

**2025-2026**  
**COURSE CATALOG**



**HANNIBAL HIGH**  
**SCHOOL**

# TABLE OF CONTENTS

## **ACADEMIC POLICIES AND PROGRAMS**

ACADEMIC PLANNING AND SCHEDULING	2
GRADUATION REQUIREMENTS	3
CENTER FOR INSTRUCTION, TECHNOLOGY AND INNOVATION (CiTi)	4

## **COURSE DESCRIPTIONS**

ENGLISH	5-6
SOCIAL STUDIES	6-8
MATHEMATICS	8-11
SCIENCE	11-14
PHYSICAL EDUCATION/HEALTH	14-15
WORLD LANGUAGE	15-16
FINE ART	16-20
ART	16-18
MUSIC	18-20
TECHNOLOGY EDUCATION	20

## **ADDITIONAL OFFERINGS**

DISTANCE LEARNING	21-26
DRIVER EDUCATION	26
NEW VISION PROGRAMS	26-27

# **COUNSELING DEPARTMENT**

**Meg Jaworski, School Counselor**

**Jonathan Kovalsky, School Counselor**

## **ACADEMIC PLANNING**

The Hannibal High School Course Catalog for 2023-2024 offers a wide range of courses. It also provides essential information regarding graduation requirements, grading systems, and educational opportunities offered to meet individual needs. All students are encouraged to read the course catalog carefully to help inform course selection. The hope is that students, along with the support of their counselors, make choices that will result in a challenging and rewarding educational program.

**PLEASE NOTE:** Course selections are NOT guaranteed. Fluctuating enrollments, limited class size, and/or insufficient requests may prevent your assignment to one of your selected classes. The Counseling Office staff will do all that is possible to satisfy your original request. However, when this cannot be done, your course selections will be modified. When possible, you will be notified of these changes.

## **SCHEDULING**

Each student will complete a course request sheet that indicates his/her course requests for the following school year. Counselors will meet with all students individually to make course requests. These sessions will also provide a review of the student's transcript, graduation requirements, and current diploma track.

Students wishing to attend CiTi during the 2024-2025 school year will review their transcript, grades, and attendance with their counselor to determine eligibility. If a student is in good academic standing, CiTi will be incorporated into the student's schedule for the following school year. Students will also be given a CiTi CTE application form that must be signed by a parent/guardian. See pages 9 and 10 for more details.

*To earn course credit, high school students must meet the minimum scholastic requirements of the course established by the State Education Department and/or the teacher and principal. Students will be informed of these requirements by their teachers.*

## **WEIGHTING OF COURSES**

Class rank is determined by averaging all of the courses students take that have credit attached to them. The final course average is multiplied by the weight determined for that course. All courses are weighted at 1.0, with the exception of college courses, which are weighted at 1.15.

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## **HONOR ROLL**

In order to be considered for High Honor Roll a student must have a 90-100 average, and Honor Roll is an 85-89 average. All course grades must be above 65 to be eligible.

# **GRADUATION REQUIREMENTS**

Counselors will work with students to monitor their academic progress and will advise them as to what requirements they will need in order to earn their diploma. It is important that students take responsibility for keeping track of their coursework and Regents exams throughout their high school career.

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## **REGENTS DIPLOMA**

### **REQUIRED COURSES**

ENGLISH	4 CREDITS
SOCIAL STUDIES	4 CREDITS
MATH	3 CREDITS
SCIENCE	3 CREDITS
WORLD LANGUAGE	1 CREDIT
FINE ART	1 CREDIT
HEALTH	½ CREDIT
PE	2 CREDITS
ELECTIVES	3 ½ CREDITS

### **REQUIRED REGENTS EXAMS**

COMPREHENSIVE ENGLISH  
GLOBAL HISTORY & GEOGRAPHY  
US HISTORY & GOVERNMENT  
INTEGRATED ALGEBRA  
ONE REGENTS SCIENCE EXAM  
**\*\*PASSING SCORE OF 65 REQUIRED\*\***

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<b>TOTAL</b>	<b>22 CREDITS</b>
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## **REGENTS DIPLOMA WITH ADVANCED DESIGNATION**

### **REQUIRED COURSES**

ENGLISH	4 CREDITS
SOCIAL STUDIES	4 CREDITS
MATH	3 CREDITS
SCIENCE	3 CREDITS
WORLD LANGUAGE	3 CREDITS
<b><i>*A 5 UNIT SEQUENCE IN ART, MUSIC, OR CTE MAY REPLACE THE 3 UNIT WORLD LANGUAGE SEQUENCE</i></b>	
FINE ART	1 CREDIT
HEALTH	½ CREDIT
PE	2 CREDITS
ELECTIVES	1 ½ CREDITS

### **REQUIRED REGENTS EXAMS**

COMPREHENSIVE ENGLISH  
GLOBAL HISTORY & GEOGRAPHY  
US HISTORY & GOVERNMENT  
LIVING ENVIRONMENT  
ONE ADDITIONAL SCIENCE REGENTS EXAM  
INTEGRATED ALGEBRA  
GEOMETRY  
ALGEBRA II  
FOREIGN LANGUAGE  
***\*LOCAL EXAM FOR CURRENT SPANISH III  
STUDENTS MUST BE PASSED FOR THE  
ADVANCED DIPLOMA\****

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<b>TOTAL</b>	<b>22 CREDITS</b>
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- Local diplomas remain available for students with disabilities.
- An integrated course in technology may be used to satisfy the requirement for a third credit in math OR science. These courses are Production Systems and World of Technology.

# **CENTER FOR INSTRUCTION, TECHNOLOGY, AND INNOVATION**

Hannibal High School provides juniors and seniors access to career and technical education (CTE) programs that are designed to prepare students for entry into the workforce. Students attending a CTE program at the CiTi campus in Mexico will spend half of their school day there, and have the potential to earn 4.0 credits towards graduation. Individual visits can be arranged for any student interested in learning more about a particular program. Information on official visits and course descriptions are available in the Counseling Office.

Hannibal Students attend the PM Session: 12:00 p.m. - 2:30 p.m.

