



**We empower and engage students to guarantee their successful future.**



# **High School Course Guide**

## **2026-2027**

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## Once a Buc, Always a Buc!

### **Oswego City School District Mission:**

We empower and engage students to guarantee their successful future.

### **Oswego City School District Vision:**

Our school community is dedicated to equity and excellence for each student.

### **Our Core Beliefs:**

- **Respect:** Treat everyone with dignity.
- **Learning:** Is the foundation for a productive and a fulfilled life.
- **Integrity:** Uphold truthfulness and transparency in all interactions. Maintaining moral and ethical principles in decision-making and actions.
- **Caring:** Demonstrate empathy, compassion, and genuine concern for the well-being of all school community members.
- **Innovation:** Foster creativity, exploration, and continuous improvement in education practices.
- **Community Connections:** Foster strong connections and partnerships with the community to enhance learning opportunities and support all.
- **Collaboration:** Promote teamwork, cooperation, and synergy among educators, students, families, and community stakeholders.
- **Safety:** Prioritize creating a physically and emotionally safe environment conducive to learning and personal growth.
- **Social-Emotional Well-being:** Address and support the social and emotional needs of students through comprehensive programs and services.
- **Diversity and Inclusivity:** Celebrate diversity and ensure equitable access to educational opportunities for all students.

### **Alma Mater**

Let our voices, loudly ringing, echo far and near.  
Songs of praise thy children singing to thy memory dear.

Alma Mater, dear Oswego, tender, fair and true.  
Faithful children love unflinching, all their vows renew.

# Oswego High School Directory

Main Office - (315) 341-2200 ~ Student Services (Counseling) - (315) 341-2221

Dr. Raymond Kilmer	Superintendent	<a href="mailto:rkilmer@oswego.org">rkilmer@oswego.org</a>
Dr. Raina Hinman	Principal	<a href="mailto:rhinman@oswego.org">rhinman@oswego.org</a>
Mrs. Tara Clark	Assistant Principal - 9th	<a href="mailto:tclark3@oswego.org">tclark3@oswego.org</a>
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Mr. Andrew Rupert	Assistant Principal - 10th	<a href="mailto:arupert@oswego.org">arupert@oswego.org</a>
Mr. Dylan Vitale	School Counselor	<a href="mailto:dvitale@oswego.org">dvitale@oswego.org</a>
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Mrs. Laura Bond	School Counselor	<a href="mailto:lbond2@oswego.org">lbond2@oswego.org</a>
Mr. Shawn Caroccio	School Counselor	<a href="mailto:scarocci@oswego.org">scarocci@oswego.org</a>
Mrs. Amy Orr	Social Worker Last Names - A-K	<a href="mailto:aorr@oswego.org">aorr@oswego.org</a>
Mrs. Mary Fink	Social Worker Last Names - L-Z	<a href="mailto:mfink2@oswego.org">mfink2@oswego.org</a>
Mrs. Michele Hager	Psychologist Last Names - A-K	<a href="mailto:mhager@oswego.org">mhager@oswego.org</a>
Mrs. Erin Fitzgerald	Psychologist Last Names - L-Z	<a href="mailto:efitzger@oswego.org">efitzger@oswego.org</a>
Ms. Leah Sweeney	Secondary Home & School Liaison	<a href="mailto:lsweeney@oswego.org">lsweeney@oswego.org</a>

# Academic Policies, Services, and Programs

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## **School Counseling Services:**

As school counselors, it is our belief that OHS students have many exciting possibilities, given all of the academic and personal resources available to them. We encourage students to get involved in their school community, as research shows that students who are connected to their school environment perform better and are therefore more successful.

The role of OHS Counselors is quite broad and encompasses a wide range of needs. Counselors assist students with all of the following:

- ◆ Personal issues
- ◆ Crisis intervention
- ◆ Academic concerns
- ◆ Career information
- ◆ College searching
- ◆ Test interpretation
- ◆ Anything else that may be of concern



## **Course Load Expectation:**

In order to ensure that students are making progress towards graduation, a minimum number of 5 units plus Physical Education are required. OHS encourages students to take at least 6 and one half units of credits each year.

**Freshman ≥ 5.5 Credits**

**Sophomore ≥ 11.0 Credits**

**Juniors ≥ 16.5 Credits**

**Seniors ≥ 22.0 Credits**

## **Course Changes, Adds and Drops:**

Students may request to add or drop a course within the first three weeks of its start. The final changes will occur after the student has met with his/her counselor and received written permission to make changes to his/her schedule from a parent. These changes are only allowed for changing classes, NOT FOR CHANGING A TEACHER.

The deadline for requesting an add/drop is the midpoint of the course (this would mean 10 weeks for a 20-week course and 20 weeks for a 40-week course). Any request for changes that occur beyond the three weeks start of the class and fall at the midpoint of the class will require written authorization from: student, parent, counselor, and teacher. However, any request to add/drop after the course's drop deadline will require the principal's written authorization.

## **Graduation Requirements**

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### **Regents Diploma**

To earn a Regents diploma a student must complete a minimum of 22 units of credit and pass five New York State Regents exams with a score of 65 or higher. Required exams include one each in the areas of English, mathematics, social studies and science. The requirement for a fifth exam can be met by passing an additional NYS approved exam in English, math, science, social studies, career and technical education (CTE), the arts or a language other than English.



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### **Regents Diploma with Advanced Designation**

Students pursuing the Regents Diploma with Advanced Designation must complete a minimum of 22 units of credit, pass a minimum of eight NYS Regents exams with a score of 65 or higher and complete additional exam or credit requirements in the areas of math, science, social studies, career and technical education (CTE), the arts or a language other than English. Students should consult their counselors for more specific information about the pathways to this diploma option.

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## **New York State Honors**

A student earning either a Regents Diploma or a Regents Diploma with Advanced Designation can also receive the designation "with Honors" from New York State by earning a minimum average of 90.00 on all required regents exams. Rounding up averages is not permitted.

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## **Local Diploma**

The local diploma option is available to students with disabilities. To be eligible for this diploma option, all students must earn a minimum of 22 credits. Students with disabilities who earn Regents exam scores of 55-64 are eligible for a local diploma. Students with disabilities may also earn a local diploma using the compensatory option where a Regents exam score of 65 or higher on one of the required exams may be used to compensate for a score of 45-54 on a different exam. Students must earn a score of at least 55 on the ELA Regents exam and one math Regents exam to meet requirements for the compensatory option. Students should consult with their case managers or counselors for more information.

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## **Exit Credential Options for Students with Disabilities**

Where appropriate, a student with an Individual Education Plan (IEP) who is unable to attain the requirements for a Regents or local diploma may be awarded one of two non-diploma exiting credentials - the Career Development and Occupational Studies Commencement Credential (CDOS) or the Skills and Achievement Commencement Credential (SACC). These credentials are awarded upon completion of the individual education program objectives as developed and approved by the Committee on Special Education (CSE).

## **Seal of Biliteracy**

Students have the opportunity to earn the Seal of Biliteracy as an additional credential with their diploma. Students must complete requirements in alignment with World Languages and a capstone project is required. For more information, please reach out to our Seal of Biliteracy coordinator.

## **[Seal of Civic Readiness](#)**

Students have the opportunity to earn the Seal of Civic Readiness as an additional credential with their diploma. Students must complete requirements in alignment with the Seal of Civic Readiness requirements and a capstone project is required. For more information, please reach out to our SOCR coordinator. You may click on the link above for more information as well.

### New York State Diploma Requirements Applicable to All Students Enrolled in Grades 9-12

#### Credit Requirements

(Apply to all diploma types: local, Regents, Regents with advanced designation)

	Minimum number of credits
English	4
Social Studies <i>Distributed as follows:</i> U.S. History (1) Global History and Geography (2) Participation in Government (½) Economics (½)	4
Science <i>Distributed as follows:</i> Life Science (1) Physical Science (1) Life Science or Physical Science (1)	3
Mathematics	3
World Languages	1 <sup>(**)</sup>
Visual Art, Music, Dance, and/or Theater	1
Physical Education <i>(participation each semester)</i>	2
Health	½
Electives	3 ½
<b>Total</b>	<b>22</b>

<sup>(\*\*)</sup>Students with a disability may be excused from the requirement for 1 unit of credit in World Languages if so indicated on their IEP, but they must still earn 22 units of credit to graduate.

- 1.) Pathways**  
A student must either:
  - earn the Seal of Civic Readiness; or
  - pass an additional Regents Exam or Department Approved Alternative in a different course (English, mathematics, science, or social studies); or
  - pass a Department Approved Pathway Assessment (Arts, CDOS, World Languages); or
  - successfully complete a NYSED-approved CTE program, including the associated 3-part technical assessment; or
  - successfully complete all the requirements for earning the CDOS Commencement Credential.
 Beginning in fall 2022, a select number of NYS schools will pilot the Individual Arts Assessment Pathway (IAAP). Reference Multiple Pathways and Department Approved Alternative Examinations.
- 2.) Traditional Appeals**  
All appeals are subject to local district approval. Reference: Appeals, Safety Nets, and Superintendent Determination.
- 3.) Special Endorsements**  
**Honors:** A student earns a computed average of at least 90 on the Regents Exams applicable to either a Regents diploma or a Regents diploma with advanced designation. No more than 2 Department approved alternatives can be substituted for Regents Exams. The locally developed Checkpoint B examination in World Languages is not included in the calculation.  
**Mastery in Math and/or Science:** A student meets all the requirements for a Regents diploma with advanced designation AND earns a score of 85 or better on 3 math Regents Exams and/or 3 science Regents Exams.  
**Technical Endorsement:** A student meets the requirements for either a local diploma, a Regents diploma or a Regents diploma with advanced designation AND successfully completes a Department approved CTE program including the 3-part technical assessment.  
**Seal of Biliiteracy:** A student meets the criteria for earning the NYS Seal of Biliiteracy.  
**Seal of Civic Readiness:** A student meets the criteria for earning the NYS Seal of Civic Readiness.  
 Reference the Endorsements and Seals webpage or NYS Diploma/Credential Requirements for additional information related to awarding special endorsements to students with exam exemptions due to COVID-19.
- 4.) World Languages Exemption**  
Students with a disability may be excused from the required units of credit in World Languages if so indicated on their IEP, but they must still earn 22 units of credit to graduate. Such student who seeks a Regents diploma with advanced designation does NOT have to complete the 5-unit sequence in the Arts or CTE in lieu of the sequence in World Languages in order to meet the assessment requirements for the advanced diploma.
- 5.) Superintendent Determination of a Local Diploma**  
Students with a disability who are unable to attain a local diploma through the various safety net provisions may be eligible for a Superintendent Determination of a local diploma under certain conditions. Reference: Appeals, Safety Nets, and Superintendent Determination.
- 6.) Flexibilities due to the COVID-19 Public Health Emergency**  
**Exemptions:** Students granted an exemption from any exam due to COVID-19 are not required to pass such specific exam to meet the assessment requirements for any diploma type. Reference the following FAQs: June/August 2020, January 2021, June/August 2021, and January 2022.  
**Special Appeals:** Eligible students may use lower scores (50-64) on Regents Exams taken during the 2021-22 or 2022-23 school year to meet the assessment requirements for any diploma type. Reference: Special Appeals Memo and FAQ.  
**Special Determination:** Students who are scheduled to graduate in **June 2022** and either do not qualify for a Special Appeal or who are unable to participate in one or more required Regents Exam(s) because of illness, including isolation restrictions due to COVID, may request a Special Determination to Graduate with a Local Diploma in June 2022.
- 7.) Exemptions from the Regents Exam in US History and Government (Framework)**  
Eligible students shall be granted an exemption from the June 2022, August 2022, or January 2023 Regents Exam in US History and Government (Framework). Reference: FAQ on Cancellation of Regents Exam in US History and Government (Framework).

#### Assessment Requirements

	Regents Diploma for All Students		Regents Diploma via Appeal for All Students		Local Diploma via Appeal for All Students		Local Diploma for Students with a Disability		Local Diploma via Appeal for English Language Learners	
REGENTS EXAM or passing score on a Department approved alternative	# of Exams	Passing Score	# of Exams	Passing Score	# of Exams	Passing Score	# of Exams	Passing Score	# of Exams	Passing Score
English Language Arts (ELA)	1	65 <sup>1</sup>	1	65 <sup>1</sup>	1	65 <sup>1</sup>	1	55 <sup>**</sup>	1	55 <sup>**</sup>
Math	1	65 <sup>1</sup>	1	65 <sup>1</sup>	1	65 <sup>1</sup>	1	55 <sup>**</sup>	1	55 <sup>**</sup>
Science	1	65 <sup>1</sup>	1	65 <sup>1</sup>	1	65 <sup>1</sup>	1	55 <sup>**</sup>	1	55 <sup>**</sup>
Social Studies	1	65 <sup>1</sup>	1	65 <sup>1</sup>	1	65 <sup>1</sup>	1	55 <sup>**</sup>	1	55 <sup>**</sup>
Pathway <i>(See note 1 on reverse side)</i>	1 or CDOS	65 <sup>1</sup> if Regents Exam	1 or CDOS	65 <sup>1</sup> if Regents Exam	1 or CDOS	65 <sup>1</sup> if Regents Exam	1 or CDOS	55 <sup>**</sup> if Regents Exam	1 or CDOS	55 <sup>**</sup> if Regents Exam
Compensatory Safety Net	Non-Applicable		Non-Applicable		Non-Applicable		Scores of 45-54 on any required Regents exam (except ELA and Mathematics) can be compensated by a score of 65 <sup>1</sup> or above on another required Regents exam including ELA and Mathematics.		Non-Applicable	

#### Regents Diploma with Advanced Designation

Students seeking the Regents diploma with advanced designation must:

- Meet the credit and assessment requirements for a Regents diploma; and
- Pass **two additional** Regents exams or Department approved alternatives in **mathematics**; and
- Pass **one additional** Regents exam or Department approved alternative in **science**
  - o students seeking advanced designation must pass at least one Regents exam or Department approved alternative in both sciences (**one life and one physical**); and
- Complete a **sequence**:
  - o earn an additional 2 units of credit in World Languages and pass a locally developed Checkpoint B World Languages examination, or
  - o complete a 5 unit sequence in the Arts, or
  - o complete a 5 unit sequence in CTE.

#### Assessment Combinations for Advanced Designation

Traditional Combination	ELA, Global History and Geography, US History and Government, 3 mathematics, 2 science (1 life science, 1 physical science) = 8 assessments
Pathway Combination (other than STEM)	ELA, 1 social studies, 3 math, 2 science (1 life science, 1 physical science), 1 Pathway (other than science or math) = 7 (+Pathway) or 8 assessments.
STEM (Mathematics) Pathway Combination	ELA, 1 social studies, 4 math <sup>3</sup> , 2 science (1 life science, 1 physical science) = 8 assessments.
STEM (Science) Pathway Combination	ELA, 1 social studies, 3 math, 3 science (at least 1 life science, at least 1 physical science) = 8 assessments.

<sup>\*</sup> A student with a disability may appeal scores between 52 and 54 on up to two Regents examinations in any discipline and graduate with the local diploma. Reference New York State Diploma/Credential Requirements: Local diploma for Students with Disabilities.

<sup>^</sup> In the event a student with a disability is unable to attain a passing score on any Regents examination, the student may be eligible for a Superintendent Determination of a local diploma. Reference Appeals, Safety Nets, and Superintendent Determination.

<sup>1</sup> English Language Learners seeking an appeal for a score of 55-59 on the ELA Regents Exam are only eligible if they entered the United States in grade 9 or after and were classified as an English Language Learner when they took the test the second time. Reference New York State Diploma/Credential Requirements: Local diploma for English Language Learners.

<sup>3</sup> The 4<sup>th</sup> mathematics examination can be selected from the list of Department Approved Alternative Examinations.

<sup>†</sup> For the purposes of determining a student's diploma type, exemptions and Special Appeals should be considered passing scores. Both exemptions and Special Appeals may be applied to all diploma types.

## **NCAA Requirements**

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If you are planning to enroll in college as a freshman and you wish to participate in intercollegiate athletics, you may be required to be certified by the NCAA Clearinghouse. You must take a prescribed core curriculum and obtain the necessary SAT or ACT scores to be eligible. The list of NCAA-approved courses at Oswego High School is indicated below. Please review this list prior to enrolling in your courses. **See your counselor for more details regarding participation in intercollegiate athletics!**

**Please go to [NCAA Eligibility Center - High School Portal](#)**

**You'll need the CEEB code for Oswego High School which is 334355.**

## **Honors Level Courses**

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We offer honors courses in Art, English, World Language, Mathematics, Music, Science, Social Studies, and Technology. Honors courses involve considerably more reading and writing as compared to non-honors courses. Instruction within the honors classes occurs at a higher level than in traditional Regents courses.

Students are encouraged to take more rigorous courses which will challenge them to develop their critical and analytical skills. If a student is struggling at the end of the first marking period, a meeting with teacher, parent/guardian, and counselor may be needed to discuss academic support or the possibility of a schedule adjustment.

## **College Courses**

Students have a lot to cope with, both academically and socially, when they first enter college. By taking college courses while still in high school, students have the opportunity to experience the rigors of college coursework and the amount of self-discipline they need to succeed academically in college. In addition, taking a college course in high school keeps students challenged through the senior year, and helps maintain sharp academic skills and good study habits. Once in college full time, research shows that these students will be among the ones who are most likely to succeed.

Students have the opportunity to take college level courses to fulfill graduation requirements at OHS and/or at any of the area colleges and universities (SUNY Oswego, Syracuse University, Onondaga or Cayuga Community Colleges).

Students taking college courses on a college campus (SUNY Oswego and/or Cayuga Community College) have the option to request that their professor(s) submit to Oswego High School a numeric grade, rather than a letter grade. If no numeric grade is provided to Oswego High School from the professor, Oswego High School will convert the letter grade to numeric grade using the following standard table.

