft Office Suite – MS Word, Excel, PowerPoint, and Publisher to create documents and by using formatting, editing, and printing.
- **Management** – Students will learn basic Word, Excel, PowerPoint, and Publisher which are all assets to any level of management. Students will also complete work in communication skills as you work with the "employees" of Spartan Enterprises. Leadership skill development, presentation skills, motivational teaching and special-problem solving assignments will all be a part of this management preparation program. Students will become familiar with work from "Good to Great", "Who Moved My Cheese", and "7 Habits of Highly Effective Teens".
- **Career & College Planning** – Students will develop their own plan for personal, academic and career success through self-evaluation, application of specific techniques, and classroom activities. These activities will help students increase critical and creative thinking skills, establish short-term and long-term goals, and learn to manage time more efficiently. This will assist students make choices, especially those about setting and meeting personal, academic and career goals. The process for both job and college applications will be addressed. Student may choose to participate in an career related internship or student volunteer service placement.
- **Finance** – Students will develop Basic Bookkeeping Skills. Included in this unit of study will be related vocabulary and procedures needed in handling a checking account, doing a personal budget along with learning about earning, saving, and spending money. Students will learn what to look for when shopping around for a bank, the process of opening a checking account, how to apply for and use an automated teller machine card and/or debit card, how to complete checking deposit slips, ATM Deposits, how to write checks, how to keep an accurate check register, how to endorse checks, what to do when you lose your checks or debit cards, how to reconcile a bank statement. Students will complete a checking account simulation project.

Each of the Career Areas has a Professional Development component that every student will complete while working for Spartan Enterprises.

Leadership In Action I

Credit: 1

Leadership in Action I is a basic elective in which 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.

Leadership In Action II

Credit: 1

This is a continuation of Leadership in Action I that will help student build on leadership concepts developed in the first course.

Students will:

- ★ develop advanced skills in communication, self-awareness, self-esteem, stress management, human relations, team-building, and meeting skills.
- ★ perform a required community service project with a non-profit organization
- ★ be student member/leader on one of the districts many committees (Improvement Teams, Wellness Committee, PTSE, etc.)
- ★ organize and complete a project that fulfills or supports a goal within the guidelines of one of the Building Team Improvement Plans.

Accounting I

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.

Computer Applications-HS

Credit: 1

Prerequisite: Open to students in grades 10-12.

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.

Desktop Publishing

Credit: 1

Prerequisite: Successful completion of Computer Applications AND 11th or 12th grade standing.

This course is for the student who wishes to become proficient with desktop publishing using Adobe In Design 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 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.

College Opportunities in Business

The district is anticipating offering two college level courses in Business 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 II (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.

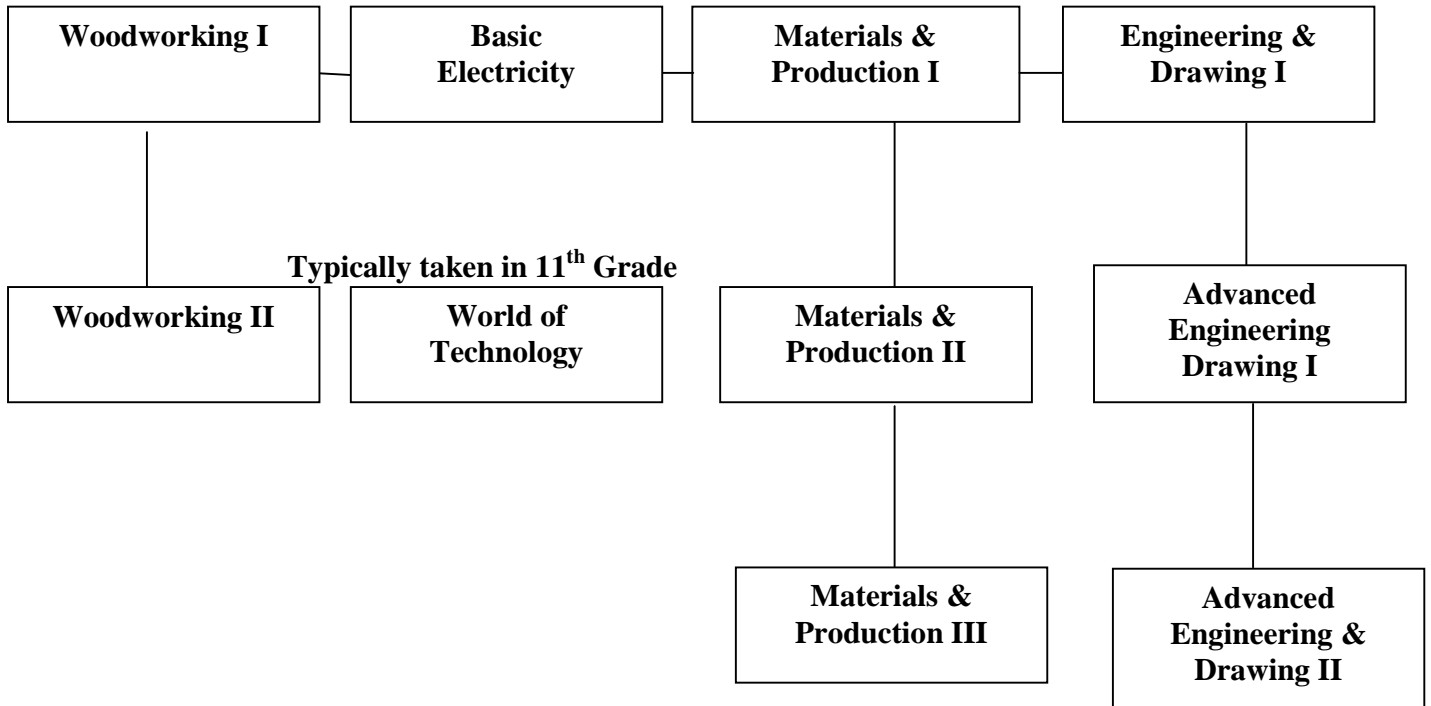
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TECHNOLOGY EDUCATION