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## **2025-2026 CTE COURSE OFFERINGS**

ADVANCED METAL MANUFACTURING  
AUTO BODY REPAIR  
COMPUTER CODING  
COSMETOLOGY  
DENTAL CHAIRSIDE ASSISTING  
EARLY CHILDHOOD EDUCATION  
ELECTRICAL TECHNOLOGIES  
PUBLIC SAFETY AND JUSTICE

AGRICULTURAL STUDIES  
AUTO TECHNOLOGY  
CONSTRUCTION TECHNOLOGY  
CULINARY ARTS  
DIGITAL MEDIA TECHNOLOGY  
HEAVY EQUIPMENT  
NURSING ASSISTANT  
WELDING TECHNOLOGY

*Students may be eligible to earn integrated credits in English, Math, Science, Health, and/or PE in certain courses. This will be determined when schedules are created with counseling staff.*

## **REQUIREMENTS FOR ATTENDING CiTi**

- Successful completion of English 9 and English 10
- Successful completion of Global History I and Global History II
- Successful completion of 2 units of math
- Successful completion of 2 units of science
- 9 units of credit
- Satisfactory (85%) attendance record
- Students must maintain positive attendance at both HHS and CiTi
- Grades will be monitored regularly, students who are failing their program may be dropped from CiTi
- Students are expected to follow both HHS and CiTi Code of Conduct

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# **ENGLISH**

## **ENGLISH 9**

**1 CREDIT**

The Ninth Grade English program continues to build on the foundation of language development skills in reading, writing, listening, and speaking established through an instructional scaffold Pre-K through Eighth Grade. The course lessons and assignments are aligned with New York State Common Core Learning standards and instructional shifts in literacy. There is an emphasis in text complexity, evidence based claims, academic vocabulary, writing from sources, and building knowledge in the disciplines. The course includes units of study that foster growth in language skills such as close reading, supporting claims with evidence, writing processes, and research strategies. Student progress is monitored and evaluated through various forms of assessments both formative and summative.

## **ENGLISH 10**

**1 CREDIT**

The Tenth Grade English program continues to build on the foundation of language development skills in reading, writing, listening, and speaking established through an instructional scaffold Pre-K through Ninth Grade. The course lessons and assignments are aligned with New York State Common Core Learning standards and instructional shifts in literacy. There is an emphasis in text complexity, evidence based claims, academic vocabulary, writing from sources, and building knowledge in disciplines. The course includes units of study that foster growth in language skills such as close reading, supporting claims with evidence, and the writing process and research strategies. Student progress is monitored and evaluated through various forms of assessments both formative and summative.

## **ENGLISH 11**

**1 CREDIT**

The Eleventh Grade English program continues to build on the foundation of language development skills in reading, writing, listening, and speaking established through an instructional scaffold Pre-K through Tenth Grade. The course lessons and assignments are aligned with New York State Common Core Learning standards and instructional shifts in literacy. There is an emphasis in text complexity, evidence based claims, academic vocabulary, writing from sources, and building knowledge in disciplines. The course includes units of study that foster growth in language skills such as close reading, supporting claims through evidence, the writing process, and research strategies. Student progress is monitored and evaluated through various forms of assessments both formative and summative, including the ELA Common Core Regents Examination at the end of the course. This examination will be offered to all English 11 students in January as well as June.

## **ENGLISH 12**

**1 CREDIT**

As the capstone of the ELA curriculum, this course is designed with many opportunities for students to explore several styles of writing as they develop a portfolio showcasing the best versions of their writing pieces. Expository and creative writing options allow them to connect their writing pieces to a variety of interests. Emphasis will be placed on adherence to the conventions of standard written English, in sentence structure,

grammar, usage, punctuation, and spelling, as well as regularly engaging in the writing process. Study of various areas of literature, including American, Gothic, Greek and Roman Mythology, and Shakespeare will serve as mentor texts and models for inspiration for their own writing. The reading, writing, revising, and editing skills they develop here will not only help them through their academic career-no matter what their major-but also in their life after graduation. Most importantly, students will be learning to engage in a supportive creative community that empowers individual curiosity, and artistic risk taking.

## **FRESHMAN COMPOSITION I AND II** (OCC, 6 College Credits)

**1 CREDIT**

***Prerequisite:** Teacher recommendation, high achievement in English 11 (average and work ethic), and scored an 85 or higher on the English Language Arts Regents examination.* This course has been designed for twelfth grade students who excel in English. Students will earn 6 college credits through Onondaga Community College ( 3 credits for English 103, 3 credits for English 104). Course content is typical of any college's freshman literature and freshman composition courses, and will consist of extensive in-depth writing and advanced literature.

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## **SOCIAL STUDIES**

### **GLOBAL HISTORY AND GEOGRAPHY I**

**1 CREDIT**

Global History and Geography I provides students with the opportunity to study other nations and their cultures within a framework that is designed to develop a global perspective. This approach aims to develop students' knowledge, skills, and attitudes necessary to function effectively in a world characterized by ethnic diversity, cultural pluralism, international and domestic conflict, and increasing interdependence. A comprehensive final exam will be given at the end of the school year.

### **GLOBAL HISTORY AND GEOGRAPHY II**

**1 CREDIT**

Global History and Geography II provides students with the opportunity for continued study of other nations and cultures. This course is only for students who have completed Global History and Geography I. Students must pass the Global History and Geography Regents which will be given in June.

### **U.S. HISTORY AND GOVERNMENT**

**1 CREDIT**

United States History and Government is an American History course with emphasis placed on the United States Constitution and how it has evolved since 1787. Students learn about landmark Supreme Court cases and how the courts have interpreted the Bill of Rights throughout critical times in United States history. Other topics include immigration, industrialization, reform movements, prosperity, depression, foreign policy and conflicts. Students must take and pass the United States History and Government Regents in June for credit and graduation.

## **AP U.S. HISTORY**

**1 CREDIT**

*Prerequisite:* Juniors must have scored 85 or higher on the Global Regents Examination and have teacher recommendation. AP United States History is a challenging course taught at a freshman college level. This course is a two-semester survey of United States history from the colonial period to the present. The course emphasizes critical and evaluative thinking skills, essay writing, and interpretation of original documents. Students will improve their research, writing, and historical thinking skills as they participate in Socratic seminars, presentations, research papers and projects, and the completion of selected readings. The course uses a college textbook and readings will be assigned on a regular basis. Students will also be taught how to take notes on class lectures to help them prepare for college lectures. Students will take the AP exam in May and the United States History and Government Regents exam in June.

## **PARTICIPATION IN GOVERNMENT**

**½ CREDIT**

This required course is designed to prepare students for active participation in the democratic process. Students practice the skills necessary for informed decision making and effective participation in government through the analysis of both current and historical issues. Students must complete ten hours of community service to receive credit for this course.

## **ECONOMICS 12**

**½ CREDIT**

The purpose of this required course is to provide students with a general understanding of the functioning of economic systems. While the major focus of the course is the capitalist system, other forms of economic systems will also be discussed.