A+ = 97	A = 95	A- = 93	B+ = 87	B = 85	B- = 83
C+ = 77	C = 75	C- = 73	D+ = 67	D = 65	F = Failing

## Oswego High School - COLLEGE LEVEL COURSES

### Dual Enrollment Courses

Oswego Dual Enrollment Course	College Course	College Credits	Tuition Required
World Literature/ Eng 102	OSW ENG 102	3	No
AP Literature & Composition/Eng 204	OSW ENG 204	3	No
College Economics	SU ECON 101 & 102	6	No
SUPA Forensic Science	SU CHEM 113	4	No
College Physics (w/lab)	OSW PHY 111	4	No
College Chemistry (w/lab)	OSW CHE 101	4	No
Spanish 4	OSW SPA 201	3	No
French 4	OSW FRE 201	3	No
Spanish 5	OSW SPA 202	3	No
French 5	OSW FRE 202	3	No
Advanced Multimedia Design (Yearbook)	CCC ART 215	3	No
Sculpture 2	OSW ART 102	3	No
Ceramics 2	OSW ART 102	3	No
Drawing and Painting 2	CCC ART 103	3	No
Advanced Study in Arts	CCC ART 104	3	No
Computer Graphics Design	CCC ART 215	3	No
Advanced Computer Graphics Design	OSW ART 103	3	No

<b>Advanced Photography</b>	<b>CCC ART 253</b>	<b>3</b>	<b>No</b>
<b>Advanced Study in TV &amp; Communication</b>	<b>CCC TELC 180 &amp; COMM 150</b>	<b>6</b>	<b>No</b>
<b>TV. Communication/Production</b>	<b>CCC TELC 104 &amp; 105</b>	<b>6</b>	<b>No</b>
<b>U.S. History and Government</b>	<b>CCC HIS 104 &amp; 105</b>	<b>6</b>	<b>No</b>
<b>American Government and Politics</b>	<b>OSW POL 205</b>	<b>3</b>	<b>No</b>
<b>Leadership in Action</b>	<b>OSW GST 120</b>	<b>1</b>	<b>No</b>
<b>College Algebra</b>	<b>OSW MATH 104</b>	<b>3</b>	<b>No</b>
<b>Pre-Calculus</b>	<b>CCC MATH 106</b>	<b>3</b>	<b>No</b>
<b>Calculus</b>	<b>CCC MATH 108</b>	<b>4</b>	<b>No</b>
<b>Physical Education (Weight training 1)</b>	<b>CCC PE 130</b>	<b>1</b>	<b>No</b>
<b>Physical Education (Weight Training 2)</b>	<b>CCC PE 131</b>	<b>1</b>	<b>No</b>
<b>Physical Education (Fitness 1)</b>	<b>CCC PE 161</b>	<b>1</b>	<b>No</b>
<b>Physical Education (Fitness 2)</b>	<b>CCC PE 162</b>	<b>1</b>	<b>No</b>
<b>Chamber Singers</b>	<b>CCC MUSIC 210</b>	<b>1</b>	<b>No</b>
<b>Wind Ensemble</b>	<b>CCC MUSIC 210</b>	<b>1</b>	<b>No</b>
<b>Music Theory 1</b>	<b>CCC MUSIC 145</b>	<b>2</b>	<b>No</b>
<b>Music Theory 2</b>	<b>CCC MUSIC 146</b>	<b>2</b>	<b>No</b>
<b>Career Based Learning 2</b>	<b>OSW GST 101</b>	<b>3</b>	<b>No</b>

## Advanced Placement Offerings (AP)

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<b>Oswego Courses</b>	<b>AP Exam</b>
AP Literature & Comp	Literature & Composition
AP World History	World History
AP US History	US History
AP Psychology	Psychology
AP Calculus	Calculus
AP Statistics	Statistics
AP Computer Science	Computer Science
AP Biology	Biology

Students taking Advanced Placement Courses:

- The AP examination offered in May is mandatory for all students enrolled in the course.
  - OCSD will pay for the fee that is required for this examination.
  - The granting of AP and college credit is determined by the individual policies of the post-secondary college the student plans on attending. Students should call the Admissions Office of the college to determine course acceptance.
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# Special Programs

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## **Academic Intervention Services**

Students who are not successful completing required state examinations will receive additional help, beyond the normal classroom instruction, in the subject or subjects where they are having trouble. Students must participate in Academic Intervention Services classes if they perform below certain levels on either the eighth grade state tests or high school Regents Examinations in English, social studies, math and science.

## **Learning Lab Support**

The Learning Lab is designed to act as a support to students that are not having academic success or need/want extra support from instructional staff. Learning Lab staff will provide the needed support and reinforcement to help students be more successful academically. A collaborative approach is used, in which classroom teachers work with the learning lab staff to plan for the learning needs of students assigned.

## **Health Services**

Two Registered Professional Nurses staff the health office for the school day while students are present in school. Students may seek medical attention for illness or injuries from the nurse. School physicals for sports participation, working papers, or other reasons are provided, as well as, screening for vision and hearing problems.

## **Independent Study**

In most subject areas, an independent study option is available. This option requires sponsorship by a teacher, as well as approval by the department team leader and the principal. For more information concerning independent study options, see your counselor or the appropriate team leader.

## **Leighton Volunteer Service**

Students in grades 10-12 in good standing who are interested in working with children or becoming a teacher can volunteer during a study hall (periods 3-9) at Leighton Elementary School. The application will be available in the Student Services office at the beginning of each semester. Students can earn up to .5 credit each semester per placement. See your counselor for more information.

## **Remedial Courses**

For students who are having difficulty mastering essential skills we offer remedial courses. Students are identified for these courses in a variety of ways. They either have test scores that indicate they need additional assistance or they receive a recommendation from a teacher. For information about remedial courses, contact your counselor.

## **Special Education**

Special Education services at Oswego High School implement programs recommended by the district Committee on Special Education and approved by the Board of Education. Eligible students have Individual Education Plans (IEP's) specifying classification, services, goals, objectives, transition plans and test modifications.

Students with disabilities access general education curriculum and are fully included within the high school setting. Special education services are provided on a consultant teacher direct or indirect basis, as well as through resource room settings. Services are designed to facilitate learning, compensate for disabilities, strengthen deficient skills and enhance school success. Our building also offers a 12:1:1 and a 12:1:3:1 setting for those who qualify under IDEA.

Students eligible for test modifications receive them in order to demonstrate acquired knowledge or mastery of content in the most efficient manner without being limited by their disabilities. Test modifications are detailed on the individual student's IEP and communicated to classroom teachers by the appropriate special education teacher.

The concept of inclusion addresses the need for all students to have access to the range of opportunities afforded within the high school setting. The expected credential for secondary students with disabilities is the Advanced or Regents Diploma. Under some circumstances an Individual Education Program becomes the expected credential. A student may pursue a high school equivalency diploma when efforts to earn a Regents Diploma have proven exceptionally challenging.

The full integration, affirmation and success of all students with disabilities or other learning difficulties is the ongoing work of our special education program. For more information contact Mrs. Leanne Gmeindl, Director of Special Education, at 315-341-2014.

## **Dual Enrollment**

Dual enrollment allows high school students to take college classes while they are still enrolled in high school. These classes count for both high school and college credit.

## **Advanced Placement**

Taking advanced placement (AP) classes in high school can help you earn college credit alongside your diploma and lead to tuition savings as an undergraduate. AP classes prepare learners to take tests on college-level knowledge in many subject areas. Students who receive scores of a level three or higher on these tests may be able to earn college credit.

## **Syracuse University Project Advance (SUPA)**

Project Advance, a cooperative program between Syracuse University and participating high schools, allows high school seniors to take college courses in their own schools at low cost. The program enables high school students to gauge their ability to do college work and sharpen their skills in preparation for full-time college study. High school faculty members teach the courses. They receive training in special workshops from SU faculty members. They are designated adjunct instructors of the university and, under supervision of SU faculty, teach the university courses as part of their regular teaching loads. Most high school faculty have undergraduate and graduate degrees and five years' teaching experience in the subjects they teach through Project Advance. Project Advance students earn a Syracuse University transcript for college credits successfully completed. For more information on SUPA courses your counselor. We offer SUPA Economics and Forensic Science.

# Sports, Recreation, and Activities

Any student wishing to play a sport **MUST** have a current physical on file with the school. Even though a physical has been done within the last 12 months, an interval form may be needed if it was done more than 30 days prior to the start of a season. Please check with the Athletic Office (315-341-2019) or the school nurse's office (OHS -315- 341-2242) to see if everything is in order. Forms should be submitted no later than two weeks before the season begins. **Students who do not have all of their paperwork in before the season starts will not be eligible to start until the forms are turned in and approved.**

Fall Sports	Winter Sports	Spring Sports
<ul style="list-style-type: none"> <li>● Cheerleading               <ul style="list-style-type: none"> <li>○ Varsity</li> </ul> </li> <li>● Cross Country               <ul style="list-style-type: none"> <li>○ Varsity</li> </ul> </li> <li>● Football               <ul style="list-style-type: none"> <li>○ Varsity</li> <li>○ Junior Varsity</li> </ul> </li> <li>● Golf               <ul style="list-style-type: none"> <li>○ Boys' Varsity</li> </ul> </li> <li>● Swimming               <ul style="list-style-type: none"> <li>○ Girls' Varsity</li> <li>○ Modified</li> </ul> </li> <li>● Soccer               <ul style="list-style-type: none"> <li>○ Girls' Varsity</li> <li>○ Girls' JV</li> <li>○ Boys' Varsity</li> <li>○ Girls' JV</li> </ul> </li> <li>● Tennis               <ul style="list-style-type: none"> <li>○ Girls' Varsity</li> <li>○ Girls JV</li> </ul> </li> <li>● Volleyball               <ul style="list-style-type: none"> <li>○ Girls' Varsity</li> <li>○ Girls' JV</li> <li>○ Boys' Varsity</li> <li>○ Boys' JV</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Basketball               <ul style="list-style-type: none"> <li>○ Boys' Varsity</li> <li>○ Girls' Varsity</li> <li>○ Freshman</li> </ul> </li> <li>● Bowling               <ul style="list-style-type: none"> <li>○ Girls' &amp; Boys Combined</li> </ul> </li> <li>● Cheerleading               <ul style="list-style-type: none"> <li>○ Varsity</li> <li>○ JV</li> </ul> </li> <li>● Ice Hockey               <ul style="list-style-type: none"> <li>○ Boys' Varsity</li> <li>○ Girls' Varsity</li> </ul> </li> <li>● Indoor Track and Field               <ul style="list-style-type: none"> <li>○ Boys' Varsity</li> <li>○ Girls' Varsity</li> </ul> </li> <li>● Swimming/Diving               <ul style="list-style-type: none"> <li>○ Boys' Varsity</li> </ul> </li> <li>● Wrestling               <ul style="list-style-type: none"> <li>○ Boys' Varsity</li> <li>○ Boys' JV</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Basketball               <ul style="list-style-type: none"> <li>○ Boys' Varsity</li> <li>○ Boys' JV</li> <li>○ Girls' Varsity</li> <li>○ Girls' JV</li> <li>○ Freshman</li> </ul> </li> <li>● Golf               <ul style="list-style-type: none"> <li>○ Girls' Varsity</li> </ul> </li> <li>● Lacrosse               <ul style="list-style-type: none"> <li>○ Boys' Varsity</li> <li>○ Boys' JV</li> <li>○ Girls' Varsity</li> <li>○ Girls' JV</li> </ul> </li> <li>● Softball               <ul style="list-style-type: none"> <li>○ Girls' Varsity</li> <li>○ Girls' JV</li> </ul> </li> <li>● Tennis               <ul style="list-style-type: none"> <li>○ Boys' Varsity</li> </ul> </li> <li>● Track and Field               <ul style="list-style-type: none"> <li>○ Boys' Varsity</li> <li>○ Girls' Varsity</li> </ul> </li> </ul>

# Extracurricular Clubs at Oswego High School

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Students who are involved in their school and community perform better in school, meet new people and become accepted to college more often than compared to students who are not involved.

<b>Agricultural Club</b>	<b>Art Club</b>	<b>Baseball Club</b>
<b>Drama Club</b>	<b>Environmental Club</b>	<b>Exploring Science Club</b>
<b>Creative Writing Club</b>	<b>Fitness Club</b>	<b>Football Club</b>
<b>French Club</b>	<b>Game Club</b>	<b>Interact Club</b>
<b>Key Club</b>	<b>Marching Band</b>	<b>Math Club</b>
<b>National Honor Society</b>	<b>Outdoor Adventure Club</b>	<b>SADD/Friends of Rachel</b>
<b>Sailing Club</b>	<b>Ski Club</b>	<b>Spanish Club</b>
<b>Student Council</b>	<b>Technology Club</b>	<b>Theater Tech Crew</b>
<b>Travel Club</b>	<b>WBUC-TV</b>	<b>Winter Guard</b>
<b>Yearbook</b>	<b>Zonta Club</b>	

# English

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## ❖ Graduation Requirements

- 4 Credits of English
  - 1 Regents Exam
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### English 9

~ 40 Weeks ~ 1 Credit ~ (NCAA Approved)

English 9 continues to build on the language arts skills begun in middle school and introduces new skills necessary for successful performance in high school. Descriptive and narrative writing are briefly reviewed; expository, argumentative, and analytical writing are emphasized. Listening and oral skills focus on formal and informal communications. Students read various types of world literature, including short stories, drama, poetry, and novels.

### English 9 Honors

~ 40 Weeks ~ 1 Credit ~ (NCAA Approved)

The English 9 Honors program is for highly motivated students identified as possessing special talents in literary interpretation, written expression, and/or oral communication. Emphasis is on developing skills through specialized projects and analytical and comparative studies. Classical literature from ancient Greece to William Shakespeare is the focal point of the program.

### English 10

~ 40 Weeks ~ 1 Credit ~ (NCAA Approved)

English 10 is an extension and a refinement of the skill areas studied in grade 9. Emphasis continues on writing as a process. In addition to a review of expository and argumentative writing, the process of critical literary analysis and the techniques of research writing will be introduced. Vocabulary development is a focus. A selection of literary works from global writers helps students become acquainted with various cultural values and literary experiences.

### English 10 Honors

~ 40 Weeks ~ 1 Credit ~ (NCAA Approved)

The English 10 Honors program refines the language arts skills developed in ninth grade to prepare students for college level courses. The class explores global literature from Shakespeare to the present. Students learn critical analysis of both literature and language and apply this knowledge to the development of expository and argumentative writing. Activities in speaking and listening further develop students' communication skills.

## **English 11**

**~ 40 Weeks ~ 1 Credit ~ (NCAA Approved)**

American literature is the focus of the curriculum; however, writing and speaking activities continue to be emphasized so that the students can effectively communicate their ideas. The development of American literary history and the analysis of individual authors are accompanied by writing and speaking activities designed to reinforce and further develop the basic skill areas. Skills needed for students to take the New York State Regents Exam are emphasized and integrated into the course content. It is the expectation of this course that students will attend and take the regents exam associated with it.

## **English 11 Honors**

**~ 40 Weeks ~ 1 Credit ~ (NCAA Approved)**

English 11 Honors is designed for highly motivated and capable juniors who are willing to dedicate the necessary time and effort to succeed. The class includes a fast-paced reading schedule of texts from American literature spanning the colonial period to the present as well as some British literature. There is also a focus on essay writing and poetry analysis, which is aligned with the AP exam structure. It is the expectation that students will go from this class in 11th grade to the AP Literature and Composition class in 12th grade.

## **English 12**

**~ 40 Weeks ~ 1 Credit ~ (NCAA Approved)**

This course is designed for the student whose immediate composition concerns focus on written communication between people on both a personal and business level. Instruction emphasizes the development of interpretive and analytical skills necessary for the real world. Students will write in a workshop setting, utilizing the writing process to develop specific writing pieces compatible to practical situations.

## **World Literature**

**~ 40 Weeks ~ 1 Credit ~ (NCAA Approved)**

(SUNY Oswego- ENG 102 3 Credits )

This senior level World Literature course will fulfill the requirements of senior English, as well as ENG 102 through SUNY Oswego. All students who select this course are expected to enroll in the college course for credit.

This class is designed for college-bound seniors, building on the skills developed in English 11 and preparing students for rigorous college level reading and writing. Students will engage with a diverse selection of works from various genres and cultural backgrounds, fostering an appreciation for global literature and its historical contexts. The course emphasizes critical analysis, encouraging students to develop their own interpretations and engage in thoughtful discussions, as well as complete collaborative projects and present both individually and in groups. Writing assignments will focus on refining argumentation, developing complex theses,

and mastering various forms of academic writing, including research papers and literary critiques.

### **AP Literature and Composition**

**~ 40 Weeks ~ 1 Credit ~ (NCAA Approved)**

(SUNY Oswego - ENG 204 3 credits)

The AP English Literature and Composition course is designed for motivated high school seniors who are seeking to deepen their understanding of literature while earning college credit. Students who enroll in this course must be self-motivated, read outside of class, and engage in both analysis in writing and classroom discourse. Students will engage with a diverse array of literary works from various genres, time periods, and cultures, developing critical reading and analytical skills essential for advanced study. The curriculum emphasizes close reading, thematic analysis, and the exploration of literary devices. Students will participate in dynamic discussions, fostering a collaborative learning environment where diverse perspectives are valued. Writing assignments will focus on crafting well-structured essays, including literary analyses and persuasive arguments, preparing students for the AP Literature exam and future college coursework.

Students who choose to enroll in this course are accepting the challenge of a freshman level English course, with the expectations and workload reflecting this choice. The option to enroll in ENG 204 through SUNY Oswego will also be offered. This integration of an AP course and a college course provides a unique opportunity to experience the demands of higher education while fulfilling high school English requirements.

