

**2016-2017
Course Description
Booklet & Guide**



**Deposit High School
Lumberjacks**

**“Where All Students
Succeed”**

**New York State Education Department
Requirements for High School Graduation
Students Entering Grade 9 - 2001 and Thereafter
*Earning a Regents Diploma***

The student shall meet the New York State Commencement Learning Standards by successfully completing twenty-two units of credit and five New York State assessments or approved alternatives as specified in (a) through (k) below.

- (a) English, 4 units of credit, and the Comprehensive English Regents Examination, or an approved alternative.
- (b) Social Studies, 4 units of credit, the Regents Examination in United States History and Government and the Regents Examination in Global History or an approved alternative.
- (c) Mathematics, 3 units of credit and one of the Regents Examinations in Mathematics, or an approved alternative.
- (d) Science, 3 units of credit and one of the Regents Examinations in Science, or an approved alternative. In order to qualify to take a Regents Examination in any of the sciences, a student must complete 1200 minutes of actual hands-on (not simulated) laboratory experience with satisfactory laboratory results.
- (e) Arts (including dance, music, theatre, visual arts), one unit of credit, which may be a specialized course that meets the arts standards at the commencement level as established by the Commissioner.
- (f) Health, one-half unit of credit, which may be a specialized course that meets the health standards at the commencement level as established by the Commissioner.
- (g) Second language, one unit of credit
- (h) Physical Education, two units of credit.
- (i) Additional units in any subject area approved by the Commissioner to a total of 22 units of credit.
- (j) The learning standards in Technology Education, met either through a course in Technology Education or through a specialized interdisciplinary course combining technology with Mathematics and/or Science.
- (k) The learning standards for parenting, met either through a course in parenting or through integration in a course in Health or Family & Consumer Sciences.

New York State Education Department
Requirements for High School Graduation
Students Entering Grade 9 - 2001 and Thereafter
Earning a Regents Diploma with Advanced Designation

To earn a Regents diploma with advanced designation, a student must complete the following in addition to the requirements for a Regents diploma outlined on the previous page:

- (a) Three Regents Examinations in Mathematics; and
- (b) Two Regents Examinations in Science, at least one in life science and at least one in physical science; and
- (c) Two additional units in a second language for a total of three units.

Students completing a 5-unit sequence in Career & Technical Education, Technology or the Arts (dance, music, theatre, visual arts) are not required to complete the additional two units of the second language requirement for the Regents diploma with advanced designation, but must still meet the requirements for the total number of units of credit.

**New York State Education Department
Requirements for High School Graduation
Students Entering Grade 9 - 2001 and Thereafter**

CORE CREDIT REQUIREMENTS

Content Area	Regents Diploma	Regents Diploma with Advanced Designation
English	4	4
Social Studies	4	4
Mathematics	3	3
Science	3	3
Foreign Language	1	3***
Career & Technical Ed.	---	0 or 5***
The Arts	1	1 or 5***
Health	.5	.5
Physical Education	2	2
Total Core Credits	18.5	20.5
Electives	3.5	1.5
Credits to Graduate	22	22

******* *Students completing a 5-unit sequence in Career & Technical Education, Technology or the Arts (dance, music, theatre, visual arts) are not required to complete the additional two credits of the second language requirement for the Regents diploma with advanced designation, but must still meet all other course and credit requirements for the Regents Diploma with advanced designation.*

ART

STUDIO ART	107	1 credit
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Studio art is a comprehensive study of the elements and principles of art. It is designed as a foundation course for students interested in advanced art courses and as a course for those interested in learning more about art. Both 2 & 3 dimensional art forms are used to encourage creative thinking, the development of skills and techniques, and an understanding, enjoyment and ability to value art in our society. Each student will keep a sketchbook comprised of notes, exercises studies and masterworks in form, color, space, line and texture. Students will explore various periods and styles of art through the study of these elements.

Ceramics/Sculpture	103	1 credit
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Prerequisite – Studio Art

Experience building with clay. Emphasis will be placed on the design elements; line, shape, texture, and color. Focus will be on the hand building techniques; pinch, coil and slabs. Functional as well as sculptural applications will be explored. Introduction to traditional and historical ceramic arts will be incorporated into the lab experiences. Students will be introduced to the craft of wheel thrown pottery on a limited basis. Various glaze and decoration techniques for finishing work will be introduced in the beginning class.

Drawing/Painting	106	1 credit
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Prerequisite--Studio Art

Students will learn the basic drawings techniques in variety of mediums in the first 10 weeks. The following weeks students will apply the skills they learned from drawing into painting. The work will be related to the elements of art and the principle of design with a variety of categories such as portrait, perceptual/observation, the psychological, cultural awareness, and /or student choice.

Business

CAREER AND FINANCIAL MANAGEMENT	204	.5 credit
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Career and Financial Management is an introductory level course that introduces students to basic work place economics; business systems; the aspects of career planning; selection and success; and financial literacy. Successful completion of this module will prepare the student for entry-level employment and the basic consumer math of life.

ACCOUNTING	200	1 credit
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This upper level course introduces the business cycle to include general journals and ledgers; cash control systems; recording and posting entries; payroll & tax records and financial statements. Many positions in offices and stores will require a working knowledge of accounting. This knowledge of accounting is a must for anyone to eventually move into positions of management.

ENTREPRENEURSHIP	207	.5 credit
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This upper level course explores the relationship of business planning, law, promotional planning, accounting and the free enterprise system needed to start or step into a small business.

BUSINESS LAW	202	1 credit
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The basic principles of business law and law enforcement as they affect family and personal pursuits are covered in the course. Aims are to give the student knowledge of his rights and obligations in common business documents, contracts, law of sales, bailment's, insurance and negotiable instruments.

WEB PAGE DESIGN AND DEVELOPMENT	206	1 credit
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This course provides a comprehensive introduction to the essentials of Web design, from planning page layouts to publishing a complete site to the Web. Students learn how to use HTML to design their own Web pages. The course covers basic HTML tags for formatting text, as well as more advanced tags. Through real-world design scenarios and hands-on projects, students create compelling, usable websites using the latest suite of free tools.