## **PUBLIC SPEAKING**

**½ CREDIT**

This course will explore the concepts and models of communication, how to adapt a speech for different occasions and audiences, how to effectively support your ideas, how to select and organize materials in preparation for a speech, and how to utilize multimedia tools in presentations, among other skills. This course should be relevant in academic, business, and social settings. Students should become a better public speaker and listener, while thinking about and maintaining ethical standards.

## **MEDIA LITERACY**

**½ CREDIT**

The objective of this elective, "News Literacy," is to equip high school students with the critical thinking skills and knowledge necessary to navigate the complex landscape of news and information. In an era of information abundance, the ability to discern credible sources, analyze news content, and understand the impact of media on society is essential for informed citizenship.

## **NEW YORK ECONOMIC HISTORY**

**½ CREDIT**

This course explores the economic history of New York State, emphasizing its role in shaping the broader American economy and its unique features. The course covers significant economic developments from pre-colonial times to the present, analyzing how New York's geography, politics, industries, labor movements, and technological innovations have influenced the state and national economies.



## **INTRODUCTION TO SPORTS JOURNALISM**

**½ CREDIT**

This course will introduce students to the fundamentals of sports journalism, including reporting, writing, ethical considerations, and the integration of modern media platforms. By the end of the 20 weeks, students will have created a portfolio of work that includes game reports, feature articles, interviews, and multimedia content.

## **AMERICAN HISTORY THROUGH ART, MUSIC, AND LITERATURE**

**½ CREDIT**

The purpose of this course is to allow students to explore cultural movements in the United States by studying art, literature, and music of the time. The class will discover how artists and authors responded to major events in our country's history, as well as how they reflect the cultural attitudes at the time.

## **HISTORY THROUGH FILM**

**½ CREDIT**

Students will study, compare, and connect historical events through the lens of Hollywood films. Students can expect to analyze the historical accuracy of films, use films to dive deep into lesser taught historical events, and study the cultural impact of movies.

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# **MATHEMATICS**

## **ALGEBRA 1A**

**1 CREDIT**

Algebra 1A is the first year of the 1.5-year Algebra 1A/1B program. Taught by a dually certified mathematics and special education teacher, students will participate in a class with the purpose of introducing problem solving skills applied to algebraic topics including linear functions, inequalities and systems, quadratic and polynomial functions, absolute value and piecewise functions, exponential functions, and statistics. A TI-84 graphing calculator is used to enhance these topics. Students will take the Algebra I Regents exam at the completion of this course in June which should be viewed as a “practice” exam in preparation to take the exam again in January of the following year.

## **ALGEBRA 1B**

**½ CREDIT**

**Prerequisite:** *Algebra 1A.* Algebra 1B is the second portion of the 1.5-year Algebra 1A/1B program. Taught by a dually certified mathematics and special education teacher, students will revisit and investigate further into the topics previously introduced in Algebra 1A: linear functions, inequalities and systems, quadratic and polynomial functions, absolute value and piecewise functions, exponential functions, and statistics. This course will use a TI-84 graphing calculator as a tool for reviewing previously studied topics and as a technique for improving results on the Algebra I Regents Exam. Students will take the Algebra I Regents Exam again at the completion of this course in January with the goal of earning an improved score. Passing the Algebra I Regents Exam is a Graduation Requirement.

## **BUSINESS MATH**

**½ CREDIT**

Students learn the skills necessary to succeed as an entrepreneur. During the first ten weeks, students are introduced to financial mathematics and business basics. Topics include earning money, different types of business, business management, wages, operating expenses, government regulations, sales, and marketing. The second ten weeks of this course involves a 10-week Project Based Learning (PBL) Experience that challenges students to use what they learned during the first ten weeks to create their very own business plan. Students will kick-off the project by visiting local, small businesses to gather personal knowledge of what it is like to start a business. Once the students have written a business plan, analyzed business expenses, created a logo, designed a business card and recorded an advertisement, they will then pitch their business to a panel of administration and teachers reminiscent of the hit television show “Shark Tank.” During the course, students will also attend a field trip to Syracuse University’s Whitman School of Management in order to consider a post-secondary option should they choose to pursue a future in the field of business.

## **ALGEBRA I NEXT GENERATION**

**1 CREDIT**

Students will participate in a class with a concentration on problem-solving and critical thinking skills utilizing the mathematical practices applied to algebraic concepts including linear functions, inequalities and systems, quadratic and polynomial functions, absolute value and piecewise functions, exponential functions, and statistics. A TI-84 graphing calculator is used to enhance these topics. The Algebra Regents Exam will be given at the completion of this course in June. Passing the Algebra I Regents Exam is a Graduation Requirement.

## **GEOMETRY**

**1 CREDIT**

Within this course, students will have the opportunity to make conjectures about geometric situations and prove in a variety of ways, both formal and informal, that their conclusion follows logically from their hypothesis. This course is meant to employ an integrated approach to the study of geometric relationships. Congruence and similarity of triangles, transformations, properties of triangles, quadrilaterals, and circles will be established using appropriate theorems. It is intended that students will use the traditional tools of compass and straightedge to assist in these investigations. The Geometry Regents exam will be given at the completion of this course in June.

## **ALGEBRA II**

**1 CREDIT**

Algebra II is the third course in the New York State math sequence. The course is a continuation of topics in Algebra I; relations and functions, trigonometric functions, exponential and logarithmic functions, probability and statistics. Students enrolled in this course will prepare to take the New York State Algebra II Regents Exam in June. Students are required to use a TI-84 graphing calculator in this course.

## **CONSTRUCTION MATH**

**1 CREDIT**

Construction Math is a course that develops students’ ability to estimate distances, areas, volumes, temperatures, speeds, quantities, and conversions for a number of common real-world units of measure. These include converting between inches/feet, meters/centimeters, yards/feet, inches/centimeters, Fahrenheit/Celsius, square feet/square inches, cubic feet/cubic meters, minutes/seconds etc. Students will practice methods of

converting units without a calculator or paper and will be challenged to improve the speed and accuracy of these estimations over the length of the course. These skills will prove useful for everyday tasks in the real world such as estimating the amount of mulch for a garden, the best air purifier for a room, the time it will take to complete a task, or the temperature of a room. They will also serve students well in careers where it is necessary to accurately estimate the amount of material for a project or the length of time for a contract to be completed such as construction work, skilled trades, and project management.

## **APPLICATIONS OF GEOMETRY**

**½ CREDIT**

This is an introductory course designed to give students a general understanding of statistical concepts and tools as they relate to everyday life. The course employs a project-based learning approach and focuses on applications of data analysis, probability, and inference, preparing students for further studies or careers.