### **English Electives - Click for more information**

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#### **Drama I**

**~ 20 Weeks ~ ½ Credit ~**

A participation course designed to introduce theater to students. The technical aspects of the stage such as lightning, sound and stagecraft, as well as basic principles of acting, are taught. Theater exercises are used to familiarize the students with each other and to encourage self-discipline. Imagination, voice and body are used to create character. Oral interpretation is used to create vocal expression and to convey an author's meaning.

#### **Modern Novels**

**~ 20 Weeks ~ ½ Credit ~**

**Prerequisite:** Students must be in grades 10, 11, or 12.

This course is designed for students who enjoy reading contemporary literature. Students will explore the nature and complexity of man and modern day society, as they read a wide variety

of literature. Emphasis will be placed on class discussions, interactions and interpretations, as well as comprehensive writing.

## **Cinema**

**~ 20 Weeks ~ ½ Credit ~**

The Art of the Impossible: An introductory level course in film terminology and analysis for students of all skill/literacy levels. Cinema provides students with a comprehensive, historical tour of most major film genres (drama, comedy, action, romance, etc.) and basic film lexicon (mise en scene, shot angles and distances, sound in film, continuity editing, montage). Work requirements include regular Film Log writing, scene analyses and occasional student projects.

## **Film Study**

**~ 20 Weeks ~ ½ Credit ~**

Both a continuation of the Cinema elective and a self sufficient course in its own right, Film Study briefly reintroduces students to the basic grammar of cinema and film analysis (first discussed in the Cinema elective) and advances that study by looking more closely at the narrative, acting, structural, and cultural traditions of international cinema (movies made outside America). Students will screen multiple international films, keep a film log, create simple scene analyses and produce a major project focusing on a director outside the American mainstream.

## **Journalism**

**~ 40 Weeks ~ 1 Credit ~**

**Prerequisite:** Students must be in grades 10, 11 or 12.

(CCC Credit is also available) Are you a blogger, videographer, photographer, journalist, or writer who needs an audience? Are you a media whiz who can leap through social media and promote content? This course gives students like you a platform with instruction in the framework of journalism. If you would like a course that challenges you to do your very best work, invites you to share your work with others, and places you on a team of equally talented and committed individuals, then journalism is for you!

## **Creative Writing**

**~20 weeks ~ ½ Credit~**

In this introductory course, writers will be introduced to the foundations of creative writing, including character development and story structure. Students will participate in writing workshops, in which they will share work with their peers and give and receive feedback. Emphasis will be placed on short story fiction writing, but other forms of writing (poetry, screenwriting, etc.) will be explored based on time and student interest. The course will culminate in the completion of 2-3 short stories/pieces of writing.

## **Sci-Fi Invasion**

**~20 weeks ~ ½ Credit~**

We are not alone! Students will read and analyze different literary fiction and nonfiction works to explore the exciting genre of science fiction. We will read, and write about alien invasions, advanced technologies and civilizations, space/time travel, and warfare.

## **A Touch of Evil**

**~ 20 Weeks ~ ½ Credit ~**

**Prerequisite:** Students must be in grades 10, 11 or 12.

This elective course will focus on the investigation of evil in man's nature. This evil will be examined through a variety of texts whose characters are well known as criminals, as detectors of crime or through their dabbling in the supernatural. Various activities will be designed to hone the student's analytical examination of a text, while simultaneously placing a strong emphasis on reading and discussion, with the integrated support of the librarian. The various types of literature used will include works of such authors as Anne Rice, Dan Brown and Edgar Allen Poe.

## **A Touch of Evil 2**

**~ 20 Weeks ~ ½ Credit ~**

**Prerequisite:** Students must be in grades 10, 11 or 12.

This elective course will continue the focus on investigating evil in man's nature, paralleled in *A Touch of Evil I*, but with a greater focus on specific events and people found throughout human history and tradition. Various activities will be designed to further hone the students' analytical examination of a text, while simultaneously placing emphasis on reading and discussion. Evil will be examined utilizing thorough analysis of a variety of texts, focused on but not limited to grotesque art and poetry, asylums, social evils, the Stanford Experiment, along with student determined texts.

# Social Studies

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## ❖ Graduation Requirements

- 4 Credits of Social Studies
  - Regent Exam in Global History
  - Regents Exam in United States History
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### Global Studies 9

~ 40 Weeks ~ 1 Credit ~ (NCAA Approved)

Global History & Geography 9 introduces students to Global History by examining world cultures and the influence of geography and climate on cultures. Global Studies 9 surveys Global History topics: the Ancient World (civilizations and religions) to the Age of Revolutions, about 1850. Global Studies 9 introduces students to the skills and techniques required for the Global Studies 10 course. This course culminates in a local final examination.

### Global Studies 10

~ 40 Weeks ~ 1 Credit ~ (NCAA Approved)

Global History & Geography 10 continues the survey of Global History topics: the Age of Revolutions to the World Today, including current events and their political, economic, and social impact on global connections and interactions. This course culminates in a comprehensive New York State Regents Examination covering the New York State Standards for learning, including the use of original primary sources. All students are required to successfully complete this Regents examination to receive a diploma.

### Pre-AP World History

~ 40 Weeks ~ 1 Credit ~ (NCAA Approved)

Students in Pre-AP World History study World History up to the Latin American Independence movements. Students will be expected to read and write more and at a higher level than would be expected in Global History and Geography 9.

Students in Pre-AP World History must:

- be able to read material written at a college level and write in an analytical manner.
- possess a superior work ethic, competence, potential and interest in World History.
- have a sincere desire to participate in the course.

The purpose of the AP World History course is to develop a greater understanding of the evolution of global processes and contacts in different types of human societies. This is accomplished through a combination of selective factual knowledge and appropriate analytical skills. This course will cover the years of 8000 B.C.E.-1750 C.E. Students are expected to take the Advanced Placement World History Examination in May of their sophomore year after completing the second part of the course. They will also take the New York State Regents exam in Global History and Geography in June of their sophomore year.

### **Advanced Placement World History**

**~ 40 Weeks ~ 1 Credit ~ (NCAA Approved)**

Students must:

- Be able to read material written at a college level and write in an analytical manner
- Possess a superior work ethic, competence, potential and potential and interest in World History
- Have a sincere desire to participate in the course

The course is a continuation of the Pre-AP World History from grade 9 with historical studies from 1750 to the present. This course provides students with the analytical skills and factual knowledge necessary to deal critically with the issues in World History. Students will learn to assess historical materials – their relevance to a given interpretive problem, their reliability and their importance – and weigh the evidence and interpretations presented in historical scholarship. Students are expected to take the Advanced Placement World History Examination in May, as well as the New York State Regents exam in Global Studies in June. There is a fee for the AP examination. . It is the expectation of this course that students will attend and take the regents exam associated with it.

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

**~ 40 Weeks ~ 1 Credit ~(NCAA Approved)**

**Prerequisite:** Successful completion of the Global History courses.

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

The final exam is the U.S. History and Government Regents. It is the expectation of this course that students will attend and take the regents exam associated with it.

### **U.S. History and Government: College Course**

**~ 40 Weeks ~ 1 Credit ~(NCAA Approved)**

(Cayuga Community College - HIS 104 - 3 credits & HIS 105 - 3 credits)

**Prerequisite:** Successful completion of Global Studies 10 and earn a passing score on the Global History & Geography Regents exam.

This course fulfills the same graduation requirement as the traditional US History and Government course, while also allowing students to earn 6 college credits from Cayuga Community College.

All course materials and assignments are available online for student use 24/7. The course is offered in a blended format made possible through a learning environment with 1:1 computer access available for students in the classroom as needed for activities, testing, and projects. A local midterm exam will act as the final exam for HIST 104, and the US History and Government Regents Exam will act as the final exam for HIST 105.

It is the expectation of this course that students will attend and take the regents exam associated with it.

### **Advanced Placement United States History**      **~ 40 Weeks ~ 1 Credit ~(NCAA Approved)**

Students must:

- be able to read material written at a college level and write in an analytical manner
- Possess a superior work ethic, competence, potential and interest in American History
- Have a sincere desire to participate in the course

This course provides students with the analytical skills and factual knowledge necessary to deal critically with the issues in American history. Students will learn to assess historical materials – their relevance to a given interpretive problem, their reliability, and their importance – and weigh the evidence and interpretations presented in historical scholarship. Topics included in this course begin with the discovery and settlement of the New World, 1492-1650, and conclude with a study of the American Government. Students are expected to take the Advanced Placement History Examination of the College Entrance Examination Board in May, as well as the New York State Regents exam in United States History and Government in June. It is the expectation of this course that students will attend and take the regents exam associated with it.

### **Participation in Government**      **~ 20 Weeks ~ ½ Credit ~**

**Prerequisite:** Successful completion of the US History course.

The main focus of this course is public policy and the role of the citizen. Students explore contemporary issues and the role private citizens and special interest groups can have in helping to formulate public policy solutions. Students learn valuable research skills necessary for an informed citizenry. Through completion of this course, students will have an in-depth understanding of the structure and duties of local, state, and federal government. Students are

required to attend local government and Oswego Board of Education meetings. The culminating activity for the class is a project requiring a paper and oral presentation.

## **Economics**

**~ 20 Weeks ~ ½ Credit ~**

**Prerequisite:** Successful completion of the US History course.

This course focuses on four topics: Introduction to Economics and Economic systems, Elements of the Economy (microeconomics), Bringing the Economic System Together (macroeconomics), The United States and the World Economy.

## **College Economics 101/102**

**~ 40 Weeks ~ 1 Credit ~(NCAA Approved)**

(Syracuse University - ECON 101 - 3 credits & ECON 102 - 3 credits)

**Prerequisite:** Students must have at least a 90 final average in US History or at least an 85 final average in AP US History and at least an 85 on the US History Regents exam.

This is a one-year, two part survey of economic theory. Economics 101 focuses on microeconomics, Economics 102 on macroeconomics and the relationship between government/public policy and economics. Students who successfully complete both of these courses will receive a total of six hours of college credit from Syracuse University and one unit of high school credit. Students are required by school policy to register for both courses as one course and by University policy to register for six hours of college credit during the fall semester. Syracuse University tuition payments for both courses will be covered in full by the school district. Completion of these courses fulfills the requirements for both Economics and Participation in Government for graduation.

## **American Government and Politics (POL 205)**

**~ 20 Weeks ~ ½ Credit**

(SUNY Oswego - POL 205 - 3 credits)

**Prerequisite:** Students must have at least a 90 final average in US History or at least an 85 final average in AP US History and at least an 85 on the US History Regents exam.

This half-year course is designed as a survey of American government and politics and will introduce students to the core ideas, institutions, and interests that animate political life in the United States. Designed to cover a wide variety of topics, from the history around the Founding and writing of the Constitution up to recent developments in political parties, social movements, and major national policy debates. Through engaged discussion and analysis of power and its use over time students will gain a strong understanding of both the struggles and conflicts that have shaped the American political past as well as the opportunities for change in the present that rise out of such struggles and conflicts. Completion of this course fulfills the requirements for Participation in Government for graduation.

## **Civic Participation**

**~ 40 Weeks ~ 1 Credit**

**Prerequisite:** Successful completion of the US History course.

The course focuses on government, specifically local Oswego/NY government, economic policy, and civic participation in the community. Students will learn how the government operates, how funds are allocated, and the importance of services provided by local organizations. This course will be a hybrid of traditional lecture/classroom style learning and civic participation. This course will satisfy the NYS Graduation requirements of Participation in Government and Economics. Successful completion of the course will also earn students the NYS Seal of Civic Readiness.

## **Social Studies Electives**

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### **Criminal Justice**

**~ 20 Weeks ~ ½ Credit ~(NCAA Approved)**

This is an introductory course to the criminal justice system. Students develop a basic understanding of the causes and effects of crime in society as well as the government systems designed to deal with these problems. Students explore the workings of law enforcement, criminal courts, the correctional system and the unique juvenile justice system. Practical examples, actual cases, and the United States Constitution will provide the framework for the students' investigations. Mock trials, films, role-playing, and speakers will make up a large portion of this course.

### **Women's HERstory**

**~ 20 Weeks ~ ½ Credit ~**

This course is focused on the lives and pursuits of great women in history. The course crosses time periods and nations to introduce the remarkable women of world history and explore the concept of gender around the world, while highlighting women's everyday lives and contributions to history. Additionally it explores women's rights movements around the world, provides a wide range of diverse perspectives on women and their roles in history and will help students practice critical thinking, public speaking, historical writing, and research skills. A variety of texts, videos, and primary sources will provide the basis for the curriculum along with guest speakers either in person or via video conferencing.

## **Oswego History**

**~ 20 Weeks ~ ½ Credit ~**

The Oswego area has a unique and fascinating history. This course will provide students a unique look into the people, stories and events that made Oswego what it is today. This course will cover a wide range of topics including: indigenous peoples of the area, the colonial/revolutionary period, battles and warfare at Fort Ontario, the growth of commerce and shipping in Oswego, Oswego's role in the Civil War, (including its participation in the Underground Railroad), World Wars I and II, the story of Safe Haven and the Holocaust refugees, the history of SUNY Oswego and so much more! This course will feature guest speakers and a field trip to local history sites. A main goal of this course is to help students look at their community through a different lens, potentially gaining a greater appreciation for our local history.

## **Advanced Criminal Justice Applications**

**~ 20 Weeks ~ ½ Credit ~**

**Prerequisite:** Successful completion of Criminal Justice.

The second course in a two-course sequence of study in criminal justice. Students will apply concepts from the prerequisite Criminal Justice course by identifying, researching, and developing case studies on organized crime, serial crime, local crime, mass shootings, domestic terrorism, and famous trials. The course will culminate in the preparation of a career profile for any occupation of interest within or related to the field of criminal justice.

## **Psychology**

**~ 20 Weeks ~ ½ Credit ~ (NCAA Approved)**

Psychology introduces students to a variety of topics and sub fields in the study of human behavior. The course includes units on consciousness, experimentation, development, learning, mental illness, methods of therapy, personality, and social psychology.

## **Advanced Placement Psychology**

**~ 40 Weeks ~ 1 Credit ~ (NCAA Approved)**

**Prerequisite:** junior or senior status.

Advanced Placement Psychology introduces students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. They also learn about the methods psychologists use in their science and practice. Students are expected to take the Advanced Placement Psychology examination in May. There is no fee for the AP examination.

## **Sociology**

**~ 20 Weeks ~ ½ Credit ~ (NCAA Approved)**

Sociology is the study of human society and social behavior. This course consists of a

comprehensive survey of contemporary American society. Topics of interest include the socialization process, deviance and social control, gender, family issues, poverty, and crime. Students participate in large and small group activities. The course culminates in a project devoted to a sociological issue chosen by the student.

### **American Civil War & Reconstruction (1820-1877) ~ 20 Weeks ~ ½ Credit~(NCAA Approved)**

This half year course is designed to cover the history surrounding the American Civil and Reconstruction from 1820 to 1877. It will focus on the major events leading to the conflict as well as an in-depth study of the events of war including key figures, battles and strategies while also looking at the ramifications of the war on the North and South.

### **Twentieth Century Wars of the US**

**~ 20 Weeks ~ ½ Credit ~**

**Prerequisite:** Must be in grades 10, 11 or 12.

This half year course is designed to cover the history surrounding the United State involvement in foreign wars from 1900 to 2000 while discussing the political, social and cultural effects on the country. It will focus on the major events leading to each conflict as well as an in-depth study of the events of each war including key figures, battles and strategies. Among the events to be covered are WWI, WWII, the Korean War, Vietnam War and the Gulf War.

### **The Holocaust**

**~ 20 Weeks ~ ½ Credit**

Students will gain an in-depth understanding of the circumstances in Europe that led to the Holocaust, the history of Judaism, as well as a timeline of the genocide and the aftermath, as well as the creation of Israel. Potential cross-cultural/topical comparison and contrast with other historic genocide(s) may be intergated. Potential use of projects and inquiry opportunities to further students attainment of the Seal of Civic Readiness also available.

### **Leadership In Action (GST 120)**

**~ 20 Weeks ~ ½ Credit**

(SUNY Oswego - GST 120 - 1 credit)

**Prerequisite:** Must be in grades 10, 11 or 12.

This course introduces students to the core ideas, skills, and behaviors that shape effective leadership. Through both classroom learning and hands-on activities, students will explore major leadership philosophies and analyze how different leaders use these approaches to motivate others and achieve goals. Students will learn how leaders make choices by studying the steps of effective decision-making. Throughout the course, students will apply these steps in group projects, problem-solving scenarios, and school or community leadership activities.

**Emphasis will also be placed on understanding group dynamics, communication strategies, and ethical behavior.**

# Math

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## ❖ Graduation Requirements

- 3 Credits of Mathematics
  - Next Generation Math Regents Exam
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***Sequence Notes*** - All students must earn 3 course credits in mathematics and pass one Next Generation Math Regents exam. Students earning a Regents Diploma with Advanced Designation are required to pass three Next Generation Math Regents exams. **Competitive college/ university admissions offices expect applicants to take math during their senior year.** Therefore, the math department strongly recommends that students interested in applying to college take math throughout high school.

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## Fundamentals of Algebra 1

**40 Weeks ~ 1 Credit ~(NCAA Approved ½ credit)**

This course provides a foundational understanding of Algebraic concepts. The course includes the algebraic foundations, including expressions, equations, and inequalities. It also includes exploring linear relationships, both graphically and algebraically.

Subsequent course: FOA 2.

## Fundamentals of Algebra 2

**40 Weeks ~ 1 Credit ~(NCAA Approved ½ credit)**

**Prerequisite:** Fundamentals of Algebra 1

Students must successfully complete FOA1 to be enrolled in FOA2. This course provides a more in-depth study of the supporting concepts in the Algebra 1 Common Core Standards. Additional time is provided for a more conceptualized understanding of key ideas as well as a more thorough discovery of supplemental standards in Statistics, Sequences and the analysis of Regressions with linear, exponential and logarithmic functions. It is the expectation of this course that students will attend and take the regents exam associated with it.