SPORTS AND ENTERTAINMENT MARKETING 210 .5 credit

This course will take students on a step-by-step journey through the work of marketing. The students will encounter and learn about key functions of marketing and how those functions are applied to sports and entertainment through integrated assessment activities offered throughout each chapter. Topics of study include marketing strategies of successful sports and entertainment companies, discussion of people in sports and entertainment, advertising, legal and ethical issues.

BUSINESS MATH 212 1 credit

This course introduces students to the major concepts and tools for applying general math topics to consumer problems and situations. Spreadsheet software will be used extensively. Applications will include budgeting, taxation, credit, banking services, insurance, buying and selling products and services, car and home ownership and rental, managing personal income, and investments.

English

ENGLISH 9 310 1 credit

This is a comprehensive study of language arts. Literature; the short story; drama; poetry; and the novel will be studied from a structural point of view. Considerable time will be spent studying the process of writing, grammar, vocabulary and speaking.

ENGLISH 10 307 1 credit

This is a comprehensive study of literature, usage, vocabulary, and composition. The literature will revolve around genre - short story, novel, drama, and poetry. Vocabulary and language usage will be undertaken at least once every week. Usage and composition will be covered in one major unit and reinforced through supplementary methods throughout the year.

ENGLISH 11 308 1 credit

This is a comprehensive course divided into modules to offer both variety and intensity of study. Ten weeks are devoted to mastery of writing fundamentals and ten weeks to an appreciation of the short story. In the second semester five weeks are devoted to speech making; five weeks to an appreciation of the novel; and ten weeks to creative and critical writing.

SENIOR ENGLISH	312	.5 credit
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Prerequisite—must be a 12th grade student

A course designed to challenge the student who wishes to delve into world literature at a serious and sophisticated level. Course work will include artistic expression from all genres: classic novels; poetry; drama; film; non-fiction; short stories. Essay examinations and short papers will comprise the bulk of the student's grade.

PUBLIC SPEAKING	324	.5 credit
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Public Speaking I is a performance course which allows students to become proficient in selected categories and to gain knowledge of advanced oral communication techniques. This course is tutorial in nature with the teacher acting as a facilitator as students refine oral interpretation and persuasive speaking skills, deliver impromptu and special occasion speeches, and explore mass media.

DIGITAL CITIZENSHIP	328	.5 credit
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Students will learn to use digital media and environments to communicate and work collaboratively. Students will demonstrate creative thinking, construct knowledge and develop innovative products and processes using technology. Students will learn about human, cultural, and societal issues related to technology as they practice legal and ethical behaviors.

SAT PREP	326	0 credit
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The SAT Prep course is designed to help students prepare for the rigors of taking the SAT test offered by the College Board. The primary goal is to identify and implement test taking strategies using prerequisite knowledge to increase student performance by utilizing the SAT Online Course in a computer lab setting.

THEATRE ARTS	320	.5 credit
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Prerequisite—must be a 12th grade student

This course is designed to familiarize the student with a wide background of theatre in order to increase appreciation of stage productions. Units of study include theatre history; acting theory; set design; technical problems; make-up; musical theatre; production and budgeting. All students will be required to participate in several in-class acting situations on stage.

SPANISH

SPANISH 1

505

1 credit

This is the first of three courses in the comprehensive Spanish program. The emphasis in the Regents curriculum is oral proficiency. Students in their first year will develop basic communication skills through a variety of hands-on activities geared toward learning about other cultures in the Spanish global community.

SPANISH 2

506

1 credit

This course is a continuation of the vocabulary and dialogues already learned. Students will further develop their reading and writing skills through use of authentic materials, with continued emphasis on conversation. Cultural topics include: lifestyles; personality; religions; education; etc... in the Spanish-speaking world.

SPANISH 3

507

1 credit

Students are preparing to take the Regents exam after their third year of study. They will continue to converse about everyday topics, further developing their reading, writing, and listening of lengthy passages. Students will expand their knowledge of the basic similarities and differences between our culture and that of those who speak Spanish.

FAMILY AND CONSUMER SCIENCE

FOODS

109

.5 credit

This is a cooking class designed to expose the students to the healthful pleasures of eating. Starting with an orientation of cooking tools and equipment, the class will move on to many cooking experiences while learning preparation techniques for specific types of foods. Special projects may include units on foreign foods, holiday meals, and the catering of school functions.

CHILD DEVELOPMENT

108

.5 credit

This course is designed for students who want a better understanding of the growth and development of children from pre-natal through childhood. Students will investigate the ways children of different stages of development communicate their needs and how they are identified and understood. There will be emphasis on the issues and concerns of children with special needs. Current topics such as teen pregnancy; birth defects; child abuse; child management; safety; nutrition; and child care will provide a background for parenting and other child development careers.

MATHEMATICS

COMMON CORE ALGEBRA – A	619	1 credit
COMMON CORE ALGEBRA – B	624	1 credit

This is a two-year program designed to cover the Common Core Algebra curriculum at a slower pace. **Admission to this program is based on testing and teacher recommendation only.** A local final will be given at the end of the first year, while the Regents Exam in Common Core Algebra will be given at the second year. Common Core Algebra – B can only be taken after successfully completed Common Core Algebra - A.

COMMON CORE ALGEBRA	618	1 credit
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This course provides a formal development of the algebraic skills and concepts necessary for students to succeed in advanced courses. In particular, the instructional program in this course provides for the use of algebraic skills in a wide range of problem-solving situations. The concept of function is emphasized throughout the course. Topics include: (1) operations with real numbers, (2) linear equations and inequalities, (3) relations and functions, (4) polynomials, (5) algebraic fractions, and (6) nonlinear equations.

COMMON CORE GEOMETRY	621	1 credit
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Prerequisite – Integrated Algebra or Common Core Algebra

This is the second year of the high school mathematics sequence with a Regents Exam given at the end of the second year. Students taking this course will be working to attain an advanced Regents diploma. Geometric properties will be examined algebraically and analytically. Analysis will include an introduction to logical proof as a means to develop both informal and formal proof. Related topics include coordinate geometry, transformational geometry, and construction and locus. Geometric relationships in polygons and circles will also be analyzed algebraically.