## **APPLICATIONS OF STATISTICS**

**½ CREDIT**

This course is for students who have taken the Algebra I Regents exam and equivalent coursework. The course focuses on applying Euclidean geometric principles to real-world problems. Students will explore rigid and non-rigid transformations, geometric properties and theorems, and trigonometry, connecting mathematical concepts to practical applications in fields like art, architecture, and engineering. Students enrolled in this course have the option of taking the Geometry Regents exam in pursuit of the Regents Diploma with Advanced Designation.

## **PERSONAL FINANCE**

**1 CREDIT**

Personal Finance topics include career exploration, budgets, loans, banking, credit reports, and investments. This course is based on the Next Generation Personal Finance (NGPF) curriculum. The format of this course is intended to mix paper and pencil mathematics with online course simulations. There are simulations in the areas of budgets and expenses, taxes, checking accounts, purchasing a vehicle, purchasing a house, and investing in stocks. This course will prepare students for roles as good consumers and responsible citizens.

## **COMPUTER SCIENCE**

**½ CREDIT**

Introduction to computer programming using a block coding course on Code.org, where students learn how to solve problems using loops, if statements, variables, and functions. The problems students solve will be in the form of fun activities where students command digital farmers, robots, and Minecraft players to navigate dungeons, harvest crops, swim through mazes and solve many other puzzles in groups or on their own.

Assessment of students' progress will be made through the participation of students in class and the completion of projects.

## **DRONES IN TODAY'S SOCIETY**

**½ CREDIT**

This course is designed for students to learn the basic skills to program and fly drones. The programs they create will solve challenges related to navigating the drones and using their sensors to detect and interact with the world around them. Students will work in groups or as individuals and will be expected to creatively find solutions by discussing the challenges with their peers and testing their assumptions with trial and error.

methodology. Project-based learning will be a major focus of the course with some instruction built in as needed to assist students in using the tools available to them.

### **COLLEGE PRE-CALCULUS MAT 143** (OCC, 4 College Credits)

**1 CREDIT**

**Prerequisite:** *Passed Algebra II Regents Exam and teacher recommendation.* Pre-Calculus is designed to prepare students for their first course in calculus and other college courses in mathematics. The majority of content is centered on topics dealing with functions, both polynomial and rational. Special functions such as irrational, exponential, logarithmic, trigonometric, and inverse trigonometric functions are developed using a graphing calculator. Advanced mathematical areas, such as limits and derivatives of functions, as well as sequences and series are studied. This course is offered for college credit through OCC.

### **COLLEGE CALCULUS MAT 161** (OCC, 4 College Credits)

**1 CREDIT**

**Prerequisite:** *A Grade of C or better in OCC MAT 143 and teacher recommendation.* College Calculus is an intensive study of various types of functions through their limits, derivatives, integrals, and applications. The course is intended for students who have thorough knowledge of mathematics, including algebra, axiomatic geometry, trigonometry, and analytic geometry (rectangular and polar coordinates, equations and graphs, lines, and conics). Along with mastery of these areas of mathematics, students also need a high degree of motivation. This course is offered for college credit through OCC.

### **COLLEGE STATISTICS MAT 118** (OCC, 3 College Credits)

**½ CREDIT**

**Prerequisite:** *Teacher recommendation.* College Statistics provides a rigorous study of the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to four main conceptual themes: exploring data, sampling and experimentation, anticipating patterns, and statistical inference. This course is equivalent to a one semester college level introductory statistics course. The total workload and difficulty level reflect the fact that this is a college level course.

### **PROGRAM DESIGN AND DEVELOPMENT CSC 110** (OCC, 4 College Credits)

**½ CREDIT**

**Prerequisite:** *Algebra I and a second high school level math course. Offered to juniors and seniors.* Come explore the dynamic world of computer science! Knowing computer science is not a luxury in today's world, it is a necessity. Web design, internet programming, mining for data, and other modern computer applications will be explored.

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## **SCIENCE**

*\*Regents science courses all have a laboratory requirement that must be satisfied in order to take the Regents exam.*

## **REGENTS LIFE SCIENCE: BIOLOGY**

**1 CREDIT**

Major areas of study include similarities of living organisms, inheritance of genetic information, evolution, reproduction and development, maintenance of dynamic equilibrium within living things, ecology, and human impact on the physical and living environments. Scientific inquiry and the development and testing of hypotheses will also be stressed, particularly in laboratory sessions. The class will meet every other day with an additional required lab section meeting once every four days.

## **REGENTS EARTH AND SPACE SCIENCES**

**1 CREDIT**

This course provides students with the information they will need to understand the planet they inhabit. Some of the topics covered include astronomy, geology, meteorology, and the environment. The class will meet every other day with an additional required lab section meeting once every four days. The Regents exam for this course has two components: The Laboratory Performance Test and a written test. The Laboratory Performance component will be completed in the lab period by the end of the semester. The written component is scheduled during Regents week in June.

## **REGENTS CHEMISTRY**

**1 CREDIT**

***Prerequisite:** Successful completion of Geometry.* This course presents a modern view of chemistry suitable for students with a wide range of skills and abilities. The topics covered in this course develop and unify the major underlying principles of chemistry. These principles are essential to the understanding of our environment. Included as part of the course is an additional lab period that meets every other day, which provides the student with a variety of laboratory experiences in order to reinforce the chemical principles studied.

## **AP PHYSICS**

**1 CREDIT**

***Prerequisite:** Successful completion of two Regents math courses.* This full year course is for Juniors and Seniors who are college bound and have successfully completed at least two years of regents math. Successful completion of this course requires students to take the AP College Board test in May as well as the NYS Physics Regents in June. Students who successfully complete this course will earn 1 high school credit plus college credit. College credit will vary depending on the college you attend and the score you receive on the AP Test. This is an inquiry-based course that focuses on experimentation and conceptual understanding. Lessons are teacher oriented and will include the derivation of equations, demonstrations of physical phenomena, vocabulary associated with the content, and addressing any questions from the students based upon the material covered. Topics we investigate will include, but are not limited to, Motion, Forces, Energy, Rotational Motion, Electricity, Magnetism, Light, Sound and Modern Physics.

## **ANATOMY AND PHYSIOLOGY**

**½ CREDIT**

This Anatomy and Physiology course provides students with an in-depth understanding of the human body's structure and function. Through a combination of interactive modeling, case studies, and hands-on activities, students will explore the complexities of bodily systems, from the skeletal and muscular systems to the nervous, cardiovascular, reproductive, endocrine, immune, digestive, integumentary, lymphatic, excretory and respiratory systems. Emphasis is placed on the interconnectedness of organs and tissues, while encouraging critical thinking and problem-solving skills.

Students will use models, dissections, and virtual simulations to visualize and understand how each system works both individually and as part of the greater whole. Case studies will be integrated throughout the course to help students apply their knowledge to real-world medical scenarios, developing their ability to analyze and diagnose health conditions.