Subsequent course: Geometry, Consumer Math, or Personal Finance

## **Prioritized Algebra w/Lab**

**40 weeks ~1 credit~**

Students registered for this course are recommended by their teacher and placement is based on academic achievement in math. This class includes a lab with provides extra support for students. It is expected that students will attend and take the regents exam associated with it.

## **Algebra 1**

**40 Weeks ~ 1 Credit ~(NCAA Approved)**

This course includes topics in number theory, solving first and second degree algebraic equations, two dimensional graphing, probability, statistics and radicals. Students enrolled in this course will prepare to take the NYS Algebra Next Generation Learning Standards (NGLS) Regents exam. It is the expectation of this course that students will attend and take the regents exam associated with it.

Subsequent Course: Geometry, Geometry Honors, Algebra II or Algebra II Honors

## **Algebra 1 Honors**

**40 Weeks ~ 1 Credit ~(NCAA Approved)**

This course includes topics in number theory, solving first and second degree algebraic equations, two dimensional graphing, probability, statistics, and radicals. Students enrolled in this course will prepare you to take the NYS Algebra Next Generation Learning Standards (NGLS) Regents exam. It is the expectation of this course that students will attend and take the regents exam associated with it.

## **Geometry NGLS**

**~ 40 Weeks ~ 1 Credit ~(NCAA Approved)**

**Prerequisite:** Successful completion of Algebra 1 and Algebra 1 Regents exam.

This course is an in depth study of Euclidean and coordinate Geometry as well as formal logic proofs, geometric constructions and transformational geometry. Students enrolled in this course will prepare to take the NYS Geometry Next Generation Learning Standards (NGLS) Regents exam. It is the expectation of this course that students will attend and take the regents exam associated with it.

Subsequent Course: Algebra 2 or Algebra 2 Honors

## **Geometry NGLS Honors**

**~ 40 Weeks ~ 1 Credit ~ (NCAA Approved)**

**Prerequisite:** Successful completion of Algebra 1 and Algebra 1 Regents exam.

This course is an in depth study of Euclidean and coordinate Geometry as well as formal proofs, geometric constructions and transformational geometry. Students enrolled in this course will prepare to take the NYS Geometry Next Generation Learning Standards (NGLS) Regents exam. It is the expectation of this course that students will attend and take the regents exam associated with it.

Subsequent Course: Algebra 2 Honors or Algebra 2

## **Algebra 2(NGLS)**

**~ 40 Weeks ~ 1 Credit ~(NCAA Approved)**

**Prerequisite:** Successful completion of Algebra 1 and Algebra 1 Regents exam.

This course continues with a more in depth study of algebra and function theory. Students will study rational, polynomial, exponential and logarithmic functions; polynomial theory, irrational operations and applications as well as sequences and series; the study of trigonometric functions – both in theory and practical applications. Additional topics include statistics and probability theory. It is the expectation of this course that students will attend and take the regents exam associated with it.

Subsequent course: Precalculus Honors or College Algebra.

## **Algebra 2 (NGLS) Honors**

**~ 40 Weeks ~ 1 Credit ~(NCAA Approved)**

**Prerequisite:** Successful completion of Algebra 1 and Algebra 1 Regents exam.

This course continues with a more in depth study of algebra and a thorough study of trigonometry including theory of the unit circle, trigonometric functions and their applications. Additional topics include exponential and logarithmic applications, statistics and probability theory. It is the expectation of this course that students will attend and take the regents exam associated with it.

Subsequent course: CCC Precalculus

## **College Algebra**

**~ 40 Weeks ~ 1 Credit ~(NCAA Approved)**

(SUNY Oswego - MATH 104 - 3 credits)

**Prerequisite:** Successful completion of Algebra 2.

Topics will include exponents, solving equations using a variety of methods, linear equations & inequalities, functions & graphs, systems, factoring, rational expressions & functions, exponential & logarithmic functions, and trigonometry. Students will be expected to solve linear, absolute value, quadratic, polynomial, rational, radical, exponential, and logarithmic equations as well as absolute value and polynomial inequalities. They must solve and graph systems of linear equations and linear inequalities and applications, understand the definition of function, identify the domain and range, determine inverse function and be able to graph more complicated functions by transforming basic graphs. Students will also need to understand the properties of, perform operations on, graph, and solve problems involving applications of linear, quadratic, polynomial, rational, radical, exponential, and logarithmic functions. Use of a scientific calculator only. A final exam is given in May in conjunction with SUNY Oswego's final exam schedule.

Subsequent course: Pre-Calculus, CCC Calculus and/or AP Statistics.

## **AP Pre-Calculus Honors**

**~ 40 Weeks ~ 1 Credit ~(NCAA Approved)**

(Cayuga Community College - MATH 106 - 3 credits)

**Prerequisite:** Successful completion of Algebra 2 Honors and pass the Algebra 2 Regents.

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. Applications of oblique triangle trigonometry and vectors are emphasized. The theory of equations, including remainder, factor, and De Moivre's theorem, are used to study and help in graphing of equations. Using standard equations to graph and evaluate ellipses, hyperbola and parabolas are also emphasized. Series and sequences (arithmetic and geometric), as well as the binomial theorem, and mathematical induction are introduced. A scientific calculator is required. Students may receive 3 college credits (CCC MATH 106) upon passing completion of this course.

Subsequent course: AP Calculus and/or AP Statistics, or CCC Calculus.

## **Calculus**

**~ 40 Weeks ~ 1 Credit ~(NCAA Approved)**

(Cayuga Community College - MATH 108 -4 credits)

**Prerequisite:** Successful completion of Pre-Calculus Honors.

Calculus is a full-year course designed to thoroughly prepare students for calculus in institutions of higher learning. Developing skills in advanced algebra, techniques of differentiation / integration, and problem solving is emphasized. A local final will be administered at the end of the course. This course is aligned with the CCC MAT 108 curriculum.

## **Advanced Placement Calculus**

**~ 40 Weeks ~ 1 Credit ~(NCAA Approved)**

(Cayuga Community College - MATH 108 -4 credits)

**Prerequisite:** Successful completion of Pre-Calculus Honors.

An Advanced Placement course in calculus consists of a full high school academic year of work that is comparable to calculus courses in colleges and universities. It is expected that students who take an AP course in calculus will seek college credit, college placement, or both, from institutions of higher learning. Topics include integral and differential calculus that prepare students for the College Board. The use of a graphing calculator is considered an integral part of the course.

## [Math Electives-Click for more information](#)

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### [Consumer Math A/B](#)

~ 20 Weeks each ~ ½ Credit each~

Consumer Math will help students develop mathematical skills through practical applications and activities that emphasize the application of mathematics in many types of real world endeavors. In Consumer Math A students will further develop important arithmetic skills (percents, decimals, fractions, probability and statistics, measurement, money, etc.) in the context of real world, daily use. In Consumer Math B students will apply their newly strengthened arithmetic skills to explore topics such as loans, transportation cost, buying a house vs renting, and health insurance. This course may be taken concurrently with other advanced math courses, though preference will be given to students who need it for graduation. Offered for students in grades 10-12.

### [Personal Finance A/B](#)

~ 20 Weeks each ~ ½ Credit each~

Personal Finance will help students prepare to manage their finances responsibly as they enter the workforce. In Personal Finance A students will explore employment, automobile, housing, other living expenses, budgeting, spreadsheet use, etc. Personal Finance B will focus on taxes, insurance, investing and retirement, credit, loans and debt management. Calculators will be used throughout the course. This course may be taken concurrently with other advanced math courses, though preference will be given to students who need it for graduation. Offered for students in grades 10-12.

### [Financial Algebra](#)

~ 40 Weeks ~ 1 Credit ~

**Prerequisite:** Successful completion of the Common Core Geometry Regents exam and Junior standing.

Financial Algebra will help prepare college-bound students to responsibly manage their finances as they become independent adults. This fast-paced course will cover a wide range of topics relevant to students current and future financial needs and goals including, but not limited to: student loans and scholarships, employment and personal income, savings, checking and other banking skills, automobile, housing and other living expenses, budgeting, taxes, insurance, investing and retirement, credit, loans and debt management. This course may be taken concurrently with other advanced math courses. Students who have previously earned credit for Consumer Math A/B and/or Personal Finance A/B may not enroll in this course.

## **Advanced Placement Statistics (NCAA Approved)**

**~ 40 Weeks ~ 1 Credit ~**

(Cayuga Community College - MATH 214 -3 credits)

AP Statistics will usually be studied in the junior or senior year. Students who successfully complete the course and College Board exam may receive credit for one-semester introductory college statistics course. It is expected that students will prepare for the test by learning to use the statistics capabilities of a graphing calculator. (There is a fee for the AP examination.)

## **Advanced Placement Computer Science Principles**

**~ 40 Weeks ~ 1 Credit ~**

**Prerequisite:** Successful completion of Algebra 1. This could be an alternate course for students who are not choosing an Advanced Regents diploma.

This is an introductory college level computing course that introduces students to the scope of computer science. No previous coding experience is necessary. Students learn to design, evaluate, and apply computer science to solve problems through developing algorithms and programs. Topics include functions, variables, loops, graphics, cyber-security, the internet, global impacts, and ethics.

The AP exam includes a programming project.

## **Computer Programming 1 & 2**

**Semestered 20 weeks .5 credit each course**

**Prerequisite:** Successful completion of Algebra 1 or FOA2.

This is an introductory computing course that introduces students to the scope of computer science. No previous coding experience is necessary. Students learn to design, evaluate, and apply computer science to solve problems through developing algorithms and programs. Topics include functions, variables, loops, graphics, cyber-security, the internet, global impacts, and ethics.

# Science

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## ❖ Graduation Requirements

- 3 Credits of Science
    - 1 credit of Living Environment or Life Science: Biology
    - 2 other Science credits
  - 1 Regents Exam in Science
- 

***Sequence Notes*** - All students in a Regents science course must complete the laboratory requirement of 1200 minutes of hands-on laboratory experiences, with satisfactory laboratory reports, prior to entry into a Regents examination in science.

Honors classes are offered in Earth and Space Science. Pre-AP and AP classes are offered in Biology. College classes are offered in Physics, Chemistry, and Forensic Science.

Here is a link to all Science courses/electives:

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## Earth & Space Science Regents w/Lab

~ 40 Weeks ~ 1 Credit ~(NCAA Approved)

This one-year course is designed to integrate science and engineering practices, crosscutting concepts, and core ideas related to Earth and space science for students in grades 9 - 12. The concepts covered include Space Systems, History of Earth, Earth's Systems, Weather and Climate, Human Sustainability, and Engineering Design. This course ends with the Regents examination in Earth Science. Lab experiences are essential to this course to obtain the required 1200 minutes for entrance into the Regents exam. In order to sit for the examination, three mandatory lab investigations must be successfully completed, along with the required 1200 lab minutes. It is the expectation of this course that students will attend and take the regents exam associated with it.

### **Honors Earth & Space Science w/Lab**

**~ 40 Weeks ~ 1 Credit ~(NCAA Approved)**

This course uses an inquiry approach placing an emphasis on independent learning and research skills in the earth and space sciences. The course is designed for the highly motivated learner with above average ability. The concepts covered include Space Systems, History of Earth, Earth's Systems, Weather and Climate, Human Sustainability, and Engineering Design. Readings about current events and other projects will be required. This course ends with the Regents examination in Earth Science. Lab experiences are essential to this course to obtain the required 1200 minutes for entrance into the Regents exam. In order to sit for the examination, three mandatory lab investigations must be successfully completed, along with the required 1200 lab minutes. It is the expectation of this course that students will attend and take the regents exam associated with it.

### **Life Science: Biology Regents w/ Lab**

**~ 40 Weeks ~ 1 Credit ~(NCAA Approved)**

Students in high school biology develop understanding of key concepts that help them make sense of life science. The ideas are building upon students' science understanding of disciplinary core ideas, science and engineering practices, and crosscutting concepts from earlier grades. There are five life science topics in high school: 1) Structure and Function, 2) Inheritance and Variation of Traits, 3) Matter and Energy in Organisms and Ecosystems, 4) Interdependent Relationships in Ecosystems, and 5) Natural Selection and Evolution. The performance expectations for high school life science blend core ideas with scientific and engineering practices and crosscutting concepts to support students in developing usable knowledge that can be applied across the science disciplines.

This course ends with the Regents examination in Living Environment. Students must accumulate 1200 lab minutes throughout the year to be eligible for the exam. In order to sit for the examination, three mandatory lab investigations must be successfully completed, along with the required 1200 lab minutes. It is the expectation of this course that students will attend and take the Regents exam associated with it.

### **Pre-AP Biology w/Lab**

**~ 40 Weeks ~ 1 Credit ~(NCAA Approved)**

This course is intended to prepare high school students who are interested in science for Advanced Placement Biology. Students will be expected to understand and master key biological and environmental concepts and ideas at a higher level than would be expected in Life Science: Biology. Students will be expected to understand and master advanced laboratory skills.

Students in Pre-AP Life Science: Biology must:

- Be able to read material written at a college level and analyze scientific information
- Possess a superior work ethic and interest in biology
- Have a sincere desire to participate in the course

Students in high school biology develop understanding of key concepts that help them make sense of life science. The ideas are building upon students' science understanding of disciplinary core ideas, science and engineering practices, and crosscutting concepts from earlier grades. There are five life science topics in high school: 1) Structure and Function, 2) Inheritance and Variation of Traits, 3) Matter and Energy in Organisms and Ecosystems, 4) Interdependent Relationships in Ecosystems, and 5) Natural Selection and Evolution. The performance expectations for high school life science blend core ideas with scientific and engineering practices and crosscutting concepts to support students in developing usable knowledge that can be applied across the science disciplines.

This course ends with the Regents examination in Living Environment. Students must accumulate 1200 lab minutes throughout the year to be eligible for the exam. In order to sit for the examination, three mandatory lab investigations must be successfully completed, along with the required 1200 lab minutes. It is the expectation of this course that students will attend and take the Regents exam associated with it.

### **Advanced Placement Biology**

**~ 40 Weeks ~ 1 Credit ~(NCAA Approved)**

The Advanced Placement Course in Biology is designed to be the equivalent of a college introductory biology course taken by biology majors during their first year. This course differs significantly from the usual first high school course in biology with respect to the level of textbook used, the range and depth of topics covered, the kind of lab work done by students, and the time and effort required by students. The AP Biology course was designed to be taken by students after successful completion of a first course in high school biology, and it is highly recommended to complete a course of high school chemistry, as well. Students must be of Junior or Senior status. The course aims to provide students with the conceptual framework, factual knowledge, and analytical skills necessary to deal critically with the rapidly changing science of Biology.

### **General Chemistry**

**~ 40 Weeks ~ 1 Credit ~(NCAA Approved)**

**Prerequisite:** successful completion of Life Science w/Lab at the high school level and the Life Science Regents exam.

This course is recommended for those students who need to fulfill their 3rd year science requirement. Laboratory investigations are done during regular class periods. The course will introduce students to chemical science with an emphasis on consumer products and making

informed choices. This course cannot be taken by anyone who is getting an Advanced Regents Diploma.

### **Regents Chemistry w/Lab**

**~ 40 Weeks ~ 1 Credit ~(NCAA Approved)**

Students learn to explain, analyze, and interpret chemical processes. Topics include atoms, bonding, matter and energy, stoichiometry, kinetics, the periodic table, acid and bases, nuclear chemistry, and organic chemistry. In order to sit for the examination, three mandatory lab investigations must be successfully completed, along with the required 1200 lab minutes. The course is based on the Next Generation Standards for chemistry and stresses real life applications.

### **Survey of Chemistry**

**~ 40 Weeks ~ 1 Credit ~(NCAA Approved)**

(SUNY Oswego - CHE 101 4 credits with lab)

This course is an introductory level college course designed for the highly motivated learner with above average ability. The class covers the fundamental principles of chemistry and their applications to the chemical behavior of matter. Topics include classical and modern atomic theory, nature of the chemical bond, molecular shapes, chemical reactivity, introductory organic chemistry, acids and bases, electrochemistry and nuclear energy.

Students will receive 4 credits from SUNY Oswego upon successful completion of the course.

Prerequisite: Students must have successfully completed Algebra I.

### **Conceptual Physics**

**~ 40 Weeks ~ 1 Credit ~(NCAA Approved)**

This course is recommended for students interested in physics without the regents lab requirement. Laboratory investigations are done during regular class periods. The course is an introduction to physical science and is designed for students whose career plans may include such as technicians, mechanics, military or general construction. Themes are incorporated in alignment with the standards set forth by New York State.

### **Regents Physics w/Lab**

**~ 40 Weeks ~ 1 Credit ~(NCAA Approved)**

Regents Physics is a math based survey course based on the Next Generation Standards for physics with a mandatory lab requirement. Topics include: mechanics, energy, waves, sound, light and modern physics. It is recommended that students have passed at least two regents science courses. In order to sit for the examination, three mandatory lab investigations must be successfully completed, along with the required 1200 lab minutes.

## **College Physics**

**~ 40 Weeks ~ 1 Credit ~(NCAA Approved)**

(SUNY Oswego - PHY 111 - 4 credits with lab)

College physics is an algebra based survey course of physics with a strong lab requirement. Topics include: Newtonian mechanics, work, energy, power, as well as rotational mechanics and dynamics. Students have the option to register for college credit for PHY 111 through SUNY Oswego. It is recommended that you receive an overall grade of 85+ in two regents level science courses, as well as Algebra and Geometry. Students should have completed or be taking Algebra 2/Trig as a co-requisite. Students wishing to take the Physics Regents examination will be required to complete three mandatory lab investigations successfully, along with the required 1200 lab minutes.