COMMON CORE ALGEBRA 2	622	1 credit
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Binomial experiments will provide the basis for the study of probability theory and the normal probability distribution will be analyzed and used as an approximation for these binomial experiments. Right triangle trigonometry will be expanded to include the investigation of circular functions. Problem situations requiring the use of trigonometric equations and identities will also be investigated.

ADVANCED MATH/PRE-CALCULUS	328	1 credit
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Included in this course are a review and enrichment of Algebra 2/Trigonometry and an introduction to calculus. Students will also study polynomial equations and their graphs; systems and linear programming; applications of logarithms; exponential equations and models; conic sections; matrices; sequences; and limits. Some of the course work will be devoted to laboratory experiments (Real World Math) and the use of the Computer Based Lab (CBL system). The final exam will be based on the year's work.

MUSIC

HIGH SCHOOL CHORUS	125	.5 credit
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High School Chorus is open to all students, grades 9-12. Musical experience is not required but participation in Junior High Chorus or Band is recommended. Students will sing a variety of selections and perform in public, including at least two public concerts sponsored by the music department.

HIGH SCHOOL BAND	126	.5 credit
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High School Band is open to students in grades 9-12 with experience in performing on a band instrument. Students enrolled receive small group lessons, in addition to practice with the entire band. Public concerts are scheduled several times per year, in addition to performing at parades and football games.

JAZZ BAND	129	.5 credit
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This is an extension of the larger ensemble experience. The jazz ensemble reflects traditional Big Band instrumentation (saxophone, trumpet, trombone and rhythm section). Through listening to recordings, critiquing, analyzing, discussion and application, students will learn a variety of jazz styles found within this genre. Students will understand the history of jazz and be able to associate specific musicians to distinct types of jazz. This is a performance class; therefore, students are expected to attend all rehearsals, sectionals and performances.

SCIENCE

EARTH SCIENCE/LAB	810	1 credit
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Physical Setting

This course introduces students to the non-living part of the earth that affects them. Four main sciences are involved in a laboratory approach to knowledge: astronomy, meteorology, geology, and oceanography. At the completion of this course the student will be better able to understand the current events affecting our natural environment including ocean exploration, and natural disasters such as earthquakes, tornadoes, and hurricanes.. A lab folder must be kept by all students. A minimum of 30 passing labs must be on file in order to be permitted entrance to the Regents exam. The Regents Exam will be given after the completion of the course. A large 3-ring notebook with dividers is required. A major project is required.

BIOLOGY/LAB**805****1 credit****Living Environment**

Biology, the "Science of Life," is designed to provide a broad general understanding of the fundamental principles of living things. The course is divided into six major areas of learning: biochemistry, human physiology, reproduction and development, genetics, evolution and ecology. Each of the basic life functions (digestion, excretion, etc.) is discussed in detail, first in the animal (stressing the human) and then in the plants. A general knowledge of basic chemistry (organic and inorganic) is essential to understanding of biological functions and is, therefore, incorporated.

CHEMISTRY/LAB**807****1 credit****Physical Setting**

This course covers principles such as the periodic table, atomic structure, acids and bases, and organic chemistry. These principles are applied in chemistry problems. Lab work and reports must be completed to take the Regents exam. Students take the Regents exam at the end of the class

HORTICULTURE**816****.5 credit**

This is a basic course in plant growth and development. Students will study the essential growth requirements, soil testing and propagation of plants from seeds and cuttings. There will be a project requirement of growing garden transplants to be sold in a spring sale. A laboratory approach will be used.

ENVIRONMENTAL SCIENCE**811****1 credit**

We will investigate how environmental forces and man influence each other. Study will include a focus on ecology; conserving and utilizing resources; environmental and public health problems; pollution; and strategies for improving the environment. Learning situations will include field trips; laboratory experiences; field research; class discussions and a major project.

The goal is to learn ways in which responsibility is developed for creating and maintaining a healthy environment.

ANIMAL BEHAVIOR	800	.5 credit
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Have you always been interested in animals and their behavior? Do you love to spend time at zoos and aquariums and find animals (and their interactions) fascinating? This course explores the tremendous diversity of animal life and the interconnectedness of different species with each other and with humans.

NATURAL DISASTERS	826	.5 credit
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An examination of the causes, effects, and options available to mitigate natural disasters, such as earthquakes, volcanic eruptions, landslides, subsidence, flooding, severe weather, and meteorite impacts.

FORENSIC SCIENCE	813	.5 credit
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The Forensic Science curriculum is designed to build upon science concepts and to apply science to the investigation of crime scenes. Students will learn the scientific protocols for analyzing a crime scene, how to use chemical and physical separation methods to isolate and identify materials, how to analyze biological evidence and the criminal use of tools, including impressions from firearms, tool marks, arson, and explosive evidence.

SCIENCE FICTION	821	.5 credit
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Students will examine the ways in which science fiction reflects popular culture and the concerns of society today. In reading science fiction novels and short stories by authors from various time periods, and in viewing excerpts from some science fiction films and documentaries, students will sharpen their abilities to analyze, to think critically, and to make both inter-textual and global connections. Students will use these skills in doing research and in producing writing for various purposes and audiences.

HEALTH	814	.5 credit
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The course emphasis is on the idea that the choices a student makes about one's own life style now will have important long term effects. One aim of the course is to help the student appreciate the value of physical, mental and social health. It also aims to help the student achieve and maintain such a state of well being. Topics covered include: nutrition; physical fitness; first aid; mental health; life cycles; chronic and infectious diseases; drugs; and health care

HISTORY/SOCIAL STUDIES

GLOBAL HISTORY I

710

1 credit

The history of Africa, Asia, Central America, Oceania, and Canada is the focus of this course. Students will study the geography and history of the different countries within these continents. Students will learn about how people live; their governments; religions; economies; and how these countries affect one another and the rest of the world.