## **CONSUMER CHEMISTRY**

**½ CREDIT**

**Prerequisite:** *Successful completion of 1 Regents science course.* What makes popcorn pop? Are brand name products really worth the extra cost? Why do some recipes use butter while others use shortening? What are the chemicals in my lip balm and are they necessary? What kinds of materials are used to make my smartphone? If you have ever asked yourself any of these questions, or are interested in finding out the answers, then this is the class for you! Experience chemistry in ways you never have before by performing investigations and learning about things that have relevance in your life. This course will be lab and research oriented. Students will read articles and do research to go along with their lab activities and projects.

## **ENVIRONMENTAL SCIENCE**

**½ CREDIT**

**Prerequisite:** *Successful completion of 1 Regents science course.* This course provides an educationally stimulating experience that will allow students to inquire, learn, research, and discuss ways in which they can personally be a more environmentally conscious consumer. We would delve into various concepts including climate change, organic farming, energy sources, sustainability and waste. Students will be able to analyze their current practices, compare and contrast them with other options and debate the pros and cons of various alternative practices.

## **ACTIVE PHYSICS**

**½ CREDIT**

**Prerequisite:** *Successful completion of 1 Regents science course.* This course will engage students in physics through hands-on inquiry, all explored in the context of being a safe driver, the physics of sports, and the thrills delivered on amusement park rides. Critical thinking and problem solving are at the heart of this course along with using math in real-world contexts. Each unit will be driven by questions that are relevant and can be investigated.

## **FORENSIC SCIENCE**

**½ CREDIT**

**Prerequisite:** *Successful completion of 1 Regents science course.* In this course, students will learn how to process a crime scene and practice various scientific techniques used in solving crimes. They will collect and analyze fingerprints, hair, soil, fibers, perform blood typing, and toxicology tests. They will also read interesting criminal case studies, research a famous crime, and analyze a mock crime scene. This course would be an introductory forensic course for students working on obtaining their third science credit for graduation. Students will be able to enhance their lab, teamwork, problem solving, writing, and research skills throughout this course, and have fun doing it. This course is only offered to juniors and seniors.

## **SUPA FORENSICS***(Syracuse University, 4 College Credits)*

**1 CREDIT**

**Prerequisite:** Juniors or seniors who have successfully completed 3 science credits for graduation. This course introduces the science behind crime detection and analysis. The course emphasizes the techniques used in evaluating physical evidence, and techniques commonly employed in forensic investigations through lab exercises. SUPA Forensics will meet three out of four days, since there is a lab section involved. Students enrolled in this course will have the opportunity to earn 4 college credits through Syracuse University. Seniors who have an overall science average of 80 or better and have already earned their 3 science credits for graduation are eligible to register for this course. The fee to receive college credit for this course is \$110 per credit hour (total of \$440 for the course).

## **AP ENVIRONMENTAL SCIENCE**

**1 CREDIT**

**Prerequisite:** Juniors or seniors who have successfully completed 3 science credits for graduation. The goal of the AP Environmental Science Course is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving or preventing them. College credit can be earned with a score of 3 or better on the AP Exam.

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# **PHYSICAL EDUCATION/HEALTH**

## **PHYSICAL EDUCATION**

**½ CREDIT**

The high school physical education program offers students a wide variety of activities ranging from competitive team games such as basketball, soccer, and volleyball, to individual lifetime sports activities such as tennis, golf, and weight training. In addition, adventure based activities designed to build problem solving and cooperative skills will be introduced. Some activities will be taught in a coeducational setting. Fitness testing to assess student fitness levels will be given twice a year. The components of the fitness test will address core strength, flexibility, and cardiovascular endurance. Physical education classes will be assigned to each student for the entire school year. Classes are 80 minutes long, and meet once every four days. Grades for physical education classes are given once every ten weeks. Students will receive ½ credit upon successful completion of the physical education requirement for the year. New York State mandates that students receive 2 credits to graduate from high school.

## **PERSONAL HEALTH AND FITNESS**

**½ CREDIT**

This PE elective will be offered to upperclassmen who have demonstrated a high interest and strong performance in PE. It is designed for students who want to enhance their skills and knowledge in personal health and fitness. This course will refine students' abilities to maintain a healthy lifestyle after graduation or if they plan to enter a health, criminal justice, military, or athletic field. This activity-based elective will include

improving physical fitness, creating personal fitness plans, setting healthy lifestyle goals, understanding nutritional needs, and exploring community resources.

### **ADAPTIVE PE**

**½ CREDIT**

Students who demonstrate the need for an adaptive physical education class will participate in an alternative program designed to accommodate students' individual abilities. Course content will range from written work to moderate physical activity.

### **HEALTH**

**½ CREDIT**

Health is a required one-semester course for all high school students, which is typically taken in tenth grade. Topics to be covered are physical, mental, and environmental health, disease and disease control, smoking, alcohol, drugs, family life, sexuality, nutrition, and first aid. Presentation is done through discussion groups, films, guest speakers, and written reports.

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## **WORLD LANGUAGE**

### **SPANISH I**

**1 CREDIT**

Spanish I is a continuation of Spanish 8, which was taken in the eighth grade. Students begin to acquire the basic beginner-level language skills needed to communicate and interact in the target language. All facets of language are developed with special emphasis on Interpretive Communication. Students learn via authentic cultural contexts in which interactive multimedia materials help students experience the language in a multitude of ways. Students in this course conclude the academic year by taking the New York State Checkpoint A Benchmark Assessment, and aim to demonstrate a Novice Mid to Novice High level of proficiency. Satisfactory completion of this course earns students one World Language credit, required for graduation.

### **SPANISH II**

**1 CREDIT**

Spanish II is a prerequisite for Spanish III and is a course that builds on the language skills acquired from all previous Spanish courses. This course guides students toward attaining a Novice High to Intermediate Low level of proficiency in the target language. All facets of language are developed with special emphasis on Presentational Communication. With the use of culturally authentic materials, students will become comfortable in a Spanish speaking environment and learn strategies to cope and communicate in an immersion setting. It is expected that students taking this course will continue in the World Language sequence and enroll in Spanish III. Satisfactory completion of this course earns one World Language/elective credit.

### **SPANISH III**

**1 CREDIT**

Spanish III builds on the language skills acquired from all previous Spanish courses. This course guides students toward attaining an Intermediate Low to Intermediate Mid level of proficiency in the target language. All facets of language are developed with special emphasis on prepared and spontaneous Presentational



Communication. With the use of culturally authentic materials, students will become comfortable in a Spanish speaking environment and strengthen their abilities to communicate in an immersion setting. Students in this course conclude the academic year by taking the New York State Checkpoint B Benchmark Assessment. Satisfactory completion of this course earns students one World Language/ elective credit, an essential component of the Advanced Regents Diploma.