## **Science Electives-Click for more information**

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### **Introduction to Meteorology**

**~ 20 Weeks ~ ½ Credit ~(NCAA Approved)**

This course is a non-lab science course and is recommended for those students who need to fulfill their 3rd year science requirement. This course will provide in-depth knowledge on various meteorological concepts. Major concepts and topics include: Forecasting, Lake-Effect snow, Tornadoes, Hurricanes, the Atmosphere, and Climate. It is recommended that students have previously successfully passed Earth Science prior to taking the course.

### **Introduction to Oceanography**

**~ 20 Weeks ~ ½ Credit ~(NCAA Approved)**

This course is a non-lab science course and is recommended for those students who need to fulfill their 3rd year science requirement. This course would explore the following topics: Physical and chemical properties of water, history of ocean exploration, creation of the oceans, ocean environments and their related flora and fauna, water movements (waves, tides, currents), ocean pollution and exploitation. It is recommended that students have previously successfully passed Earth Science prior to taking the course.

### **Anatomy & Physiology 1**

**~ 20 Weeks ~ ½ Credit ~(NCAA Approved ½ credit)**

Prerequisite: Students must successfully complete Living Environment/Life Science: Biology, pass the Regents exam, and be of Junior or Senior Status.

This course is recommended for those students interested in medicine or in health related careers. Taking this course along with completion of Human Physiology II will allow students to complete a full year of science in an alternative/elective area. Topics will include, but are not limited to, the skeletal/muscular systems, the respiratory system, the circulatory system, and the nervous system. This course will end in a local final.

## **Anatomy & Physiology 2**

**~ 20 Weeks ~ ½ Credit ~(NCAA Approved ½ credit)**

Prerequisite: Students must successfully complete Living Environment/Life Science: Biology, pass the Regents exam, and be of Junior or Senior Status.

This course is recommended for those students interested in medicine or in health related careers. Taking this course along with completion of Human Physiology I, will allow students to complete a full year of science in an alternative/elective area. Topics will include, but are not limited to, the digestive system, the urinary tract, the reproductive systems, and embryology/birth. This course will end in a local final

## **Environmental Science**

**~ 40 Weeks ~ 1 Credit ~(NCAA Approved)**

The Environmental Science course provides students with a comprehensive understanding of the interactions between living organisms and their environment. Throughout the course, students explore topics in both life and physical sciences as they relate to the environment in New York State. The main objective of this course is to familiarize students with fundamental concepts and principles in environmental science. In addition, students actively engage in project-based learning and hands-on research, developing practical knowledge of research tools and techniques. The course places a strong emphasis on studying regional aquatic ecology, forest ecology, and soil and land use ecology. By the end of the course, students will possess the necessary knowledge and skills to effectively identify, analyze, and address environmental issues within their communities.

## **Bioethics/Socio-Scientific Issues**

**~ 40 Weeks ~ 1 Credit ~(NCAA Approved)**

A teacher facilitated science elective that will cover the ethical and moral dilemmas as they pertain to the field of genetics, experimentation and the health field. This course will include a great amount of independent reading, research, and presentations. It is designed for the more mature student as some of the topics may include: stem cell research, animal testing, end of life decisions, babies born at risk, genetic disease and reproduction, organ transplantation, factory farming, hunting, gene patenting, as well as many other controversial topics.

## **SUPA Forensic Science**

**~ 40 Weeks ~ 1 Credit ~**

(Syracuse University - CHEM 113 - 4 credits)

Prerequisite: Completion of both Regents (or higher level) Living Environment and Regents (or higher level) Chemistry, both completed with an 80% or better final average. Chemistry can be taken concurrently if pre-approved. This is a college level 4-credit chemistry course. Seniors will have priority.

SUPA Forensic Science, Chemistry 113, is focused upon the application of scientific methods and techniques to crime and law. Recent advances in scientific methods and principles have had an enormous impact upon law enforcement and the entire criminal justice system. This course is

intended to provide an introduction to understanding the science behind crime detection. Scientific methods specifically relevant to crime detection and analysis will be presented with emphasis placed upon the techniques used in evaluating physical evidence. Topics include blood analysis, organic and inorganic evidence analysis, microscopic investigations, hair analysis, DNA, drug chemistry and toxicology, fiber comparisons, paints, glass compositions and fragmentation, fingerprints, soil comparisons, and arson investigations. Laboratory exercises will include techniques commonly employed in forensic investigations. Final grades will be assigned based upon the hourly exams, the comprehensive final examination, and the laboratory.

### **Adaptive Reuse of Resources**

**~20 Weeks ~ ½ credit~**

**Prerequisite:** Successful completion of 2 science classes and a passing grade in 1 science Regents exam.

This class will consist of both lectures and hands-on activities. Discussions will center on being a conscious buyer of items that can be fixed as opposed to single use items and reversing the idea of a disposable society. Upcycling will be the theme; students will learn to reuse/repurpose the many items made in our society that are made to be thrown away. The class will focus on repurposing discarded or broken items, reducing carbon footprint by recycling/reusing and composting to reduce landfill space.

# World Language

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## ❖ **Graduation Requirements**

- 1 Credit of advanced study in a single World Language
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***Sequence Notes*** - All students must earn one high school credit in world language. Either passing the 8th grade final exam in a level 1 class and passing the course, or by taking and passing a high school world language class satisfies this requirement. All students entering high school in 2001 and thereafter who want to obtain a **regents diploma with advanced designation** must take at a minimum 3 years of a world language and earn a passing grade of 65% on the final exam. Students may substitute the 3 credit world language requirement with a 5 credit sequence in music, art, business, or career and technology education.

## ***Regents and Honors Programs*** - [Click for information](#)

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The Oswego World Language program offers 2 programs: regents and honors. Below are the criteria for each program:

- ❖ **Regents:** This sequence is based on the approach emphasized in the New York State Standards and the Final exam. That is: language for communication which focuses on appropriate and comprehensive language production.
- ❖ **Honors:** The honors program puts more emphasis on precision of both oral and written expression. It also demands a high level of grammatical accuracy and the ability to read complex texts written for native speakers. At each level of the honors program students will do the grammatical preparation necessary to achieve this high level of precision.

## **French 9/Spanish 9**

**~ 40 Weeks ~ 1 Credit ~ (NCAA Approved)**

**Prerequisite:** Successful completion of French 8 or Spanish 8 at the middle school level. This course is the second half of French/Spanish 1. (See description for level 1)

## **French 1/Spanish 1**

**~ 40 Weeks ~ 1 Credit ~(NCAA Approved)**

**Prerequisite:** none

This course is for students who are beginning world language study or who did not successfully complete level 8 or level 1 at Oswego Middle School. Teachers emphasize practical, everyday vocabulary, particularly that dealing with the home, the school, and travel. We stress oral proficiency and listening comprehension. We expose students to the culture of the country whose language they are studying. Upon successful completion, students will have reached checkpoint A of the New York State World Language Syllabus. Teachers develop a local final exam.

## **French 2/Spanish 2**

**~ 40 Weeks ~ 1 Credit ~(NCAA Approved)**

**Prerequisite:** Successful completion of levels 9 or 1.

This is the first in a two-year sequence designed to reach checkpoint B of the New York State World Language Syllabus. We particularly emphasize speaking and listening skills that extend the student's control of grammar. Communicative competence is important, encouraging self-expression while building further vocabulary. We expect that the students will begin to demonstrate linguistic competence in the language. Teachers develop a local final exam.

## **French 2 H/Spanish 2 H**

**~ 40 Weeks ~ 1 Credit ~ (NCAA Approved)**

**Prerequisite:** Students must have at least a 90 final average in French/Spanish 1/9.

Students are expected to use the world language as much as possible to communicate in the classroom with both the teacher and each other. The course covers the content outlined in level 2, with the addition of more advanced grammar study and enrichment activities. Teachers develop a local final exam.

## **French 3/Spanish 3**

**~ 40 Weeks ~ 1 Credit ~ (NCAA Approved)**

**Prerequisite:** Successful completion of level 2.

This course represents the second in a two-year sequence designed to reach checkpoint B of the New York State World Language Syllabus. The course employs listening, speaking, reading, and writing skills that students learned in previous years. There is an increased emphasis on reading and writing skills, while continuing to focus on the development of oral proficiency. A comprehensive local examination is given at the end of this course. A passing grade on this exam will complete the student's three year world language sequence.

### **French 3 H/Spanish 3 H**

**~ 40 Weeks ~ 1 Credit ~(NCAA Approved)**

Students are expected to use the world language as the primary means of communication in the classroom. The course content is the same as that outlined in Level 3, but in more depth. A comprehensive local examination is given at the end of this course. A passing grade on this exam will complete the student's three-year world language sequence.

### **French 4/Spanish 4**

**~ 40 Weeks ~ 1 Credit ~ (NCAA Approved)**

**Prerequisite:** Successful completion of level 3.

The classes are conducted primarily in the target language, and students are expected to use the language as the primary means of communication. This course is designed to increase the student's ability to listen, speak, read and write in the target language. The course is primarily project-centered while incorporating more advanced grammatical concepts, additional vocabulary, oral presentations and skits. For French 4, the final examination is portfolio assessment, while in Spanish 4; there are written and oral components to the final examination. Upon successful completion and registration through the college, students can earn three college credits through SUNY Oswego.

### **French 5 /Spanish 5**

**~ 40 Weeks ~ 1 Credit ~(NCAA Approved)**

(SUNY Oswego - FRE 202 - 3 credits *or* SPA 202 - 3 credits)

**Prerequisite:** Successful completion of French/Spanish 4.

This course is designed to increase the student's ability to listen, speak, read and write in the target language. Successful completion of level 5 will fulfill the requirements for a five unit major sequence in world language. The course is intended for students who are serious about world language study and who plan to continue world language at the college level. The classes are conducted entirely in the world language, and the students are expected to use the world language as the sole means of communication. The final examination has written and oral components. Upon successful completion and registration through the college, students can earn three college credits through SUNY Oswego.

# Art

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## ❖ Graduation Requirements

➤ 1 Credit of Art and/or Music

[Click for more information](#)

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***Sequence Notes*** - All students must earn at least 1 credit in Art and/or Music from classes approved for this requirement. These classes include: Studio Art, Creative Crafts, Foundations in Media Arts, Design and Drawing for Production, Concert Band, Treble Choir, Tenor-Bass Chorale, or Concert Orchestra, Clothing and Textiles and Housing and Environment. Such classes have been noted in descriptions. Students may substitute the 3 credit world language requirement with a 5 credit sequence in Visual Art or Music. However, all students must earn one high school credit in world language.

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### Creative Crafts

**~40 weeks ~ 1 credit~**

This course will meet the New York State mandated requirement for students who need to earn one credit in art or music for graduation. Students taking Creative Crafts will develop an appreciation for hand craftsmanship by exploring the various techniques employed by different cultures around the world. Hand-eye coordination, fine motor skills and focus will be improved as students create a multitude of handmade items themselves. For each project, students will consider design elements and aesthetic attributes that will improve their piece. Projects may include, but are not limited to decorative painting, hand sewing, crocheting, stamping, decoupage, weaving, paper making, collage, wood burning, leather stamping, origami, knitting, macrame, quilting, bookmaking, leather tooling, mosaics, stained glass & pottery. See Studio in Art or Foundations in Media Arts for another academic option.

**\*Students successfully completing this class will have fulfilled the fine arts requirement for graduation.**

### Advanced Creative Crafts

**~40 weeks ~1 credit~**

Students taking Advanced Creative Crafts will deepen their understanding of, and appreciation for hand crafted art by building on their previous knowledge of fine craft and the various techniques employed by artists around the world. Students will learn about several historical art movements that broke the barriers between craft and fine art. Hand-eye

coordination, fine motor skills and focus will continue to improve as students create a body of work in the fine craft tradition. For each project, students will consider design elements and aesthetic attributes that will improve their piece. Media or processes used may include, but are not limited to mixed media painting, textiles, paper making, wood burning, leather tooling, origami, bookmaking, stained glass & pottery.

- ❖ **Rotate every other year with Sculpture 1 & 2. (Offered 2026-2027)**

## **Studio in Art**

~ 40 Weeks ~ 1 Credit ~

This course will meet the New York State mandated requirement for students who need to earn one credit in art or music for graduation. Studio in Art introduces students to an opportunity to express themselves through a wide variety of media. Students use the knowledge and characteristics associated with various media to develop an awareness and sensitivity towards art themes used by other cultures throughout history. Using their skills in areas such as drawing, painting, printmaking, ceramics, graphics and sculpture students address problem solving and decision-making regarding current issues that deal with their personal, social, environmental, and community lives. This course provides a foundation of knowledge and skill on which the student can build a lifetime appreciation for visual arts. Creative Crafts or Foundations in Media Arts for another academic option.

- ❖ **Students successfully completing this class will have fulfilled the fine arts requirement for graduation.**

## **Foundations in Media Arts**

~ 40 Weeks ~ 1 Credit ~

**Prerequisite:** Computer account in good standing.

This course will meet the New York State mandated requirement for students who need to earn one credit in art or music for graduation. This is a full year course that will explore the fundamentals of art, as well as, develop skills associated with computer graphics, typography, basic 2D animation, web graphics, digital photography, and photo editing. The purpose of this course is to provide an alternative to Studio in Art that blends the traditional fine arts with more of a technology emphasis. See Studio in Art or Creative Crafts for another academic option.

- ❖ **Students successfully completing this class will have fulfilled the fine arts requirement for graduation.**

## **Drawing and Painting 1**

~ 20 Weeks ~ ½ Credit ~

**Prerequisite:** Studio in Art, Creative Crafts or Foundations in Media Arts

Students increase their skills in and understanding of drawing materials such as graphite pencil, color pencil, pastel, and oil crayon. They build upon their understanding of watercolors

and acrylic painting techniques, and recognize and use the elements of art and design principles. The students will exhibit an understanding and appreciation of their own works and also how artists of other cultures have expressed themselves throughout history.

## **Drawing and Painting 2**

**~ 20 Weeks ~ ½ Credit ~**

(Cayuga Community College - ART 104 - 3 credits)

**Prerequisite:** Drawing and Painting 1

In addition to being able to fulfill all of the expectations stated in Drawing and Painting 1, students enrolled in this course will become very familiar with several styles of painting. They will also plan, research, and develop a painting or project related to art history. This art history project, like other projects produced in this course, may become a part of the student's course portfolio. This portfolio will result from at least five of the works the student completes during the course.

## **Computer Graphics Design**

(Cayuga Community College ART 215, 3 Credits)

**~ 20 Weeks ~ ½ Credit ~**

**Prerequisite:** Studio in Art, Creative Crafts or Foundations in Media Arts

Through application of Adobe Illustrator functions and commands, the student will use elements of art and principles of design to develop graphic designs and communications. Assignments will include topics such as logotypes, letterheads, advertising and layout. Through the decisions made in solving design and communication problems, and the application of chosen computer graphics techniques, the student will recognize the importance of the changing technology in contemporary art.

## **Advanced Computer Graphics Design**

**~ 20 Weeks ~ ½ Credit ~**

(SUNY Oswego ART 103, 3 credits)

**Prerequisite:** Computer Graphics Design

Building upon the skills and understanding in Computer Graphics design, the student will demonstrate increased knowledge of toolbox functions and window commands of Adobe software. Students will recognize the importance of changing technology in contemporary art and society. The students will organize their works in exhibits and online using district facilities and websites. Students may receive 3 college credits (CCC ART 252) upon passing completion of this course.

## **Intro to Animation**

**~ 20 weeks 1/2 Credit**

**Prerequisite:** Studio in Art, Foundations in Media Arts or Creative Crafts

Through the application of traditional and digital media, students will use the principles and history of animation to complete assignments. Some topics covered may include, prop creation, character development, drawing, sculpting and storytelling. Through the creation process, students will develop an understanding of the importance of traditional art skills and how technology is changing the world.

## **Ceramics 1**

**~ 20 Weeks ~ ½ Credit ~**

**Prerequisite:** Studio in Art, Creative Crafts or Foundations in Media Arts

This is a basic ceramics course where the student will learn about a variety of ceramic materials which may include clay, glass, cement or plaster. Students will develop skill and hand building methods such as pinch, coil, and slab as well as basic wheel throwing. The student will also learn how to use simple surface decorations such as texturing, glaze, underglaze, and engobe, sgraffito and wax resist. Working through several assignments, the student will develop an awareness and appreciation for creative expression through clay construction and surface decoration.

## **Ceramics 2**

**~ 20 Weeks ~ ½ Credit ~**

**Prerequisite:** Ceramics 1

**(SUNY Oswego, ART 102, 3 Credits)**

Students will understand and demonstrate the ability to create Ceramic work using the materials; clay, glass, plaster & cement, while implementing many tools & techniques unique to the Ceramic process. Students will also develop awareness of traditional and experimental uses of materials, tools and techniques. The Elements of Art, Principles of Design and both contemporary and historical contexts will be applied to understand and evaluate work. Finally, students will learn to develop and build upon knowledge and skills learned in and out of class.

## **Advanced Study in Art\*\***

**~ 40 Weeks ~ 1 Credit ~**

**(Cayuga Community College - ART 103 - 3 credits)**

**Prerequisite:** Permission of Instructor and completion of 2 units of art including Studio in Art.

This course assists the student in preparation of his/her visual arts portfolio from setting standards for selection of art works to the actual presentation of those works to the public. The portfolio will include at least seven pieces in a variety of media. Through a variety of projects, the student will demonstrate growth in skills and understandings of art processes and products. Students may receive 3 college credits (CCC ART 104) upon passing completion of this course.

## **Sculpture 1**

**~ 20 Weeks ~ ½ Credit ~**

**Prerequisite:** Studio in Art, Creative Crafts or Foundations in Media Arts

This course involves working in three dimensions using both additive and subtractive methods. We will explore drawing as a planning tool and use art history as one source of inspiration for our work. Mediums may include paper, plaster, clay, wood, metal and found objects.