A suggested sequence of study for 9 – 12 Technology



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 Level I or II

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 I or II as determined by the instructor.

Materials & Production I

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.

Materials & Production II/III

Credit: ½

Prerequisites: Successful completion of Materials & Production I and open to students in grades 10-12.

Materials & Production I 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.

Materials & Production II/III is an advanced, hands-on course using many different materials (wood, metal, plastic) and tools to build independent projects. The focus for instruction is creating jigs/fixtures and mastering the use of all technology equipment.

Woodworking I

Credit: ½

Woodworking I is an introductory woodworking course that acquaints students with a variety of woodworking concepts. Topics covered include: hand tools, machines, wood types, wood joints, the safe use of woodworking machines, abrasives, adhesives, finishes, design and construction of wood products, and how to be an informed consumer of furniture and wood products. The completion of a hand tool and machine project are required components of this course. A mantel clock is an example of a machine project constructed by students.

Woodworking II

Credit: ½

Prerequisites: Successful completion of Woodworking I and open to students in grades 10-12.

Woodworking II is a continuation of Woodworking I. Topics covered include: advanced woodworking machine operations, laminating and blending of wood, how veneers are made and used, the wood lathe, the framing member's in house construction, and a wood testing unit. The completion of an advanced machine project, a laminating and blending project, a wood testing project and working on a model house as a group activity are required components of this course. Upon completion of this course the student will have a solid understanding of woodworking tools and machines, what to expect when purchasing quality furniture, and the common way houses are constructed.

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.

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

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 and to 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 to 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.

Music Theory II

Credit: ½

Pre-requisite: Successful completion of Music Theory I.

Students will expand their knowledge from Music Theory I. Rhythmic/Melodic dictation and sight-singing are essential elements of this course. Students who are considering pursuing a career in music are strongly encouraged to take this course.

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 **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: Motorsports Fabrication
- Network Technician
- Power Mechanics/Conversation

Senior Only Programs

- New Vision Medical Careers
- New Vision Engineering

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
- Small 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 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
Alternative Renewable Energy

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 has received national certification through the American Culinary Federation.

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 2004
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. The Electrical Trades Program has received national certification through the National Center for Construction Education and Research (NCCER).

Units of Study

Electrical Safety
Electrical Theory
Introduction to Electrical Code
Wiring Methods
Motor Controls
Blueprint Reading and Sketching
Solar, Wind and Geo Thermal

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

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-Motorsports Fabrication

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. This program focuses on motorsports fabrication.

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.

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

New Vision Engineering

New Vision Engineering is a one-year academically rigorous program for college bound seniors planning on majoring in an engineering discipline.

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

New Vision Engineering students will have the opportunity to observe and work alongside a variety of engineering professionals. In addition, students participate in the Drafting/CAD Program, learning the latest CAD/CAM software packages. Students earn high school credits in English 12, Pre-calculus, and Engineering Technology.