GLOBAL HISTORY II

708

1 credit

This full-year course is a continuation of Global Studies 9. Students will study the origins and development of the specific regions of North Africa and the Middle East, Western Europe, Eastern Europe, Russia, and newly independent nations of the former Soviet Union. Global political and environmental issues will also be studied. Students must take the New York Regents Exam in Global Studies at the end of this course.

US HISTORY & GOVERNMENT

709

1 credit

This is a study of the United States. Major topics include: the American people and their culture, American government, the American economy, and American foreign policy. Current issues are studied, and history is used as a background for better understanding of those issues. Such issues include the world population crisis and women's rights. In government, special attention is given to how laws are made and how we elect Presidents, how our courts and juries work, and what rights are guaranteed under the Constitution. In the economy, how did big business get so big? Why were labor unions formed? Why does the government control so much of the economy? What causes recessions and unemployment? What causes the inflation that makes buying so hard for all of us? Finally, in foreign affairs, our involvement in wars, our attempts to keep the peace, and our present relations with other nations are examined.

PARTICIPATION IN GOVERNMENT

702

.5 credit

Prerequisite – must be a 12th grade student

The purpose of this course is to help students develop an appreciation of the rights, duties and responsibilities of citizens in a democracy. By classroom instruction and practice in some leadership roles in the school and community, students will examine policy issues that directly affect them in the school and community. An independent research paper is required.

ECONOMICS

701

.5 credit

Prerequisite – must be a 12th grade student

Economics provides students with the basic economic knowledge of the national and world economy. Economic concepts such as scarcity, supply and demand, prices, markets, opportunity costs, productive resources, different types of economic systems and their operations, and the interdependence of world economies today. Students will learn how political decisions affect the economy, and how the economy affects political decisions. The role of the student as a consumer will also be stressed. Students will learn consumer skills that will enable them to function as economically informed citizens in our changing society and in our complex world. It is not a course in consumer education, although the emphasis is on rational decision-making in the economic areas.

PSYCHOLOGY**703****.5 credit**

This course is a study of people and how they become what they are. Almost any topic of interest relating to psychology may be discussed in class. Some topics which are likely to be covered are: theories of psychology; how people learn; mental illness and remedies; counseling; perception; relationships; subliminal advertising; development of self-esteem; behavior and its influence on others; non-verbal behavior, etc. The student is expected to present to the class at least one topic of interest relating to psychology. This, in combination with classroom instruction and experiments, is intended to provide the student with a better understanding of people and their behaviors.

CRIMINAL LAW**700****.5 credit**

A one semester course designed to be used in the secondary social studies curriculum. Students will learn how our legal system works and how it fits into their lives. It should be a program - effective and practical - that includes: informing students what their rights are (and are not); some criminal law; the police; and privacy; types of crimes; criminals; rights of victims; police powers; probation; lawyers and the law. The concepts and processes of our legal system will be explored from a teen's viewpoint.

VIETNAM WAR HISTORY**714****.5 credit**

The overall goal and purpose of the elective would be for students to gain a better understanding of the Vietnam conflict and this time period in history. This in-depth course involves research using primary sources, such as books; newspaper articles; media tapes; and Vietnam veterans living locally. Successful essays based on this research as well as in class presentations/speakers/discussions in addition short quizzes will be the major portion of the student's average.

CURRENT AFFAIRS**711****.5 credit**

Current Affairs is a course designed to address current issues locally, nationally, and internationally. The course will also focus on major areas of conflict in the world. In this course we will engage in critical evaluation of topics on social, political, intellectual, religious and economic viewpoints. Students will experience simulations, debates and technology incorporated into the curriculum. Throughout this course students will follow current affairs in national news sources. This means that you need to make it a habit to read the newspaper on a daily basis and search the archives for stories relative to the topics we are studying in class. Instruction includes class discussion, lecture, and group learning.

GENOCIDE AND HUMAN STUDIES**707****.5 credit**

Genocide and Human Studies is a course that will focus on five of the major genocides of the 20th century – The Armenian Genocide; The Holocaust; The Cambodian Genocide; the Genocide in Bosnia; and the Rwanda Genocide. For each the emphasis will be on understanding the background causes; the genocide event itself; and the post genocide outcomes that occurred. There will be particular emphasis placed on students becoming familiar with the root causes of genocide; what it means to be human; what it means to have empathy for “the other”; the types of actions that can be taken to prevent and/or combat future genocidal events; and discovering and identifying the common threads of humanity that can be seen through the eyes of the victims, the silent bystanders, and the perpetrators of these acts of inhumanity. Instruction will include class discussions, reading and analyzing primary and secondary sources related to the genocide under study, Socratic Seminars, individual and group research into various topics related to the subject of genocide, students maintaining a daily reflective journal, and the creation of many student generated questions that will be both discussed in class and used by the class, and the instructor, to compile and formulate a question bank that will be used by the instructor to construct both unit tests and the final exam for this course.

TECHNOLOGY

WORLD OF TECHNOLOGY**118****1 credit**

In this course you will be engaged in critical thinking as you develop solutions to real world problems. Engineering design and problem solving will be used to come up with solutions to all projects. Since this course fulfills a science or math requirement these subjects will be heavily incorporated. This course will be hands on/minds on laboratory-based course.

DRAWING AND DESIGN FOR PRODUCTION	115	1 credit
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This course will be a combination of technical and mechanical drawings, unique designs and lab production. While learning the basics of drafting, you will be engaged in creating with your own designs. We will use lab time to build the designs that you have created. Class discussions and peer reviews will be a large part of this class.

COMPUTER AIDED DRAFTING	111	.5 credit
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In this course, students will discover uses of the computer and its effect on the world of engineering and design. Drafting is the language of industry and this course will help the student who is interested in the computer and who also wants to learn some basic drafting skills. All phases of drafting and how these phases are affected by the computer will be discussed. The computer is the future in all drafting and design.