### **SPANISH IV SPA 201** (*SUNY Oswego, 3 College Credits*)

**1 CREDIT**

Spanish IV is a 200-level college course, offered in partnership with the State University of New York at Oswego. Only students who have satisfactorily completed the World Language program course sequence are eligible to enroll. In this course, students develop all facets of language via cultural explorations, with special emphasis on Interpersonal Communication. It is expected that students are motivated to communicate in the target language consistently and in everyday situations, as this course is conducted primarily in Spanish. Students will work to attain and demonstrate an Intermediate Mid to Intermediate High level of proficiency in the target language. Satisfactory completion of this course earns students one World Language/ elective credit as well as 3.0 college credit hours. **The State University of New York (SUNY) states that the general education requirement for one foreign language course is waived if a student has:** passed a Regents equivalent Checkpoint B Benchmark Assessment - or Spanish III examination in foreign language - with a score of 85 or above; or completed three or more years of a foreign language in high school with a course grade in the third year of 85, or B, or better. *Note: Requirements vary by university. Students are encouraged to discuss foreign language requirements with an admissions counselor.*

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## **FINE ARTS**

**\*\*\*Students taking a sequence of not less than 5 units of credit in the arts may substitute that in place of the 3 units in a language other than English (LOTE) for an Advanced Regents Diploma. The 5 credits must contain a minimum of two credits in knowledge and two in skill development.**

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## **ART**

### **STUDIO IN ART**

**1 CREDIT**

This course is one of the two basic introductory art courses offered at the high school. Studio introduces the visual arts in the areas of drawing, painting, printmaking, illustration, sculpture and ceramics, and uses a wide range of materials such as paint, pastels, clay, markers, and wire. There is a strong emphasis placed upon an understanding of the basic elements of art, which include line, texture, color, shape, space, perspective, and composition. Other areas of instruction include basic art history, aesthetic judgment and criticism, the role of art in society, and art careers. This course fulfills the fine art graduation requirement.

## **DRAWING AND PAINTING**

**1 CREDIT**

**Prerequisite:** *Studio in Art.* This course is recommended for tenth through twelfth grade students. This introductory course is designed to acquaint students with many different materials used in drawing and painting. Such materials are pen, pencil, charcoal, pastels, acrylics, and watercolors. Students explore a variety of techniques utilizing these materials focusing on the following areas: landscape, still life, figure, and 20th Century art styles.

## **DIGITAL PHOTOGRAPHY**

**½ CREDIT**

**Prerequisite:** *Studio in Art.* This course introduces the basics of digital photography to students using Canon EOS Rebel T3 cameras and photoshop software. Students may use their own cameras for most assignments; however, the school will provide any student with a camera who pays a \$50 deposit fee. Preference for enrollment is given to juniors and seniors.

## **DIGITAL ART AND DESIGN**

**½ CREDIT**

**Prerequisite:** *Digital Photography.* Students will learn how to effectively use design software in a graphic design environment to visually communicate an idea. Projects include illustrations, advertising, publications, and package designs. Students will also learn about career options in the computer arts.

## **CERAMICS I**

**1 CREDIT**

**Prerequisite:** *Studio in Art.* Recommended for tenth through twelfth grade students. Ceramics is a course designed to familiarize students in the techniques of hand building clay forms, in areas of coil technique, wedging clay, multi-form pottery, wheel thrown pottery, kiln preparation, preparation of green-ware and bisque-ware, and other techniques in ceramic sculpture.

## **CERAMICS II**

**1 CREDIT**

**Prerequisite:** *Ceramics I.* This is an advanced level Ceramics course designed for students to apply what they learned in Ceramics I to further develop their technical skill in hand building and throwing. The majority of projects will be self-directed based on areas of expertise and interests. There will be a strong emphasis on independence and personal exploration.

## **PORTFOLIO PREP**

**1 CREDIT**

**Prerequisite:** *Studio in Art and one other art course.* This course is crucial for students interested in pursuing art/art education. Portfolio Prep will help develop an extensive, personal and technically sound art portfolio of exceptional quality. For the potential college art/art ed major this course provides the tools to prepare a portfolio for college level admission. For the advanced art student this course provides an opportunity to continue exploring art media and ideas. Students must be able to work independently, be open to challenges, and push their ideas and skills to the next level.

## **UNIFIED ART**

**½ CREDIT**

The goal of this course is for each student to experience as many art materials and techniques as possible. Students will explore creating art through the use of various 2D and 3D art materials in a collaborative atmosphere. Projects and use of materials will be adapted and modified to fit individual needs.

## **UNIFIED CERAMICS**

**½ CREDIT**

In this course, students will learn various hand-building techniques in ceramics such as pinching, coiling, slab building, as well as introductory wheel throwing. Students will be working in a collaborative atmosphere where teamwork and collaboration on projects will be emphasized. Projects and use of materials will be adapted and modified to fit individual needs.

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# **MUSIC**

## **SENIOR BAND**

**1 CREDIT**

Students enrolled in band will refine their skills and develop a broader musical repertoire. Music appreciation will be fostered through exposure to a variety of musical genres. Public performances are part of the course. Students enrolled in the senior band are required to take instrumental lessons. Students in this ensemble will attend lessons, have opportunities for travel, performances outside the school district, and workshops with other teachers from local high schools and universities. Auditioning for All-County Chorus Festivals and NYSSMA Solo Festivals is strongly encouraged. This ensemble may perform at NYSSMA Majors for assessment and ratings by NYSSMA certified adjudicators.

## **SENIOR CHORUS**

**1 CREDIT**

Senior Chorus is an open (meaning non-auditioned) ensemble for anyone who wishes to study and perform choral music. It is the ensemble to start with if one wishes to build their musicianship, technique, and sight reading skills before auditioning for Chamber Choir. Students in this ensemble will attend lessons, have opportunities for travel, performances outside the school district, and workshops with other teachers from local high schools and universities. Auditioning for All-County Chorus Festivals and NYSSMA Solo Festivals is strongly encouraged. This ensemble may perform at NYSSMA Majors for assessment and ratings by NYSSMA certified adjudicators.