Engineering Experiences

Industrial

Mechanical

Architectural

Civil

Chemical

Aeronautical

SODUS HIGH SCHOOL
9TH GRADE COURSE SELECTION SHEET
2007-2008

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 3 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)

_____ **Integrated Algebra** (9)

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

LANGUAGES OTHER THAN ENGLISH

_____ **Spanish Next Level** (9)

ART

_____ Studio Art (9-12)

CAREER & TECHNICAL EDUCATION

_____ Spartan Enterprise (9-12)
 _____ Engin. & Drawing Level (9-12)
 _____ Materials & Prod. [.5] (9-12)
 _____ Basic Electricity [.5] (9-12)
 _____ Computer Applications [.5] (9-12)
 _____ Leadership In Action (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)

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
2007-2008

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 counts as 4 classes, others count as one, except where [], the number inside indicates the amount of time in the class).
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. [] = Amount of time in class

* =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

_____	*	English 10	(10)
_____	*	English 11	(11)
_____		SAT/ACT Test Prep. [.5]	(11-12)
_____	*	Eng. 12 Media Studies [.5]	(12)
_____	*	Eng. 12 Creative Wrtg. [.5]	(12)
_____	*	Eng. 12 Fan Fiction [.5]	(12)
_____	*	Eng. 12 Mythology [.5]	(12)
_____	*\$	English 12-1A [.5]	(11-12)
_____	*\$	English 12-1B [.5]	(11-12)
_____	*\$	Effective Speech [.5]	(11-12)

SCIENCE

_____	*	Earth Science [1.25]	(10-12)
_____	*	Chemistry [1.25]	(10-12)
_____	*\$	Physics [1.5]	(11-12)
_____	*	Environmental Science	(11-12)
_____	*	World of Technology	(11-12)
_____	\$*	Human Biology I	(11-12)
_____	\$*	Human Biology II	(11-12)

CAREER & TECHNICAL EDUCATION

_____		Spartan Enterprise	(9-12)
_____	\$	Computer Applications	(10-12)
_____		Desktop Publishing	(11-12)
_____		Accounting I	(11-12)
_____		Leadership In Action I	(9-12)
_____		Leadership In Action II	(9-12)
_____	*	World of Technology	(11-12)
_____		Engin. & Drawing Level 1	(9-12)
_____	*	<i>Adv. Eng. & Draw. Level</i> _____	(10-12)
_____		<i>Mat. & Prod. Level</i> _____ [.5]	(9-12)
_____		Woodworking Level I [.5]	(9-12)
_____		Woodworking Level II [.5]	(9-12)
_____		Basic Electricity [.5]	(9-12)
_____	*\$	Accounting II	(12)

SOCIAL STUDIES

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

MATH

_____	*	Math A Extended 2	(10-12)
_____	*	Math B Accelerated	(10-12)
_____	*	Math B 1-2	(11-12)
_____	*	Math B 3 [.5]	(11-12)
_____	*	Math B 2-3	(11-12)
_____	*	Pre-Math B	(11-12)
_____	*	Math Applications [.5]	(11-12)
_____	*	World of Technology	(11-12)
_____	*	Accounting I	(11-12)
_____	*\$	Advanced Algebra [.5]	(11-12)
_____	*\$	Crs 4 (Pre. Calculus) [.5]	(11-12)
_____	*\$	Crs 5 (Calculus)	(12)
_____		SAT/ACT Test Prep. [.5]	(12-12)

ART

_____		Studio Art	(9-12)
_____		Engin. & Drawing Level 1	(9-12)
_____	*	<i>Creative Crafts Level</i> _____	(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)

MUSIC

_____	Band	(9-12)
_____	Chorus	(9-12)
_____	Con. Band & Chorus	(9-12)
_____	Select Choir [.25]	(9-12)
_____	Jazz Band [.25]	(9-12)
_____	* Music Theory I	(10-12)
_____	* Music Theory II [.5]	(11-12)
_____	Piano Keyboarding [.5]	(9-12)

CAREER/TECHNICAL EDUCATION (BOCES)
In order to attend BOCES, students need to be current with all of their graduation requirements.

_____	Animal Science I & II	(11-12)
_____	Auto Body Repair I & II	(11-12)
_____	Auto. Technology I & II	(11-12)
_____	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)
_____	New Visions Engineering	(12)
_____	Pwr. Mech./Conv. I & II	(11-12)
_____	New Visions Medical Cr.	(12)

LANGUAGES OTHER THAN ENGLISH

_____	* Spanish next level	(10-12)
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PHYSICAL EDUCATION

	Taken every year [.5]	(9-12)
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HEALTH

_____	Health [.5]	(9-12)
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WORK EXPERIENCE

_____	Career Exploration	(11-12)
_____	Volunteer Exper.	(10-12)

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