TRANSPORTATION	119	.5 credit
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Students will have the opportunity to explore the different types of transportation systems that are in use today. Rail, air and land systems will be covered. Students can select an area that they have an interest in and explore this area in greater depth. Projects and class discussions will be used to learn important concepts. Students will be given the opportunity to work on and repair small engines. Snowmobiles, lawnmowers motorcycles and other types of small engines are available for students to work on. Career choices in the transportation fields will be covered.

CONSTRUCTION	114	.5 credit
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This class will focus on residential construction. Approximately 75% of time will be devoted to hands-on learning with the remaining 25% devoted to theory and instruction. Students will get an introductory look into many different facets of residential construction, starting with building permits and ending with landscaping. Activities include "sweating" pipes; laying out stairs; building mock trusses; just to name a few. There will be one large project that will be worked on as a class.

MANUFACTURING	116	.5 credit
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As a class we will pick a product(s) to mass-produce. You will either design the product yourselves or find a working plan that the group is satisfied with. The group will set up a mock company, and each person will have a role in the company. The success of the company depends on how well the group is organized and how well it works together. The success of the company will have a large influence on the grades that the members receive for the class. About $\frac{1}{4}$ of the class will be devoted to instructional time. This time will be spent learning about the many different types and aspects of manufacturing.

SUNY Broome

Fast Forward Program

FAST FORWARD is a program which makes it possible for high school students to take college-level courses and earn college credit at their own high school.

Every ***FAST FORWARD*** student will have all the privileges and responsibilities of a part-time student at BCC. A student activity fee is included in the tuition cost. That fee pays for a BCC Student Handbook, and a BCC student identification card. The BCC ID card will give students access to the libraries at Broome Community College and Binghamton University, and to BCC sporting events, as well as discounts at local stores.

Taking college courses in high school also gives students a head start on general course requirements taken in college.

FAST FORWARD student tuition is free!

TC3

Tompkins-Cortland Community College College Now Program

The College Now Advantage

The largest concurrent enrollment program in the SUNY system and accredited by the National Alliance of Concurrent Enrollment Partnerships, College Now creates opportunities for high school students to earn *real* college credit through three avenues: concurrent enrollment courses in the student's high school, TC3 courses on the Dryden campus or extensions centers, and TC3 online courses. College Now students:

- **Earn real college credit.** Unlike Advanced Placement, where college credit is determined by performance on one high-stakes exam, students earn highly transferable college credit based on their performance in a semester-long college-level course. Concurrent enrollment instructors are authorized adjuncts of TC3, teach their courses to the college's master course syllabi, and use college-level texts.

- **Get ahead:** Each year, highly motivated students can graduate from high school with 30 or more college credits. Many students are accepted with advanced standing, which means they graduate sooner, save money, and start their careers or graduate programs earlier.
 - **Develop critical college success skills:** Students take genuine college courses, gaining an understanding of college-level expectations and further developing the “college-ready” skillset necessary for academic success in higher education.
 - **Strengthen their transition to college:** Taking college coursework while still in high school blurs the line between high school and college and eases students’ transition to college. Having tackled college-level work, students graduate from high school with a real understanding of the expectations awaiting them in college – and the experience and confidence to meet them.
 - **COLLEGENOW CREDITS EARNED IN HIGH SCHOOL ARE FREE!**
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NEW VISIONS HONORS ACADEMY

NEW VISIONS is a program for seniors. The purpose is to enrich and enhance the senior year in high school. It aims to provide a smoother transition to the next level of professional development. Through integrated academics, students can earn credits for honors level senior English and Social Studies. Students will receive a total of four (4) credits after successfully completing the New Visions Program. Each student will earn one credit in Honors English 12, one credit in Honors Social Studies 12 and two credits in Health, Law and Government, Business, Engineering or Energy Technology.

In addition students can earn college credit through Public Affairs 101 which is offered as part of project Advance through Syracuse University and College Writing 110 which is offered as part of the Fast Forward program through SUNY Broome.

The *New Visions* program is comprised of five (5) career academies. They are:

Health Care

Prerequisite--GPA of 90 or better

This program is based at Lourdes Hospital where students will experience a real work environment each day and meet, observe and learn from pharmacists; radiological technologists; respiratory therapists; laboratory technicians; speech and hearing specialists; psychologists; anesthesiology technicians; MD’s; nurses and more.

Business

Prerequisite-GPA of 90 or better

The New Visions Business Academy will focus on the areas of finance, business management, marketing and human resources. In their placements, students work with local business and industry partners, gaining valuable first-hand experience.

Law and Government

Prerequisite--GPA of 90 or better

This is for students who are interested in legal and government careers. Students work in various departments/offices alongside legal and governmental professionals. Examples of placements are the Broome County legislature; Binghamton City Hall; mayor's office; correctional facilities and others.

Engineering

Prerequisite-GPA of 90 or better

This program gives students a broad overview of the engineering profession. Students gain an understanding of a variety of engineering disciplines, including bioengineering, chemical, electrical, mechanical, aerospace, computer engineering and computer science. Engineers from Lockheed Martin Systems Integration – Owego provide interactive discussions on the breadth of opportunities in several engineering fields. They also share real-world experiences and challenge students to explore their own interests.

BOCES

CAREER & TECHNICAL

EDUCATION PROGRAMS

Successful completion of 2 years of the following programs will satisfy the foreign language requirement for the advanced Regents diploma. These courses are available at the BOCES center in Binghamton. These programs offer 3 credits per year. Integrated credit in English, Math and Science are available, based on need and determined by the building Principal.

Animal Science

Animal Science/Basic Care

Automotive

Auto Body Repair/Refinishing

Auto Mechanics

General Automotive Service

Heavy Equipment

Repair/Operation

Building Trades

Carpentry

Masonry

Residential/Commerical/Industrial

Electricity

Business/Communications

Business Management/Computer

Careers

Computer Support Specialist

Retail Careers/Supermarket

Careers

Video Production

Health

Health Occupations I-Nurse Assistant

Health Occupations II-Developmental Therapy/Personal Care Aide

Manufacturing

Industrial Computer Aided Design

& 3D Animation

Industrial Welding

Personal Services

Cosmetology

Criminal Justice/Security

Culinary Arts

Early Childhood Education

BOCES EVERTECH HIGH SCHOOL

The EverTech High School is an alternative to the traditional school program. It combines academic and career education over a four year time span. Located at the Broome Tioga BOCES center, students attend this program on a full day basis.