## **THEATER I & II**

**1 CREDIT**

Discover a different world of performance in Theater I & II. Theater I introduces students to the fundamentals of acting, improvisation, stage presence, and theater history, building confidence and creativity through interactive exercises and scene work. In Theater II, students refine their skills with advanced character development, directing, scriptwriting, and technical theater, with a focus on producing Hannibal High School's spring musical alongside Drama Club students. Both courses emphasize collaboration, storytelling, and live performance, with opportunities to showcase work through class presentations and productions. There is no

requisite to act on stage. Whether you're new to the stage or ready to take your skills further, this course is your ticket to the world of theater.

### **THE WARRIOR CALL HANDBELL CHOIR**

**½ CREDIT**

Join the Handbell Choir if you'd like to experience making music in a unique ensemble setting. At least a basic understanding of music reading will help students feel more comfortable in this course, as handbell music is set in a unique way. No matter your skill level, accommodations can be made for any and all students who are willing to work hard and are willing to learn something new. This course will teach handbell ringing techniques, music reading, and ensemble performance skills.

### **PALABUNIBUNYAN GONG ENSEMBLE**

**½ CREDIT**

Immerse yourself in the vibrant sounds of *kulintang* music, the traditional gong and drum ensemble of the southern Philippines. In this unique course, you'll learn to play authentic percussion instruments, explore the rich cultural and history of *kulintang* music, and develop essential musical and ensemble skills in a non-traditional ensemble setting. Whether you're a beginner or an experienced musician, this course offers hands-on experience in world music and performance. Join us to discover, create, and showcase this dynamic musical tradition in concerts throughout the year.

### **AP MUSIC THEORY**

**1 CREDIT**

**Prerequisite:** *Passed Eighth Grade General Music.* Music Theory reviews basic music notation before exploring major and minor scales, modes, intervals, chords, and qualities of intervals/chords. Music Theory will be useful for students enrolled in a performing ensemble, however the ability to read music is not required for enrollment. Students will also develop and demonstrate skills in piano, sight singing, and ear training.

### **PIANO CLASS I**

**½ CREDIT**

Piano Class is designed to teach the basic building blocks of music reading, and navigation on the piano. It will increase musical understanding beyond reading notes by teaching students a vocabulary of chords and keys, accompaniment patterns, and improvisational techniques. Students will play melodies in several positions and have the opportunity to participate in ensemble playing. Students will develop good practice habits, learn techniques to increase muscular agility and flexibility of their hands.

### **PIANO CLASS II**

**½ CREDIT**

**Prerequisite:** *Piano I.* Piano Class at the second level is designed for students who can play intermediate pieces with both hands simultaneously. Students will learn to navigate the piano in several different keys, play in different styles, and learn about classical composers through research projects.

### **MODERN BAND**

**½ CREDIT**

In this course students will learn how to play guitar, bass, keyboard, and/or drums as they perform contemporary pop and rock songs as a group. Students will be able to choose much of what they perform and

will even write their own songs. This course will culminate in several public performances over the course of the semester.

## **UNIFIED MUSIC**

**½ CREDIT**

The goal of this course is for each student to experience several different styles of music throughout the semester. Students will explore music-making through guitar playing, bucket drumming, Boomwhackers, and singing. Projects and use of materials will be adapted and modified to fit individual needs.

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## **TECHNOLOGY**

### **PRODUCTION SYSTEMS**

**1 CREDIT**

This course is designed to acquaint students with construction and manufacturing. This course will be organized around the universal systems model with input, process, and output being major categories. Manufacturing categories include resources of, process of and products/impacts of manufacturing. Construction categories include resources, process and projects/impacts of construction. Other topics of study may include research on the industrial revolution, design and construction of manufactured products, computer applications in manufacturing and construction, career opportunities in manufacturing and construction, model construction or other related activities. The second half of the course (Residential Structures) will allow students to develop specific skills in the construction process. The areas of study will include: tools and equipment, safety materials and supplies, finance, site selection, foundations, framing, sheathing, roofing, exterior doors and window, siding, electrical, plumbing, heating and cooling, insulation, flooring, trim work, and other aspects of residential construction.

### **THE WORLD OF TECHNOLOGY**

**1 CREDIT**

This course is designed to provide students with opportunities to become engaged in critical thinking as they design and develop solutions to real world problems. Incorporating engineering design and problem solving methods, students will successfully address the commencement level key ideas and performance indicators of the MST Learning Standards. Through the use of hands-on experiences students will be provided with the opportunities to reach high levels of learning, develop their ability to innovate, and construct their own knowledge and understanding. Furthermore, students will apply concepts of mathematics and science, as well as develop linkages to other standard areas.

### **UNIFIED TECHNOLOGY**

**1 CREDIT**

This course will focus on the basics of technology including the history and the impacts of technology on the world. Students will also gain an understanding of the problem solving process and have opportunities to design and create projects using multiple tools and resources.

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## **DISTANCE LEARNING**

### **FALL INTERACTIVE VIDEO CLASSES**

#### **BIO 203 ANATOMY & PHYSIOLOGY I**

½ CREDIT

*Cayuga CC - 4 college credits*

Prerequisite: High School Biology, BIOL 100, 101, 103 or equivalent.

Human cell, tissues, skeleton system, muscle physiology, nervous system, special and somatic senses. While this is a synchronous (LIVE) course, additional asynchronous work time will be needed to complete the requirements for a 4 credit course to meet the required seat time.

#### **PSY 101 INTRODUCTORY PSYCHOLOGY**

½ CREDIT

*Cayuga CC - 3 college credits*

Basic orientation to the psychology of human behavior. Studies the aims and methods of psychological investigation and measurement, and biological and social influences on behavior. It also focuses on learning, motivation, emotion, perception, and personality development.

#### **CJ 111 INTRODUCTION TO JUSTICE SYSTEMS**

½ CREDIT

*Cayuga CC - 3 college credits*

Comprehensive survey of justice systems including historical, organizational, social, functional, and administrative aspects. Provides the background and principles to introduce students to succeeding in specialized courses.

#### **SOC 101 INTRODUCTORY SOCIOLOGY**

½ CREDIT

*Cayuga CC - 3 college credits*

Introduces sociology as a science concerned with relationships, institutions, organizations, and the physical environment. Outlines the major theories as a basis for sociological perspectives on social issues. Covers the origins of sociology as a science, diverse patterns of social organization from a global perspective, the nature and substance of cultural systems and social institutions, and sociological perspectives in analyzing trends in human society.

#### **ART 215 COMPUTER GRAPHICS/ILLUSTRATOR**

½ CREDIT

*Cayuga CC - 3 college credits*

The studio course introduces the basic techniques of digital painting and digital imaging. Students will create original imagery using Adobe Illustrator, input imagery created in another medium, and manipulate photographic imagery. Students will create and manipulate images based on formal design principles and conceptual frameworks.