❖ **Rotate every other year with Advanced Creative Crafts.** (Offered 2027-2028)

## **Sculpture 2**

**~ 20 Weeks ~ ½ Credit ~**

(SUNY Oswego - ART 102 - 3 credits)

**Prerequisite:** Sculpture 1

Students will further their understanding of advanced sculpting materials and processes. Additional topics may include installation art, architectural sculpture, mobiles and environmental art and jewelry making.

❖ **Rotate every other year with Advanced Creative Crafts.** (Offered 2027-2028)

## **Printmaking 1**

**~20 weeks ~ 1/2 credit~**

**Prerequisite:** Studio in Art, Foundations in Media Arts or Creative Crafts

This class introduces students to the production of multiple images from a single design. Hand printmaking techniques will engage the student with problem solving in drawing, design and color. Class sessions will comprise independent and collaborative printing, demonstrations and critique. Students will be introduced to the work of artists and the history/tradition of printmaking. Emphasis is on design and creative use of the materials and techniques of the relief, monotype, and collagraph printing processes. The Elements of Art, Principles of Design and both contemporary and historical contexts will be applied to understand and evaluate work.

## **Printmaking 2**

**~ 20 weeks ~ 1/2 credit~**

**Prerequisite:** Printmaking 1

Students will understand and demonstrate the ability to create artwork using a printing press. Techniques may include; woodcut, intaglio and serigraph printing and other materials and tools unique to the Printmaking process. Students will also develop awareness of traditional and experimental uses of materials, tools and techniques. The Elements of Art, Principles of Design and both contemporary and historical contexts will be applied to understand and evaluate work. Finally, students will learn to develop and build upon knowledge and skills learned in and out of class

## **Comics**

**~40 weeks ~ 1 credit~**

Students taking Comics will deepen their understanding of, and appreciation for sequential and narrative art by building on their previous knowledge of drawing and cartooning and the various techniques employed by artists around the world. Students will learn about several historical art movements in comics and graphic novels over time. Hand-eye coordination, fine motor skills and focus will continue to improve as students create a body of work in the cartooning and comic book tradition. For each project, students will consider design elements and aesthetic attributes that will improve their piece. Media or processes used may include, but are not limited to graphite, ink, watercolor, acrylic paint, mixed media, digital art and graphic design for page layout, production, printing and assembly.

# Music

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## ❖ Graduation Requirements

➤ 1 Credit of Art and/or Music

[Click for more information](#)

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***Sequence Notes*** - Students pursuing either a local or Regents diploma must earn one credit in Music and/or Art from classes approved for this requirement. These classes include: Studio Art, Creative Crafts, Foundations in Media Arts, Design and Drawing for Production, Concert Band, Treble Choir, Tenor-Bass Chorale, or Concert Orchestra, Clothing and Textiles and Housing and Environment. Such classes have been noted in descriptions. Students may use a 5-unit sequence in Music in lieu of their World Language requirement for completion of the Advanced Regents Diploma by taking a performance ensemble for 3 years and Music Theory 1 and Music Theory 2. However, **all students must earn one high school credit in world language.**

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### Treble Choir

~ 40 Weeks ~ 1 Credit ~

Treble Choir is a choral ensemble for higher voices (sopranos & altos). Students in Treble Choir will learn proper vocal techniques, music reading skills, breath control, and overall poise and confidence in their singing ability, while learning music from many different time periods and cultures. Each chorus member is expected to participate fully in class. Required evening concerts will be given throughout the year including fall, winter, March, and spring concerts. Students will also have the opportunity to participate in NYSSMA Solo Festival, All-County Chorus, Area All-State, and other optional singing opportunities.

❖ **This course will yield 1 credit towards the art/music graduation requirement.**

### Tenor-Bass Chorale

~ 40 Weeks ~ 1 Credit ~

Tenor-Bass Chorale is a choral ensemble for lower voices. Students in Tenor-Bass Chorale will learn proper vocal techniques, music reading skills, breath control, and overall poise and confidence in their singing ability, while performing music from many different time periods and cultures. Each chorus member is expected to participate in all scheduled concerts for the school. Each chorus member is expected to participate fully in class. Required evening concerts will be given throughout the year including fall, winter, March, and spring concerts. Students

will also have the opportunity to participate in NYSSMA Solo Festival, All-County Chorus, Area All-State, and other optional singing opportunities.

❖ **This course will yield 1 credit towards the art/music graduation requirement.**

### **Chamber Singers Honors**

**~ 40 Weeks ~ 1 Credit~**

**(CCC Music 210 - 1 credit)**

**Prerequisite: Placement by an audition**

Chamber Singers is an advanced choral ensemble and studies a variety of musical styles within the choral genre from Renaissance and classical to jazz and Broadway. Students will be expected to rehearse and perform using an advanced level of musicianship and self-discipline and will grow in their musical knowledge of sight singing, solfege, vocal technique, choral singing, and music theory. Each chorus member is expected to participate in all scheduled concerts for the school. Activities will also include NYSSMA evaluations, many performances in school and throughout the community and performance competition trips. Choral literature at the advanced level is extensively studied. Public performances in school and/or in the community comprise part of the course requirements.

### **Concert Band**

**~ 40 Weeks ~ 1 Credit ~**

Through active participation, Concert Band will allow participants to experience the value of personal relationships, develop a personal sensitivity to music, and experience the enjoyment of music in instrumental ensembles. Band literature at the intermediate level is studied. Public performances in school and/or in the community are part of the course requirements.

❖ **This course will yield 1 credit towards the art/music graduation requirement.**

### **Symphonic Band Honors**

**~ 40 Weeks ~ 1 Credit ~**

**Prerequisite: Placement by audition**

Through active participation, Symphonic Band allows participants to experience the value of personal relationships, develop a personal sensitivity to music, and experience the enjoyment of music in instrumental ensembles. Band literature at the intermediate to advanced level is extensively studied. Public performances in school and/or in the community comprise part of the course requirements.

### **Wind Ensemble Honors**

**~ 40 Weeks ~ 1 Credit ~**

**(CCC Music 210 - 1 credit)**

**Prerequisite: Placement is by audition**

The Wind Ensemble is an advanced level band focused on performing challenging wind band literature with a strong emphasis on refined musical interpretation, precise ensemble playing, and advanced techniques on wind and percussion instruments. Students will be expected to rehearse and perform using an advanced level of musicianship and self-discipline. Students are expected to practice outside of class and attend lessons. Each band member is expected to participate in all scheduled concerts for the school. Activities will also include NYSSMA evaluations, many performances in school and throughout the community, and performance competition trips. Public performances in school and/or in the community comprise part of the course requirements.

### **Jazz Ensemble A Honors**

**~ 40 Weeks ~ ½ Credit ~**

### **Jazz Ensemble B**

**~ 40 Weeks ~ ½ Credit ~**

**Prerequisite:** Must be enrolled in an instrumental ensemble (Band), except where instrumentation is deficient. Placement is by audition.

Students identify jazz styles and the styles of Jazz greats through performance. The class traces the evolution of jazz and participates in improvisation. Public performances in school and in the community comprise part of the course requirements.

### **Concert Orchestra**

**~ 40 Weeks ~ 1 Credit ~**

Through active participation, Concert Orchestra allows participants to experience the value of personal relationships, develop a personal sensitivity to music, and experience the enjoyment of music in instrumental ensembles. Orchestral literature at the intermediate level is studied. Public performances in school and/or in the community comprise part of the course requirements.

❖ **This course will yield 1 credit towards the art/music graduation requirement.**

### **Symphonic Orchestra Honors**

**~ 40 Weeks ~ 1 Credit ~**

**Prerequisite:** Placement is by audition following successful completion of Concert Orchestra or its equivalent, based on ensemble needs and student performance and achievement.

Through active participation, Symphonic Orchestra allows participants to experience the value of personal relationships, develop a personal sensitivity to music, and experience the enjoyment of music in orchestral ensembles. Orchestra literature at the advanced level is extensively studied. Public performances in school and/or in the community comprise part of the course requirements.

## **Music Theory 1**

**~ 40 Weeks ~ 1 Credit ~**

**(CCC Music 145 - 2 credits)**

**Prerequisite:** Must be enrolled in a music ensemble, or permission from teacher

Music Theory I is the first of two sequences in Music Theory for a Regents diploma. Students read and perform with hand signs, solfeggio and notation fundamentals of pitch and time with and without notation and sight-sing diatonic major and minor melodies from a musical score. The identification and notation of the elements of music including simple rhythms, original melodies, and harmonic structure will be dealt with. Students analyze, understand and express elements of styles and textures through a final composition project.

## **Music Theory 2 (AP Music Theory)**

**~ 40 Weeks ~ 1 Credit ~**

**(CCC Music 145 - 2 credits)**

**Prerequisite:** Music Theory I; enrolled in a music ensemble

Students will undertake advanced study from skills developed in Music Theory I. There is an in-depth study of melodic and harmonic structure as well as the complexity of chord progressions, rhythm, and meter. A final project includes creating original melodies and harmonies and writing it into a musical score for wind, percussion, or stringed instruments. Students will be prepared to take the AP Music Theory Exam in May, if they so choose.

## **Musical Theatre: History, Production, & Performance**

**~ 20 Weeks ~ ½ Credit ~**

This is an introduction to Musical Theatre. Students will study the various eras of Broadway (History), learn about stagecraft, make-up, costuming, etc. (Production), and study songs from significant Broadway shows (Performance). Includes audition techniques, song preparation from various stylistic periods, and performances of musical repertoire. A special project connected to the OHS Musical will be required for all students in the class. It is strongly encouraged for students to have some previous music and/or theatre experience and strong interest in learning more about Musical Theatre, in general. Enrollment in a Music Ensemble (e.g. band, orchestra, chorus) is recommended.

# Family & Consumer Science

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❖ **CTE credit can be awarded for all Family & Consumer Science classes.**

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***Sequence Notes*** - Students pursuing either a local or Regents diploma must earn one credit in Music and/or Art from classes approved for this requirement. These classes include: Studio Art, Creative Crafts, Foundations in Media Arts, Design and Drawing for Production, Concert Band, Treble Choir, Tenor-Bass Chorale, or Concert Orchestra, Clothing and Textiles, and Housing and Environment. Such classes have been noted in descriptions.

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## **Foods and Nutrition**

**~ 20 Weeks ~ ½ Credit ~**

Welcome to the world of cooking! This course develops students' culinary skills to prepare made-from-scratch foods. Recommended as the first course **for all other OHS culinary-focused courses**. The first half of the course is dedicated to safety and sanitation in the kitchen while cooking with grains, fruits, vegetables, protein, and dairy products. Students will gain knowledge of teen nutrition and what they need as they prepare for adulthood. The second half of the class connects the culinary concepts/techniques with nutrition/meal management in preparing wholesome, nutrient-rich recipes. Students will work in lab teams to achieve the daily lesson goals.

## **Global & Gourmet Foods**

**~ 20 Weeks ~ ½ Credit ~**

***\*Foods & Nutrition is a recommended course prior***

Students will be able to expand upon basic food skills and explore the more complicated procedures of food preparation. Students prepare and present a variety of foods and identify career choices in the culinary foods and hotel/motel management fields.

## **Clothing and Textiles**

**~ 20 Weeks ~ ½ credit ~**

This course applies lifelong skills that teach the students how to sew for themselves, others and explore their entrepreneurial interests. Students will investigate such topics as responsible fashion, designers, history, color theory, elements and principles of design. Students will demonstrate and master the concepts of basic machine sewing and apply this knowledge to complete sewing projects. Students will explore careers in this cluster. A student led repair shop will be run during the semester. This course allows students to explore their creativity. It's recommended for students who have an interest in the creative process, design, how to sew, fashion careers, costume and theater arts. May be used to satisfy ½ the Art requirement.

## **Housing and Environment**

**~ 20 Weeks ~ ½ credit ~**

This project-oriented course is designed to teach a variety of topics related to homes and their interiors. The course will discuss the need for housing, along with the impact of design, furniture, floor plans, and much more! Activities will focus on the selection and planning of designed spaces to meet needs, wants, values and lifestyles in order to create safe, functional and aesthetically pleasing spaces. Possible course topics include housing types, architectural design, interior design, furniture styles and arrangement, and the application of the elements and principles of design. The topics covered in this class can be used for personal enhancement of present and future living environments, but will also apply to students who have an interest in pursuing a career in this area. May be used to satisfy ½ the Art requirement.

## **Child Development**

**~20 weeks ~½ credit~**

**(formerly Parenting & Child Development)**

Course Description (20 Weeks)

This course introduces the essentials of parenting and child development. Students gain an understanding of how children grow, how caregivers support healthy development, and the key milestones from infancy through school age. Recommended for students interested in education, childcare, health services, or any career working with children and families.

## **Career Based Learning 1**

**~20 wk course~½ credit~**

Jump-start your future with this hands-on course that helps you explore careers and build real-world skills. Discover your strengths, learn essential financial literacy, take part in job-shadowing and career exploration, and create a personalized career plan. Students can apply to CBL2, the senior-year internship program. A perfect first step toward choosing your path with confidence.

Students gain valuable skills working on professional standards. The program offers soft skills, professional skills, Financial Literacy and job shadowing as well as a component. This includes onboarding for CBL 2 internship in the sequence.

\*Offered to 11th graders\*

Subsequential course: Career Based Learning 2

## **Career Based Learning 2**

**~40 wk course~Up to 2 credits\*~**

(OSW GST 101 - 3 credits)

CBL2 is a hands-on internship open to seniors who are accepted at the end of their junior year. It offers professional work skills, a paycheck, high school credit, and college exposure at SUNY Oswego. Students attend a weekly class to address workplace competencies. Students can earn up to 2.0 high school credits (0.5 credit per 150 hours, gain experience and jump-start your career, all while still in high school!

Students gain valuable skills working on professional standards as they apply to this program and move into an internship placement. Credit is earned through hours obtained in the program. The program offers soft skills, professional skills, on-site experience in a partnership with SUNY Oswego. Students will complete their professional profile including a resume and interview experience.

\*Offered to 12th graders ~ Credits earned based on hours worked.\*

# Technology Education

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## ❖ **CTE credit can be awarded for all Technology classes.**

- All students must earn at least 1 credit in Art and/or Music from classes approved for this requirement. These classes include: Studio Art, Creative Crafts, Foundations in Media Arts, Design and Drawing for Production, Concert Band, Treble Choir, Tenor-Bass Chorale, or Concert Orchestra, Clothing and Textiles and Housing and Environment. Such classes have been noted in descriptions.

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***Sequence Notes*** - Students may use a 5-unit sequence in Art, Music, or Technology in lieu of their World Language requirement for completion of the Advanced Regents Diploma. However, all students must earn one high school credit in world language. For more information on our technology offerings, please email Matthew Bock: [mbock@oswego.org](mailto:mbock@oswego.org)

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## **Career and Financial Management**

**~20 weeks~½ Credit~**

This course is designed to provide students with foundational knowledge and skills in both career exploration and personal financial management, drawing directly from the New York State Career and Financial Management Curricular Framework. The curriculum is structured to be practical and relevant, preparing students for future success in their careers and personal finances.

## **Design and Drawing for Production (DDP)**

**~ 40 Weeks ~ 1 Credit ~**

If you think you might like a job as an engineer, scientist, doctor, architect, or artist, then this is the course for you. This pre-engineering course utilizes the latest in computer 3D modeling software to explore the development process of product design. This is the first course in Oswego's engineering program. This course can be used to satisfy your art graduation requirement.

- ❖ **Students successfully completing this class will have fulfilled the fine arts requirement for graduation.**

## **Multimedia Design**

**~20 Weeks ~ ½ Credit~**

This course introduces students to the fundamental principles and practical applications of multimedia design and desktop publishing. Students will explore various digital tools and techniques to create engaging visual content, including graphics, layouts, and interactive

presentations. Emphasis will be placed on design principles, effective communication, ethical considerations, and real-world project development.

### **Advanced Multimedia Design (formerly Yearbook)**

**~ 40 Weeks ~ 1 Credit ~**

(Cayuga Community College - ART 215 - 3 credits)

Do you enjoy computers, photography, art, graphics, writing, journalism, and working together as a team to get a job done? Then this course is for you. A totally hands on course, you will design, layout, and have printed this year's yearbook, The Paradox. If you would like to work on a "real" project, prefer a "hands-on" out of your seat type of class, and would like input into what your yearbook includes then sign up and help us create something special that you can take pride in for a lifetime. Students may receive 3 college credits (CCC ART 215) upon passing completion of this course.

### **Production Systems**

**~ 20 Weeks ~ ½ Credit ~**

Learn about the fascinating world of metal working and production in this ½ unit 20 week course. Production systems is a hybrid course that integrates metal fabricating basics, material property studies and production of useful products to introduce the student to the world of craftsmanship and whole systems. The student will experience hands-on laboratory learning in the metal fabrication lab including welding, hot gas cutting, molding and forming. Students will gain an understanding of the properties of metal, plastic, textiles and ceramics through laboratory experiments and skill builders. Finally students will design and produce an object of their own design which will incorporate all of the skills learned in this hands-on course and brought in from previous courses. This course will use industry standard state of the art CAD software and CNC machinery for much of the course work.

### **Aerial Videography**

**~ 20 Weeks ~ ½ Credit ~**

This course is meant to teach students to learn the fundamentals of safely flying a drone for video production. We will discuss numerous shot techniques and video editing methods specifically associated with aerial videography.

### **Architectural Drawing Computer Assisted Drawing**

**~ 20 Weeks ~ ½ Credit ~**

Have you ever wanted to design your own home? This course is recommended for any student who plans to build, own, rent or live in a home. This course explores the world of residential home design and construction. Students will explore architectural history, styles and design as well as the impact of culture and climate on the design. Students will use Autodesk Revit Architecture; a state of the art industry standard CAD modeling software to design their very own residential home. At the end of the course students will have gained an understanding of

wall, floor, roof, window, door and utilities design and construction. In addition to home design students will explore green building and ecological design (alternative energies) as they can be incorporated into the design of modern homes.