The school offers a full range of academic classes and prepares its students to earn a New York State Regents diploma. In addition, students will have the opportunity to explore a variety of occupational clusters, as well as classes in computers, leadership, employability skills and career assessment.

Most students begin this program in ninth grade. However, students may also enter the program in any grade.

What are the advantages of attending?

Students who attend this program will find many opportunities open to them. All students will be prepared to meet the New York State requirements for high school graduation AND will be prepared for a career as well. Those wishing may pursue a college education.

What are the requirements to attend?

- have a good attendance record at the home school
- demonstrate an interest in vocational education
- submit an application
- have an interview

-must be recommended by principal, guidance counselor and teacher
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ADVANCED PLACEMENT AND COLLEGE LEVEL COURSES

BUSINESS

- College Business Math – BUAD104 – Business Mathematics – TC3 (3 credits)
- College BCT (Business and Computer Technology) – Combination course of the following 3 college classes: BIT 251 – Introduction to Microsoft Word, BIT – 252 – Introduction to Microsoft Excel & BIT 254 – Introduction to PowerPoint – SUNY Broome (3 Total Credits)

ENGLISH

- Advanced Placement (AP) – Language and Composition (0-5 credits – based on exam)
- College Writing – ENG 110 – College Writing I – SUNY Broome (3 credits)

HEALTH AND PHYSICAL EDUCATION

- College First Aid – HLTH 205 – First Aid and Safety Education -- TC3 (3 credits)
- College Fitness – PED 118 – Solutions in Fitness and Wellness – SUNY Broome (1 credit)

MATHEMATICS

- College Calculus – MAT 181 – Calculus I – SUNY Broome (4 credits)

SCIENCE

- College Anatomy – BIO 101 – Introduction to Anatomy – SUNY Broome (3 Credits)
- College Biology – BIOL 101 – Principles of Biology – TC3 (3 credits)
- College Biology II – BIOL 102 – Principles of Biology II – TC3 (3 credits)
- College Chemistry – CHEM 101 – Principles of Chemistry – TC3 (4 credits)
- College Chemistry II – CHEM 102 – Principles of Chemistry II – TC3 (4 credits)

SOCIAL STUDIES

- College Government – SOS 111 – Public Policy – SUNY Broome (3 credits)

SPANISH

- College Spanish – SPAN 201 – Intermediate Spanish I – TC3 (3 credits)
- College Spanish II – SPAN 202 – Intermediate Spanish II – TC3 (3 credits)

Business

214 - College Business Math

(1 Credit)

Tompkins Cortland Community College

Master Course Syllabus

Course Discipline and Number: BUAD 104

Course Title: Business Mathematics

Credit Hours: 3

Course Description

Designed to develop a thorough understanding and mastery of the arithmetic processes of business, with an emphasis on the application of principles to typical business problems. Topics include percent, solving for unknowns, discounts, markups and markdowns, payroll, simple and compound interest, credit cards, home ownership, depreciation, inventory, stocks, bonds, and mutual funds. Prerequisites: C or better grade in MATH 090 or appropriate assessment test score; RDNG 099 if required by placement testing.

216 - College Business Computer Technology

(1 Credit)

BIT 251 - Introduction to Microsoft Word

SUNY Broome

Description: Learn to use this popular word processing package to prepare simple letters, memos, and reports. Upon successful completion of this course, you will be able to create, store, and print routine business and/or personal documents efficiently.

Credits: 1

Course Profile

Learning Outcomes of the Course:

Upon successful completion of this course the student will be able to:

1. Apply word processing functions to business documents.
2. Use the word processing software to create business and personal documents including letters, memos, tables, and reports.
3. Create, edit, save, retrieve, and print documents created in Microsoft Word.

BIT 252 - Introduction to Microsoft Excel**SUNY Broome**

Description: Use this popular software to prepare worksheets and charts. Learn to create and use multiple worksheets, link workbooks, create lists and macros, and use templates.

Credits: 1**BIT 254 - Introduction to PowerPoint****SUNY Broome**

Learn to create simple text charts, data charts, speaker notes, handouts, and a screen show using a sophisticated graphics software package.

Credits: 1**Course Profile**

Learning Outcomes of the Course:

Upon successful completion of this course the student will be able to:

1. Create, edit, show and print slides using a professional presentation package.
2. Create title and bulleted list slides as well as slides using charts to present information.
3. Incorporate clip art into slides.
4. Add sound and transitional elements to a slide show.
5. Add a build effect to a bulleted-list slide.
6. Develop an outline for a 10-12 minute slide show presenting information on a topic of their choice.
7. Select and create appropriate slides to present information.
8. Apply simple design elements to make more attractive and effective slides.
9. Present the information to an audience using the slide show to enhance the presentation making it more interesting and effective

English

051 - AP Language and Composition (1 credit)

AP English Language and Composition Advanced Placement

The AP® English Language and Composition course is designed to give students multiple opportunities to work with the rhetorical situation, examining the authors' purposes as well as the audiences and the subjects in texts. Students write in a variety of modes for a variety of audiences, developing a sense of personal style and an ability to analyze and articulate how the resources of language operate in any given text. Because our students live in a highly visual world, we also study the rhetoric of visual media such as photographs, films, advertisements, comic strips, and music-video. In concert with the College Board's *AP English Course Description*, our course teaches "students to read primary and secondary sources carefully, to synthesize material from these texts in their own compositions, and to cite sources using conventions recommended by professional organizations such as the Modern Language Association (MLA)." The course is organized around four fundamental questions—one for each of our four grading quarters. We avoid themes and chronological order as structuring devices, believing that sequencing a course by reading and writing skills is more appropriate for authentic learning. We structure the course—and choose texts—based on teaching critical reading, not on familiarizing our students with canonical pieces of American literature. We work within the framework of American literature, and we honor many of our great writers in the course, but the choices of texts and their sequencing are based on reading skills, not the canon—we teach reading skills, not books, in this class. Our yearlong research project (see next paragraph) also affords students the opportunity to read many other great American writers whom they might otherwise have missed. Composition study is organic in its approach and no student papers are graded in an effort to promote risk-taking in developing writing skills. Only one paper in the course is a literary analysis, and all papers go through several revisions. The only exception to this is the yearlong junior theme, which is due at the end of May and evaluated with a scoring guide.

Credits: 0 to 5 - based on score from the AP Exam given at the end of the course

302 - College Writing (.5 credit)

ENG 110 - College Writing I

SUNY Broome

Students learn to use writing to develop their thinking and to read texts critically for both form and content. They practice different writing processes and rhetorical strategies in order to write essays that are purposeful, thoughtful, and coherent, and that conform to the conventions of standard written English. They understand writing as a social and collaborative process, both as a mode of individual expression and as a rhetorical act.

Prerequisite- Students must earn a score of 85 or higher on the NYS ELA Regents Exam.

Credits: 3

Course Profile

Learning Outcomes of the Course:

- Students will demonstrate the ability to produce coherent texts within common college level forms.
- Students will demonstrate the ability to revise and improve such texts.

Upon successful completion of this course the student will:

- Produce essays that make connections between their reading and their own personal experience and reinforce the practice of reading as a dialogic activity.
- Produce essays that show they are able to communicate information and ideas from texts accurately and fairly in summary and critique. Their written work will contain references in the form of quotation and appropriate paraphrase. Student work will exhibit a writer's ethical obligations to readers: honesty, accuracy, and acknowledgement of and respect for other people's ideas. Students will show a familiarity with the principles of MLA in-text citation and writing Works Cited pages.
- Evaluate sources for their relevance and reliability, and will show that they are able to do this by producing at least one essay that contains independent research containing at least three sources.
- Show that they can revise their work effectively, taking into account different audiences and rhetorical purposes.

Tompkins Cortland Community College
Master Course Syllabus

Course Discipline and Number: HLTH 205

Course Title: First Aid and Safety

Credit Hours: 3

Course Description

This is a study of the typical injuries, illnesses, and emergency situations received in workplace, recreation, home and community, as well as the corresponding first aid skills needed to manage those emergencies until Emergency Medical Services (EMS) personnel arrive. This course emphasizes ways to prevent such scenarios and helps students confront their fears of stepping forward to provide assistance. The corresponding American Red Cross certificate(s) in CPR and First Aid are given upon satisfactory completion of the requirements.

835 - College Fitness

(.5 credit)

PED 118 - Solutions in Fitness and Wellness

SUNY Broome

Students participate in an individualized fitness program. Each student will be tested for fitness levels in cardio-respiratory, muscle strength and endurance, flexibility and body composition. Results of the profile will help determine a workout routine for classroom activity. Discussions on chapter topics (including Wellness topics) and tests will assist students in making healthy lifestyle choices.

Credits: 1

Mathematics

602 - College Calculus

(1 Credit)

MAT 181 - Calculus I

SUNY Broome

A university parallel calculus course covering functions, limits and continuity. Differentiation and integration of polynomial, rational, trigonometric, logarithmic, exponential functions using computational and intuitive methods. Applications including curve sketching, rectilinear motion,

related rates, maxima and minima. Summation, integration and the Fundamental Theorem of Calculus, and applications of the definite integral.

Credits: 4

Course Profile

Learning Outcomes of the Course:

Upon successful completion of this course the student will be able to:

1. Find limits using computational and intuitive methods.
2. Understand the formal definition of a limit.
3. Determine continuity of functions.
4. Find the derivative of a function using the limit definition.
5. Graph, differentiate and integrate polynomial, rational, trigonometric, logarithmic, and exponential functions, using computational and intuitive methods.
6. Find derivatives by the chain rule.
7. Find implicit derivatives.
8. Understand differentials and linear approximations and their relation to the derivative.
9. Understand the Mean Value Theorem and Rolle's Theorem.
10. Set up and solve maxima and minima problems and related rate problems.
11. Use the first and second derivatives as aids in sketching curves.
12. Find anti-derivatives.
13. Understand sigma notation and know that a definite integral is the limit of a Riemann sum.
14. Understand the Fundamental Theorem of Calculus.
15. Integrate by Substitution.
16. Apply the definite integral to problems involving area under a curve and area between curves.
17. Apply the definite integral to problems involving volume, curve length, and surface area.
18. Understand and solve elementary differential equations.

This course prepares students to meet the Mathematics General Education requirement.

In the context of the course objectives listed above, upon successful completion of this course the student will be able to:

- Interpret and draw inferences from mathematical models such as formulas, graphs, tables and schematics.
- Represent mathematical information symbolically, visually, numerically and verbally.
- Employ quantitative methods such as arithmetic, algebra, geometry, or statistics to solve problems.

- Estimate and check mathematical results for reasonableness.
 - Recognize the limitations of mathematical and statistical methods.
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Science

819 - College Anatomy

(.5 Credit)

BIO 101 - Introduction to Anatomy and Physiology SUNY Broome

An introduction to the basic understanding of the anatomy and physiology of human body systems, and anatomic terminology. This semester-long course reviews each of the major body systems. Students will also be introduced to the structures and processes of cells, and various tissue types present in the human body. This course may not be used to substitute for BIO 131/132 for health science students.