### **Computer Building & Repair**

**~ 20 Weeks ~ ½ Credit ~**

Have you ever wondered how a computer operates? Or been frustrated when you just cannot seem to get it to work right? Want to learn how to build a gaming rig? Considering a career in the IT field? This is the class for you!

In this course students will learn how to assemble a computer from the ground up as well as learn how computer components work together. Students will have the opportunity to work alongside IT professionals to diagnose and repair computers, laptops and chromebooks.

### **Woodworking**

**~ 20 Weeks ~ ½ Credit ~**

Just like the name of the course says, you will be designing and building projects out of wood. In this course you will learn to use the tools, machines, and processes necessary to build items that you can keep and take pride in forever. If you like to get out of your seat, create and build then you should join us. Great course for both boys and girls, it will give you a chance to be both creative and artistic while learning skills you can use for a lifetime.

### **Structures**

**~ 20 Weeks ~ ½ Credit ~**

This course is designed to offer an introduction to the construction industry with a focus on safety, hand tools, power tools, blueprints, communication skills, and basic construction techniques. Modules that may be included are roofing, basic electrical wiring, plumbing, siding and framing.

### **TV Communication/Production 1 & 2**

**~ 20 Weeks each ~ ½ Credit each ~**

(Cayuga Community College - TELC 104 - 3 credits & TELC 105 - 3 credits)

Our student-run television station, WBUC began in 1990. Be a part of the WBUC team and work to produce either a five minute daily or thirty minute weekly student television show broadcast over Time-Warner cable to all subscribers in the Oswego area. Learn to work as a member of a team. Responsibility for a product and learning in a real world environment of deadlines and responsibilities are part of the television production experience.

This is a two-course sequence. Students learn about the production of television programming using industry standard equipment such as digital cameras and computer controlled editing stations. This course is a required course for the TV production CTE endorsement.

## **Advanced Study in TV**

**~ 20 Weeks ~ ½ Credit ~**

(Cayuga Community College - TELC 180 - 3 credits)

**Prerequisite:** Successful completion of TV Production 1 and 2

The main goal of this class is to refine your editing, planning and teach you correct lighting practices. You will be taking this class in conjunction with a TV production class and expected to complete all the TV Production assignments and a project every 5 weeks. You will need to practice self-guidance with your time and develop very well thought out time management to complete this class. This course is a required course for the TV Production CTE endorsement.

## **Advanced Study Communication**

**~ 20 Weeks ~ ½ Credit ~**

(Cayuga Community College - COMM 150 - 3 credits)

**Prerequisite:** Successful completion of TV Production 1 and 2

The goal of Advanced Study in Communication is to develop and work on key employability traits, skills and behaviors associated with the television production atmosphere. Students will participate in school TV productions but will hold leadership roles within the productions. Students will be expected to outline production deadlines, show breakdowns and direct a show for WBUC TV. They are responsible for the oversight of programs while in this course.

This course is a required course for the TV production CTE endorsement.

## **Photography**

**~ 20 Weeks ~ ½ Credit ~**

Ever look at pictures that are in magazines or hang in galleries and wonder if you could take pictures that look like those? Do you like to take pictures? Do you enjoy being creative or artistic? Do you want to learn to see the things that most people just walk on by? Then this is the course for you. Students explore a variety of photographic processes with an emphasis on learning composition, creative imaging, and digital manipulation. This is a must course for students pursuing careers in communications, art, computer graphics, photography, film, etc.

## **Advanced Photography/Cinematography**

**~ 20 Weeks ~ ½ Credit ~**

(Cayuga Community College - ART 253 - 3 credits)

**Prerequisite:** Photography

Did you enjoy the basic photography class? Do you like computer graphics, photos, video, and movies? If so, then this is the course for you. In advanced photography/cinematography we will

further expand our knowledge and skills with a variety of photographic techniques and processes, look at the history of photography and cinematography, as well as continue to explore the potential for self-expression using computer applications like Photoshop, Premier, and DVD-It. In addition, we will view portions of award winning movies and investigate the techniques involved in their creation, as well as use current technology to design, edit, and create a movie of your own. Students may receive 3 college credits (CCC ART 253) upon passing completion of this course.

### **3D CAD/Animation**

**~ 20 Weeks ~ ½ Credit ~**

Animation movies such as Toy Story, Jurassic Park, and Finding Nemo, have made 3D animation very popular. Students will learn how to create and modify 3D models, develop and apply materials and textures, and import background images. Students will also learn to apply lighting to scenes, create animation through camera sequences and set key frames to objects for animation. Finally, they will render the animation into a movie file or a sequence of still images.

### **Advanced Placement Computer Science Principles**

**~ 40 Weeks ~ 1 Credit ~**

**Prerequisite:** Successful completion of Algebra 1. This could be an alternate course for students who are not choosing an Advanced Regents diploma.

This is an introductory college level computing course that introduces students to the scope of computer science. No previous coding experience is necessary. Students learn to design, evaluate, and apply computer science to solve problems through developing algorithms and programs. Topics include functions, variables, loops, graphics, cyber-security, the internet, global impacts, and ethics.

The AP exam includes a programming project. There is a fee for the AP examination.

### **Principles of Engineering (POE)**

**~40 Weeks ~ 1 Credit ~**

**Prerequisite:** Design and Drawing for Production or instructor recommendation

Principles of Engineering is a hand-on, exploratory course that is appropriate for all 10th-12th grade students. This course is project based and very hands-on, meaning that students will complete projects for each unit in the class. Project examples include:

Mechanisms → Compound Machine Design → Mechanical Engineering  
Energy Sources → Renewable Energy Production → Electrical Engineering  
Machine Control → Robotics Design Project → Computer Science  
Statics → Boomilever Project → Structural Engineering  
Material Testing → Tensile Testing Simulation → Materials Science

## Kinematics → Catapult Project → Mechanical Engineering

This course exposes students to some of the major concepts that they will encounter in a postsecondary engineering course of study. Students have an opportunity to investigate engineering and high tech careers. Students will employ engineering and scientific concepts in the solution of engineering design problems.

### **Mass Media and Public Relations**

**~ 20 Weeks ~ ½ Credit ~**

**Prerequisite:** Students must be in grades 10, 11 or 12.

This course is designed to hone students' familiarity with the world and help them become aware of major issues in order to enhance their understanding and appreciation of them. To this end, the course will cover local, state, national and international news through a workshop format in which the students will explore the problems of censorship and review propaganda devices to help distinguish between fact and opinion, survey newspapers from a variety of sources and types, study news magazines, as well as television and online newscasts. Students will be expected to lead discussions, compose research and response based writing and give presentations on contemporary events. Examples of potential texts could vary from the latest iPhone release to Britex to World Championship sports games to Lyft/Uber to global warming. The possibilities are endless!

# Physical Education

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## ❖ Graduation Requirements

- 2 Credits of Physical Education - ¼ credit per semester
- Each students must be enrolled in 8 semesters of PE

[Click here for more information](#)

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## Physical Education: 9/10, 11/12

~ 20 Weeks ~ ¼ Credit ~

This course emphasizes the development of physical fitness, motor skills, and overall well-being through a diverse range of individual and team sports, fitness activities, and recreational games. Students will explore the importance of physical activity in maintaining a healthy lifestyle. Throughout the course, they will face various challenges that foster the development of essential social skills, such as teamwork, cooperation, effective communication, sportsmanship, and citizenship. As they engage in these activities, students will also gain insight into their personal strengths and areas for growth, enhancing their self-awareness and potential for self-improvement. In doing so, they will work toward attaining physical literacy, which enables them to confidently participate in a variety of physical activities for a lifetime of health and wellness. This course meets every other day.

## Weight Training #1 /PE

~ 20 Weeks ~ ¼Credit~

(Cayuga Community College - PE 130 - 1 credit)

Brief presentation of the history of strength building includes Olympic lifting, powerlifting, bodybuilding, strength research, and strength fitness. Students may receive 1 college credit (CCC PE 130) upon passing completion of this course. This course meets every other day.

\*Grades 10-12 with Preference to 11th and 12th graders \*

## Weight Training #2 Practicum/PE

~ 20 Weeks ~ ¼ Credit ~

(Cayuga Community College - PE 131 - 1 credit)

**Prerequisite:** Weight Training #1 /PE\*\*

Review of Weight Training. Continued use and instruction of equipment in the weight room. Students may receive 1 college credit (CCC PE 131) upon passing completion of this course. This course meets every other day. \*\*Grades 10-12 with Preference to 11th and 12th graders\*\*

### **Fitness Center #1 /PE**

**~ 20 Weeks~¼Credit ~**

(Cayuga Community College - PE 161 - 1 credit)

Training program designed to meet cardiovascular requirements and improve strength and flexibility. Following orientation, lecture, assessment and testing, students will use the skills learned throughout the semester. Students may receive 1 college credit (CCC PE 161) upon passing completion of this course. This course meets every other day. \*\*Grades 10-12 with Preference to 11th and 12th graders\*\*

### **Fitness Center #2 /PE**

**~ 20 Weeks ~ ¼ Credit ~**

(Cayuga Community College - PE 162 - 1 credit)

**Prerequisite:** Fitness Center #1 /PE\*\*

Continues fitness regimen. Students may receive 1 college credit (CCC PE 162) upon passing completion of this course. This course meets every other day. \*\*Grades 10-12 with Preference to 11th and 12th graders\*\*

### **Silver Bullets** (½ PE & ½ Health)

**~ 40 Weeks~1 Credit ~**

Drawing from the Project Adventure curriculum, this course encourages students to face physical, mental, and emotional challenges in both individual and group settings. Through a variety of activities such as trust exercises, and cooperative games, students will develop essential skills in teamwork, communication, leadership, and resilience. The course also integrates health education, focusing on decision-making, stress management, and the importance of physical and mental well-being. By the end of the course, students will not only have enhanced their physical fitness but also gained a deeper understanding of how to work collaboratively, navigate challenges, and make healthy life choices. This course is designed to build confidence, improve interpersonal relationships, and promote lifelong wellness. This course meets every day.

# Health

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## ❖ Graduation Requirements

- ½ Credit of Health Education take between grades 10-12
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### Health

~ 20 Weeks ~ ½ Credit ~

(Cayuga Community College - HLTH 104 - 3 credits)

**Prerequisite:** Students must be in grades 10-12 with preference given to students in 11 & 12 grade.

This one semester 1/2 credit course is required for all students before they graduate from high school. Students study a variety of topics, including: disease prevention, information that will improve their personal health and attitude toward life, smoking and alcohol, drugs and narcotic education, mental health, environmental health, safety, first aid and CPR. Students may receive 3 college credits (CCC HLTH 104) upon passing completion of this course.

### Silver Bullets (½ PE & ½ Health)

~ 40 Weeks~1 Credit ~

Drawing from the Project Adventure curriculum, this course encourages students to face physical, mental, and emotional challenges in both individual and group settings. Through a variety of activities such as trust exercises, and cooperative games, students will develop essential skills in teamwork, communication, leadership, and resilience. The course also integrates health education, focusing on decision-making, stress management, and the importance of physical and mental well-being. By the end of the course, students will not only have enhanced their physical fitness but also gained a deeper understanding of how to work collaboratively, navigate challenges, and make healthy life choices. This course is designed to build confidence, improve interpersonal relationships, and promote lifelong wellness. This course meets every day.

# Career and Technical Education @ CITI

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***Sequence Notes*** - In addition to regular classes, students may elect to attend CITI to complete a sequence in career and technical education beginning their Junior year.

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- ❖ Students may use a 5 unit sequence in Career and Technical Education in lieu of their World Language requirement for completion of the Regents Diploma. However, **all students must take one credit of world language.**
- ❖ Students who are interested in a CITI program can visit the Career and Tech campus in December of their sophomore year as well as go to the website [www.citiboces.org](http://www.citiboces.org).

## Career and Technical Classes:

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### **ADVANCED METAL MANUFACTURING**

Advanced Metal Manufacturing will introduce students to the skills and training of design, machining, fabricating and welding. Using engineering drawing techniques and CAD-CAM software, students will design projects starting with raw materials such as steel, aluminum and brass. Machine tools and fabricating equipment will then be used to assemble the projects. (Program was formerly known as Motorsports Fabrication.)

#### **Integrated Academic Coursework:**

Career and Financial Management (1/2 credit) Math (1/2 credit per year)

#### **College Credit Opportunities:**

Articulation Agreement: Lincoln Technical Institute; Dual Credit: Cayuga Community College: MMT 101 Machine Tools I

#### **Credential Opportunities:**

NIMS – Machining Level 1 – Measurement, Materials and Safety; 10-hour OSHA General Industry Safety & Health Credential; Technical Endorsement on Graduation Diploma

#### **Industry Assessments:**

NIMS - Machining Level 1– Measurement, Materials and Safety Certification

## **AGRICULTURAL STUDIES**

Students in the Agricultural Studies program will be engaged in a variety of agricultural activities on CiTi Farms. This program will explore sustainable farm to table pathways through plant sciences, horticulture, small animals and conservation. Students will collaborate with other programs (ex. Heavy Equipment, Welding, Culinary, etc.) on various projects to maintain and expand CiTi Farms. Students will connect science and business topics while learning about the wide variety of careers available throughout the field of agriculture.

### **Credential Opportunities:**

10-hour Occupational Safety & Health Administration General Industry – Agriculture (OSHA)

### **Industry Assessments:**

Precision Exam – Agricultural Science I; 10-hour Occupational Safety & Health Administration General Industry - Agriculture (OSHA)

## **AUTO BODY REPAIR AND COLLISION REPAIR**

Each damaged vehicle presents a new problem to be solved. Auto body technicians solve these problems by using specialized equipment and tools to straighten frames, remove dents, and replace parts. This two - year course meets industry standards and will prepare students for employment or further training in a field that predicts steady employment rates. Second - year students also have the opportunity to work on their own vehicles. Both first and second year students can qualify for internships at auto body repair facilities. Students have the option of attending the program for either one or two years.

### **Integrated Academic Coursework:**

Career and Financial Management (1/2 credit); Science (1/2 credit per year)

### **College Credit Opportunities:**

Articulation Agreements: Lincoln Technical Institute; Ohio Technical College; Universal Technical Institute

### **Credential Opportunities:**

ASE – Hours Toward Painting and Refinishing ASE Accreditation and Test Preparation; ASE Education Foundation Entry Level Certification; 10-hour OSHA General Industry Safety and Health Credential

### **Industry Assessments:**

Precision Exams - Automotive Collision Repair; ASE Education Foundation Entry-Level Painting and Refinishing Certification Exam

## **AUTO TECHNOLOGY**

The National Automotive Technicians Education Foundation (NATEF) has approved the Automotive Technology program at B. Ramer Tech. Students have the opportunity to learn from a skilled ASE certified teacher. Program options include a one year or two year NATEF standards-based program. To receive a NATEF certificate, a student is required to complete both the Auto Tech 1 and Auto Tech 2 curricula and pass all four NATEF certification exams. The units of study within the Auto Technology program include: electrical/electronic systems, engine performance, brake systems, engine repair, and steering/suspension systems.

### **Integrated Academic Coursework**

Career and Financial Management (1/2 credit); Science (1/2 credit per year)

### **College Credit Opportunities**

Articulation Agreements: Ohio Technical College; Lincoln Technical Institute; SUNY Canton; SUNY College of Technology at Delhi

### **Credential Opportunities**

ASE Education Foundation Entry-Level Certification Exam - Time Toward ASE Accreditation and Test Preparation; 10-hour Occupational Safety and Health Administration (OSHA) General Industry Safety and Health Credential; Technical Endorsement on Graduation Diploma  
Industry

### **Industry Assessments**

ASE Education Foundation Entry-Level Certification Exam - Maintenance and Light Repair

## **COMPUTER CODING**

The Computer Coding program is an introductory class providing students with programming foundations. Students are introduced to a variety of computer languages including HTML, CSS, DNA, SQL and Javascript. Course projects will also include introduction to mobile app development, remote server workflow, and data queries. There is an emphasis on developing for the web as well as producing data driven applications.

### **Integrated Academic Coursework:**

Career & Financial Management (½ credit), ELA (½ credit per year)

### **College Credit Opportunities:**

Articulation Agreements: New England Institute of Technology: GDS110 Introduction to Game Programming, BDS111 HTML & JavaScript or SE111 HTML & JavaScript

## **CONSTRUCTION TECHNOLOGY**

Construction Technology provides students classroom and hands-on experiences in various aspects of the construction industry. Students will rotate through the following areas: green construction, electrical wiring, masonry, carpentry, plumbing, heating, and steel construction. A strong emphasis is placed on the core employability skills and construction competencies including related math, science, and communications. Students have the option of attending the program for either one or two years.

### **Integrated Academic Coursework;**

Career and Financial Management (1/2 credit); Math (1/2 credit per year)

### **College Credit Opportunities**

Articulation Agreements: SUNY College of Technology at Delhi

### **Credential Opportunities**

Precision Exams – Construction Trades Foundations & Precision Exams - Carpentry 10-hour OSHA Construction Industry Credential; Technical Endorsement on Graduation Diploma

### **Industry Assessments**

Proposed 2023-2024 update: Precision Exams – Construction Trades Foundations & Precision Exams – Carpentry

## **COSMETOLOGY**

The on-site Shear Class Beauty Salon offers students the opportunity to gain practical experience and apply classroom theory as they work toward meeting the requirements to take the New York State licensing exam. To earn the 1,000 hours needed students must have excellent attendance and attend a summer program between their junior and senior years. In addition to attending the summer program, an after school clinic is available on Mondays to assist students in acquiring the hours necessary for licensure by the state. Students will also have the opportunity to participate in shows, competitions, and seminars. Students are expected to demonstrate the ability to work independently and with others as well as have appropriate decision making skills. The demand for licensed professional cosmetologists is expected to grow and employment opportunities should be excellent for those who continue to upgrade their skills.