Credits: 3

Course Profile

Learning Outcomes of the Course:

Upon successful completion of this course the student will be able to:

1. Have knowledge of basic anatomical terms and be able to use them correctly
2. Correctly identify body cavities and name their contents, and correctly use regional and directional terms.
3. Have knowledge of basic chemical concepts and apply them to a better understanding of physiological phenomena.
4. Have knowledge of the basic principles of cell anatomy and physiology.
5. Have knowledge of the structure of the basic tissues and the integumentary system.
6. Describe the growth, development, anatomy and physiology of the skeletal system.
7. Explain the anatomical structure and physiological actions of the human muscular system.
8. Have knowledge of the basic facts concerning the anatomy and physiology of the nervous system.
9. Have knowledge and understanding of special senses,

- reflexes, and the autonomic nervous system.
10. Have knowledge of the anatomy and physiology of the endocrine system.
 11. Have knowledge of the composition of human blood plasma and name the cells making up the formed elements of the blood.
 12. Demonstrate an understanding of the electrical activity, pressure changes, and heart sounds that occur during a single, normal cardiac cycle.
 13. Have knowledge of the anatomy of the human respiratory system and explain the activities involved in a single respiratory cycle.
 14. Have knowledge of the anatomy and physiology of the human digestive system.
 15. Have knowledge of the anatomy and physiology of the urinary system.
 16. Have knowledge of the anatomy and physiology of the male and female reproductive systems.
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833 - College Biology

(1 Credit)

Tompkins Cortland Community College Master Course Syllabus

**Course Discipline and Number: BIOL
101**

Course Title: Principles of Biology I Credit Hours: 3

Course Description

BIOL 101 presents an overview of major biological principles. Topics include chemistry as it relates to organisms, cell morphology and physiology, and genetics. The course is intended for students who do not plan to transfer to an upper level major in science, environmental science, medicine, or a science-related field. Nursing students may take BIOL 101 and CHEM 101 to meet their program requirements. Substantial outside preparation for lectures and laboratories is required. BIOL 101 fulfills the SUNY General Education Natural Sciences requirement. Students may not apply credit for both BIOL 101 and BIOL 104 toward their degree. Prerequisites: MATH 090 if required by placement testing; prior completion or concurrent enrollment in ENGL 100 and RDNG 116 if required by placement testing

834 - College Biology II

(1 Credit)

Tompkins Cortland Community College Master Course Syllabus

Course Discipline and Number: BIOL 102

Course Title: Principles of Biology II Credit Hours: 3

Course Description

BIOL 102 presents an overview of major biological principles. It is appropriate for students who are not planning to transfer to an upper level major in science, environmental science, medicine, or a science-related field. Major topics include evolution, biodiversity, animal form and function, and ecology. Prior completion of BIOL 101 is not required. Substantial outside preparation for lectures and laboratories is required. BIOL 102 fulfills the SUNY General Education Natural Sciences requirement. Students may not apply credit for both BIOL 102 and BIOL 105 toward their degree. Completion of BIOL101 is not required. Prerequisites: MATH 090 if required by placement testing; prior completion or concurrent enrollment in ENGL 100 and RDNG 116 if required by placement testing. This course has no BIOL prerequisite.

Social Studies

718 - College US History

(1 Credit)

HIS 130 - US History I

SUNY BROOME

3 credits

COURSE DESCRIPTION:

This United States History is a course that offers an issue-oriented approach in the study of the people of the United States and their history. Major themes and traditions that make America exceptional will be explored in great detail. The course is designed to acquaint students with core characteristics and values found throughout the history of the United States and its people. An analysis of those events and significant individuals will be done on a continuous basis.

By the end of this course, students should have completed the following course objectives:

- An understanding of the social, economic, and political forces that have shaped the people of this nation from the early Eighteenth Century to the present day.
- The ability to locate American cities and states whose particular histories have contributed to the development of the United States.
- An analysis of the roles of various important and influential individuals, including women and minorities that have contributed to American history.
- Develop a framework for understanding modern day issues and problems based on their respective histories.
- An examination of the forces and issues that currently dominate the American political arena and the historical relevance of current events and issues.

717 - College Government

(.5 Credit)

SOS 111 - Public Policy

SUNY BROOME

This course offers students an analytical survey of policy formulation and implementation in the United States, together with an examination of the impact of policy upon individuals and groups in American society. Topics covered will include: policy making processes, policy analysis, federal and state policies, rationality and irrationality in public policy, incrementalism, special interests, public choice, and institutional influences. This course satisfies the civic education requirement.

Credits: 3

Course Profile

Learning Outcomes of the Course:

Upon successful completion of this course the student will be able to:

1. Define some of the major concepts in the study of public policy.
 2. Describe the context within which policy decisions are made, including institutional, economic, cultural, and so on.
 3. Apply their general knowledge of public policy to the analysis of specific policy issues such as economic, environmental, educational, and foreign policy issues.
 4. Evaluate arguments for various policy options.
 5. Assess public policy as an approach to dealing with public issues.
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Spanish

508 – College Spanish

(.5 credit)

Tompkins Cortland Community College

Master Course Syllabus

Course Discipline and Number: SPAN 201

Course Title: Intermediate Spanish I

Credit Hours: 3

Course Description

This is an intermediate Spanish course focusing on speaking, reading, writing and listening comprehension. Grammar learned in first year Spanish is reviewed. Major emphasis is placed on improving oral communication skills and reading comprehension. Students explore different aspects of the cultures, history and current events of the Spanish-speaking world. Substantial outside preparation using CD ROMs, the internet, or other audio-visual materials is required. Students are expected to be

able to communicate in the present, past, and future tenses in Spanish. The class is conducted exclusively in Spanish. SPAN 201 fulfills the SUNY General Education Foreign Language requirement. An honors section is offered. Prerequisites: SPAN 102; RDNG 116 if required by placement testing; prior completion or concurrent enrollment in ENGL 100.

509 – College Spanish II

(.5 Credit)

Tompkins Cortland Community College

Master Course Syllabus

Course Discipline and Number: SPAN 202

Course Title: Intermediate Spanish II

Credit Hours: 3

Course Description

This is a continuation of Intermediate Spanish I. Major emphasis is placed on helping students to improve their oral communication skills and reading comprehension. Students continue to explore different aspects of the cultures, history, and current events of the Spanish speaking world. Substantial outside preparation using CD-ROMs, the internet, or other audio-visual materials is required. Students are expected to be able to communicate in the present, past, and future tenses in Spanish. The class is conducted exclusively in Spanish. SPAN 202 fulfills the SUNY General Education Foreign Language requirement. Prerequisites: SPAN 201