### **Integrated Academic Coursework**

Career and Financial Management (½ credit); Science (½ credit per year); English (½ credit per year)

### **College Credit Opportunities**

Articulation Agreement: Bryant & Stratton College

### **Credential Opportunities**

Temporary Cosmetologist License (After the successful completion of 1,000 hours, which includes additional time commitment outside of regular class hours); Technical Endorsement on Graduation Diploma Program

## **CULINARY ARTS**

Working as a chef, cook, or food preparation worker involves the ability to work as an efficient team member. Applying classroom theory in an industrial kitchen, students will learn food preparation and cooking methods, food-handling techniques, and sanitation procedures. This course provides students with a solid foundation for further career-related training programs. Job opportunities are expected to be favorable for skilled workers in this field.

### **Integrated Academic Coursework:**

Career and Financial Management (½ credit); Science (½ credit per year)

### **College Credit Opportunities:**

: Dual Credit: Cayuga Community College CULA 100 Food Safety and Sanitation; CULA 101 Culinary Methods and Techniques 1; CULA 102 Culinary Methods and Techniques II; BIOL 209 Basic Nutrition; Articulation Agreements: SUNY Cobleskill; Schenectady County Community College; Bryant & Stratton College; SUNY Morrisville; Culinary Institute of America; SUNY Delhi; Tompkins Cortland Community College; Niagara Falls Culinary Institute; The Culinary Institute of New York at Monroe College; All ProStart articulation locations

### **Credential Opportunities:**

ProStart – Level 1 and 2; ProStart Certificate of Achievement; ServSafe Food Handler Certification; ServSafe Manager Certification; Technical Endorsement on Graduation Diploma; Technical Endorsement on Graduation Diploma

### **Industry Assessments:**

ProStart – Levels 1 and 2; Qualters Practical Exam

## **DENTAL CHAIRSIDE ASSISTANT**

This hands-on program provides an excellent opportunity for those with an interest in the dental profession to begin a rewarding career. Students receive training in a well-equipped dental classroom/lab. Coursework includes: healthcare foundations, sciences in dentistry, emergency care, infection control, preventive dentistry, clinical assisting and procedures, dental radiology, and internship experiences. Additional Program Notes: Students in this program are required to have a current physical, and health immunizations.

### **Industry Alignment:**

NCHSE National Health Science Standards, NYS Dental Assisting

## **DIGITAL MEDIA TECHNOLOGY**

This program combines the creative elements of fine arts with digital technologies. Students use the latest industry hardware and software to complete course work in graphic design, web design, animation, and game design, multimedia (including video production, auto editing and special effects), computer programming, desktop publishing and digital photography. Digital Media Technology lays the foundation for exciting careers in web development, broadcasting, advertising, public relations, graphic design, animation, gaming and programming.

### **Integrated Academic Coursework**

Career and Financial Management (½ credit); ELA (½ credit each year)

### **College Credit Opportunities**

Articulation Agreements: Dual Credit: Cayuga Community College: Art 252 Photoshop; Art 215 Computer Graphics/Illustrator; Articulation Agreements: Bryant and Stratton College

### **Credential Opportunities**

Precision Exams – Commercial Art I; Technical Endorsement on Graduation Diploma

## **EARLY CHILDHOOD EDUCATION**

Early Childhood Education is a two year program. The Early Childhood Education program provides students with the instruction and hands-on experience required to complete their Child Development Associate Credential. The program prepares students for careers in the field of early childhood education. This program is designed to teach students the aspects of teaching and working with young children; birth through school age. Students will explore career pathways and through practicums, develop the characteristics of successful teachers and child care providers. Applying theoretical concepts to real-life situations, students are able

to take what they have learned in the classroom to their rotation experiences where they learn how to meet the developmental needs and interests of young children. This includes the planning, development, and implementation of weekly lessons to enhance the physical, cognitive, and social-emotional development of children. Topics are diverse, including principles of classroom management, center-based management, interpersonal communication skills, observation and assessment, guidance techniques, and the special needs child. The employment outlook is favorable for those entering the early childhood education field.

**Integrated Academic Coursework:**

Career and Financial Management (1/2 credit); English (1/2 credit per year)

**College Credit Opportunities:**

Dual Credit: Cayuga Community College: BIO 209 Basic Nutrition (1st year students), CAY 101 Foundations for College Success (2nd year students) and Jefferson Community College: ECD 101 Introduction to Early Childhood Care and Development (2nd year students); Articulation Agreements: SUNY Cobleskill

**Credential Opportunities:**

NYS Teaching Assistant Certificate – Level I; American Heart Association: First Aid, CPR and AED Certifications, ServSafe Certification; Technical Endorsement on Graduation Diploma

**Industry Assessments:**

NYS Teaching Assistant Certificate; NOCTI – Early Childhood Care and Education Advanced Exam

**HEAVY EQUIPMENT REPAIR & OPERATION**

This one-year course is designed to provide high school juniors and seniors with the necessary instruction and experience for a position in either the construction or trucking industries. Course content emphasizes the servicing, repairing, and maneuvering of various types of heavy-duty trucks and excavation equipment. The program is affiliated with the National Center for Construction Education and Research (NCCER), resulting in national certifications in the industry. Training for a Commercial Driver's License, Class B (CDL-B), is reviewed so that a student 18 years of age or older may obtain his/her license.

**Integrated Academic Coursework**

Career and Financial Management (½ credit); Science (½ credit per year)

**College Credit Opportunities**

Articulation Agreements: Lincoln Technical Institute; Ohio Technical College; SUNY Cobleskill

### **Credential Opportunities**

10-hour OSHA General Industry Safety and Health credential; Technical Endorsement on Graduation Diploma

### **Industry Assessments**

AED written exam & Precision Exams Practical (part 2)- Agricultural Machinery Technology

## **INDUSTRIAL ELECTRICAL TECHNOLOGIES**

This program provides the hands-on skill development and technical training needed for entry level employment. Students will learn how to install, troubleshoot, and maintain industrial electrical systems using state-of-the-art tools of the trade. Some career options: Electrician, Transmission Technician, Lineman, Residential Wireman, Electrical Technician, Controls Electrician. Industry partners will provide students with project-based learning, facility tours, job shadowing, career development and summer jobs.

### **Integrated Academic Coursework**

Math (½ credit per year); Career & Financial Management (½ credit)

### **College Credit Opportunity**

Articulation Agreements: SUNY College of Technology at Delhi; Lincoln Technical Institute

### **Credential Opportunities**

10- Hour OSHA General Industry Safety and Health Credential; NCCER Core Certification, Fluke Multimeter Course; Technical Endorsement on Graduation Diploma

### **Industry Assessment**

NCCER Academic Core

## **NURSING ASSISTANT**

This career area projects excellent job opportunities in hospitals, home health care services, and nursing home facilities. Nursing assistants perform a variety of tasks including, but not limited to, patient observation and helping patients eat, dress, and bathe. Aides have frequent contact with residents; therefore, individuals considering this profession should possess good communication skills. This course will provide students with the classroom theory and lab skills to obtain the New York State Nurse Aide Certification. Supervised clinical experiences at area hospitals and long-term care facilities help students gain first-hand knowledge about this profession. This course serves as an excellent stepping stone into other health-related training programs.

### **Industry Alignment:**

NYS Department of Health Nurse Assistant/Aide; NYS Education Department Health Core Curriculum; American Heart Association - First Aid, CPR, and AED - Adult, Child and Infant Standards

### **Integrated Academic Coursework:**

Career and Financial Management (½ credit); Science (½ credit per year); Health (½ credit); English (½ credit per year)

### **College Credit Opportunities:**

DUAL CREDIT: Cayuga Community College: BIO 209: Introduction to Nutrition FIRST-YEAR: CHEM 101 Introduction to Chemistry SECOND-YEAR: Articulation Agreements: Bryant & Stratton

### **College Credential Opportunities:**

New York State Department of Health - Nurse Aide Certification; American Heart Association - First Aid, CPR and AED (Adult, Child and Infant Certifications); Technical Endorsement on Graduation Diploma

## **PUBLIC SAFETY & JUSTICE**

The first year of academic instruction focuses on criminal and civil law, vehicle and traffic law, arrest and court procedures, report writing and communication skills. Additional areas include interviewing skills, patrol techniques, self-defense, security, fingerprinting, civil rights, applied math, and Internet research. Class time is split between lecture, physical activities, field trips, and interaction with special guests. The second year will be more career-centered, with a focus on: patrolling, criminal investigation, and police-community relations. Subjects include: forensics, accident and crime scene illustration, digital photography, life skills, and applied science, professional and career development. Class time includes discussions, team-based lab work, and hands-on field activities.

### **Integrated Academic Coursework:**

Career and Financial Management (½ credit); Physical Education (½ credit per year); Science (½ credit per year); English (½ credit per year)

### **College Credit Opportunities:**

Bryant & Stratton College; SUNY College of Technology at Delhi; Jefferson Community

### **College Credential Opportunities:**

American Heart Association - First Aid, CPR and AED (Adult, Child and Infant Certifications); NYS Division of Criminal Justice Services – Security Guard Certification; Technical Endorsement on Graduation Diploma)

## **WELDING TECHNOLOGY**

Welding is to metal fabrication what glue and nails are to carpentry. Welds hold much of our world together – from buildings, bridges and heavy equipment to airplanes and machinery. A good weld is as strong or stronger than the base metal. Making a good weld takes a high level of skill. The Welding Technology program is a two-year program designed to help students gain the basic welding, fabricating, math and problem solving skills needed to qualify for entry-level employment or apprenticeship. Students work to complete the American Welding Society Entry Level Welder Qualification. Students will build a portfolio of projects and weld tests that will prepare them for success in a variety of employment settings.

### **Industry Alignment:**

American Welding Society (AWS) Sense; Occupational Safety & Health Administration (OSHA) Integrated

### **Academic Coursework:**

Career and Financial Management (½ credit), Math (½ credit per year), Science (½ credit per year)

### **College Credit Opportunities:**

Articulation Agreements: Lincoln Technical Institute; Ohio Technical College; SUNY College of Technology at Delhi

### **Credential Opportunities:**

AWS – Sense Level 1 certification; 10-hour OSHA Construction Industry Safety and Health Credential; Technical Endorsement on Graduation Diploma

### **Industry Assessments:**

AWS – Sense Level 1 (Entry Welder)

# OSWEGO CITI New Visions Programs

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New Visions is a full year program that offers seniors a non-traditional challenging senior year. Accepted students attend this full-day program off-site at SUNY Oswego. Students are expected to be professional, courteous and to strictly adhere to the guidelines set by their teachers and mentors. Seniors receive high school credit for English 12 Honors, Social Studies 12 Honors, as well as two electives, for a total of four credits.

Acceptance into a New Visions Program is very competitive. The selection process is based on grades, recommendations, an interview and an essay, among other criteria. These programs are taught at the honors level and are personally and academically challenging. In addition, students have the ability to obtain up to twelve college credits from SUNY Oswego; Psychology 100 "Principles of Human Behavior" (all students), Education 210 "History of Education Since 1865" (education students), Public Justice 102 "Introduction to Human Services" (law students), HSC 241 "Critical Health Issues" (health students), and English 101 "Composition I" and English 102 "Writing about Literature" (all students).

**If OHS has a high number of accepted applicants, CITI recommendations will be discussed further by the OHS building team: including criteria of grades, attendance, and discipline.**

## **NEW VISIONS: ALLIED HEALTH**

**Integrated Academic Coursework:** Participation in Government (½ credit); Economics (½ credit); English 12 (1 credit)

**College Credits:** SUNY Oswego English 102; English 150; Psychology 100; GST 101 Career Awareness

The students in the NV Allied Health program will experience the delivery of healthcare in various settings including dentistry, pediatrics, physical therapy, maternity, veterinary medicine, EMS, nursing, surgery and several other medical sites. Rotation sites are located within the Oswego Hospital and throughout the cities of Oswego and Fulton. Medical terminology along with anatomy and physiology are key health science modules integrated throughout the New Visions curriculum. Students learn the relevance of government, economics and English to this profession and return to class with real-life questions, dilemmas and a greater understanding of the role each student wants to fulfill as a profession in this field. The class work is demanding, but extremely rewarding. The New Visions Allied Health Careers exploration program is for the highly motivated, academically capable student.

## **NEW VISIONS: SPECIALIZED CAREERS**

**Integrated Academic Coursework:** Participation in Government (½ credit); Economics (½ credit); English 12 (1 credit)

**College Credits:** SUNY Oswego English 102; English 150; Psychology 100; GST 101 Career Awareness

The New Vision Specialized Careers program is designed for high school seniors who have a strong interest in pursuing a specific career. Students will participate in classroom instruction, along with real-life, career-related experiences observed during rotations that are specifically tailored to their career interests (e.g, business/finance, psychology, engineering, education and law-related fields, etc.) These rotations will give students an overview of typical occupational experiences. The classroom setting is held on the SUNY Oswego campus, giving students a firsthand experience as college students. Admission to this program is granted through an application and interview process. **Additional Program Notes:** The admission process requires an application, recommendations, a writing sample and an interview. This program is housed on the SUNY Oswego campus.

# Frequently Asked Questions

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## Student Placement in Courses

**Q. What's the process for choosing my courses for next year?**

**A.** In January, you will receive an email with the Course Guide for the next year for you to review. The Course Guide will also be available on the Counseling Services website. During the month of February, students meet with their counselor to choose their courses for the following year.

Since choosing courses is such an important process that affects many personal and school-wide decisions, it is imperative to take it very seriously. It is important to consider your interests and goals when choosing your courses. Please talk to your parents and teachers to help you make wise and sound decisions.

**Q. After I choose my courses, how does my schedule get created?**

**A.** Students are randomly assigned to courses by computer in most cases. Teachers will be making recommendations to counselors regarding placement in courses. While it is not our practice nor do we recommend making requests, we understand that in a few situations there might be certain needs to consider when reviewing placements. If you would like to make your concern(s) known, you may do so by writing a letter to Dr. Hinman, the High School Principal stating your concerns and explaining why/how your child would benefit from this placement. Letters must be received by May 15<sup>th</sup>. The final review of course placement and the final decisions regarding placement will be the responsibility of the Principal.

**Q. When will I receive my schedule?**

**A.** The master schedule is built over the summer and is based on the majority of student course requests. Final schedules are mailed to students in grades 10-12 in late August. Incoming ninth grade students will receive their schedule at Freshman Orientation in late August.

Requests for a teacher change within a given subject area will not be approved unless the student has had a previous course failure with that particular teacher.

No schedule change requests will be allowed the first three days of each semester.

**Q. What is the deadline to withdraw from a course without having it show on my transcript?**

**A.** The deadline for requesting a withdrawal is the midpoint of the course (this would mean 10 weeks for a 20-week course and 20 weeks for a 40-week course). Any request for changes that occur beyond the three weeks start of the class and fall at the midpoint of the class will require

written authorization from: student, parent, counselor, teacher, and the building principal.

**Q. What is the latest I can drop a course, although I understand it will show on my transcript?**

**A.** Course drops are not permitted during the 4<sup>th</sup> quarter for a full-year course, or after the 1<sup>st</sup> quarter for a half-year course.

**Q. If I've passed a Regents examination, may I retake the Regents to improve my grade?**

**A.** Yes, you can take the examination at the next available date it is offered.

**Q. If I sign up for a class, do I automatically get it?**

**A.** No, there are many reasons a student may not qualify for or receive a class they requested.

**Q. Can seniors leave school during free periods?**

**A.** Release from school may be granted to seniors who meet the guidelines for Senior Privilege. Senior privilege includes permission to come in late and/or leave early, as long as the student is not absent from any scheduled class (exception is study halls). Students may not leave mid-day. For more information please see the Oswego High School Senior Privilege Rules sheet that can be picked up in the main office.

## **Instructional Programs**

**Q. What are the differences among instructional levels?**

**A.** Honors courses challenge students who have previously been academically successful and may be interested in college level study. It is a student-centered program that requires the student to be self-motivated and willing to assume responsibility. Regents courses provide academic challenges for all students who participate in them. Gradually, all students will participate in Regents courses in English, math, science and social studies. This will require successfully passing the exams in order to graduate. Local courses provide students who find school difficult an option to learn what is necessary for them to be successful in life. As the state mandates for completion of Regents exams phase in, local courses will gradually disappear.

**Q. Will a class be eliminated due to lack of enrollment?**

**A.** Yes. If a particular course has a low enrollment, it may be dissolved, even if it is the only section of that course offered.

**Q. Can I double up on my classes if I fail a class the previous year?**

**A.** If you need to make up a class it is recommended that it is repeated during summer school. We do, however, offer credit recovery through our Edgenuity Program. Traditional doubling is

not recommended. Please consult your counselor for details.

## **Grading Procedures**

**Q. When are report cards issued?**

**A.** We distribute report cards approximately every nine weeks, or four times per year.

**Q. If I drop a course, does a grade appear on my transcript?**

**A.** Yes, if you are registered for a course for more than 20 school days a grade will appear on your transcript.

**Q. Are there any other ways that I will learn about my progress?**

**A.** Yes, after the first five weeks of every quarter, 5-week progress reports are sent to all students. The teacher or the parent may contact one another by telephone or e-mail to discuss a student's progress. Check with your teachers about everything from your grades to missed work during an absence.

**Q. What is the standard for passing a class?**

**A.** Passing is defined as having a 65% final average. If a student passes the Regents Exam, but does not have a passing average, the student will not earn a unit of credit toward graduation.

**Q. What courses do we use in calculating your overall report card average?**

**A.** All courses, except Volunteer Service, enter into the calculation of your overall report card average.

**Q. What are the school's standards to make the Honor Roll?**

**A.** Students must take 5-1/2 units of credit, receive a passing grade in all subjects, and meet the following standards (these are all un-weighted grades):

<b><u>Level of Achievement</u></b>	<b><u>Standard</u></b>
Highest Honor Roll	94% or Above
High Honor Roll	90-93.999%
Honor Roll	85-89.999%