## **HIST 101 WESTERN CIVILIZATION I**

**½ CREDIT**

*Cayuga CC - 3 college credits*

Topical approach to Western civilization addresses political, social, intellectual and economic issues that extend beyond past politics and chronologies to increase understanding of the historical record. The course focuses on European cultures from classical antiquity to the 17th century and may extend further for in-depth historical treatment. Topics serve as case studies from which to evaluate the present.

## **EDU 202 FOUNDATIONS OF AMERICAN EDUCATION**

**½ CREDIT**

*Cayuga CC - 3 college credits*

Examines issues of education and the social, historical, philosophical, political, and cultural foundations which influenced their development; also examines the social purposes of education through social and behavioral sciences; explores the impact of social differences on education; helps the student develop a personal philosophy of education; and examines the relationship of schooling to democratic principles. Students must complete 20 hours of observation in classrooms based on their chosen area of interest: Childhood-1st through 6th grade or Adolescence-7th through 12th grade. Students observe 2 hours per week for the entire semester.

## **SD 101 CAREER AND LIFE PLANNING**

**½ CREDIT**

*Cayuga CC - 3 college credits*

Provides a systematic method for making career and lifestyle decisions. Presents a structured method for practicing effective decision-making skills, clarifying one's values and learning job-hunting techniques. Examines other topics that influence life and career choices such as goal setting, stress management and communication styles. Individuals develop personal strategies for short- and long-term educational and career planning.

## **FALL ONLINE COURSES**

### **PSY 101 INTRODUCTORY PSYCHOLOGY**

**½ CREDIT**

*Cayuga CC - 3 college credits*

Basic orientation to the psychology of human behavior. Studies the aims and methods of psychological investigation and measurement, and biological and social influences on behavior. It also focuses on learning, motivation, emotion, perception, and personality development.

### **COMM 130 HUMAN COMMUNICATIONS**

**½ CREDIT**

*Cayuga CC - 3 college credits*

This course introduces students to communication studies. It surveys topics in human perception, language, relationships, face-to-face, and mediated communications. Models for effective communication are explored in various contexts and cultures.

### **ECON 102 PERSONAL FINANCE**

**½ CREDIT**

*Cayuga CC - 3 college credits*

For students who desire knowledge in managing their personal finances. Topics include budgeting; saving;

borrowing; home purchasing; automobile purchasing; life, auto, and home insurance; health, disability and retirement programs; estate planning; and investing.

## **CAY 101 FOUNDATIONS OF COLLEGE SUCCESS**

**½ CREDIT**

### ***Cayuga CC - 3 college credits***

Cayuga 101 is designed to increase students' success in college. The purpose of the course is for students to be able to understand, evaluate, and plan to navigate critical aspects of college life at Cayuga Community College. This course will help students achieve success in college and in life by following the eight On Course principles: personal responsibility, self-motivation, self-management, interdependence, self-awareness, lifelong learning, emotional intelligence and belief in themselves. Additionally, this course will create opportunities for students to master effective study skills. Through readings, journals, class activities, group projects and a comprehensive final project, students will learn about college expectations, using many proven strategies for creating academic, professional and personal success. Three contact hours weekly. Note: CAY 100 or 101 may be required based on academic preparation and placement test results.

## **HIT 120 MEDICAL TERMINOLOGY**

**½ CREDIT**

### ***Onondaga CC - 3 college credits***

This course will provide a detailed study of the meaning of medical terms that relate to medical science and human anatomy. Medical specialties including pathology, radiology, and pharmacology, as well as abbreviations used in the healthcare field, will be covered. In addition to definitions, pronunciation and spelling will be emphasized.

## **HLTH 104 PERSONAL HEALTH**

**½ CREDIT**

### ***Cayuga CC - 3 college credits***

An in-depth course in maintaining lifelong good health examines emotional health, drug education, family health, personal fitness, disease, consumer, and environmental health.

*\*offered during the intersession*

## **SPRING INTERACTIVE VIDEO CLASSES**

## **BIO 204 ANATOMY & PHYSIOLOGY II**

**½ CREDIT**

### ***Cayuga CC - 4 college credits***

Prerequisite: BIOL 203.

Continuation of the study of human anatomy and physiology. Topics include circulatory, respiratory, urinary, endocrine, reproductive and digestive systems and water, electrolyte and pH balance. While this is a synchronous (LIVE) course, additional asynchronous work time will be needed to complete the requirements for a 4 credit course to meet the required seat time.

## **SOC 101 INTRODUCTORY SOCIOLOGY**

**½ CREDIT**

### ***Cayuga CC - 3 college credits***

Introduces sociology as a science concerned with relationships, institutions, organizations, and the physical



environment. Outlines the major theories as a basis for sociological perspectives on social issues. Covers the origins of sociology as a science, diverse patterns of social organization from a global perspective, the nature and substance of cultural systems and social institutions, and sociological perspectives in analyzing trends in human society.

## **CJ 160 INTRODUCTION TO SECURITY**

**½ CREDIT**

### ***Cayuga CC - 3 college credits***

An introduction course to the legal, philosophical and historical concepts of the security field. An examination of the origins and development of security, educational institutional security, hospital security, business security, premise security and retail and loss prevention security will be examined. Investigative, risk analysis, security concerns and homeland security will also be discussed. Emphasis will be on organizational relations and security awareness.

## **PSY 101 INTRODUCTORY PSYCHOLOGY**

**½ CREDIT**

### ***Cayuga CC - 3 college credits***

Basic orientation to the psychology of human behavior. Studies the aims and methods of psychological investigation and measurement, and biological and social influences on behavior. It also focuses on learning, motivation, emotion, perception, and personality development.

## **ART 252 PHOTOSHOP**

**½ CREDIT**

### ***Cayuga CC - 3 college credits***

Lectures, demonstrations and hands-on activities will enable students to discover the basic theory and application of Adobe Photoshop. Students will complete a series of aesthetically inspired assignments pertaining to captured images, processing and manipulating digital images. Images created will be displayed using a computer monitor or outputted to a printer for critique. (AR), (ARTS)

## **HIST 102 WESTERN CIVILIZATION II**

**½ CREDIT**

### ***Cayuga CC - 3 college credits***

Surveys major developments in European history from the 17th century to the present. Some topics may extend further for an in-depth perspective. Focuses on the behavior of the many as well as the notable few. Topics serve as case studies from which to evaluate the present. Non-European peoples are of concern only as they and their histories impinge on the development of European culture.

## **PSY 101 INTRODUCTORY PSYCHOLOGY**

**½ CREDIT**

### ***Cayuga CC - 3 college credits***

Basic orientation to the psychology of human behavior. Studies the aims and methods of psychological investigation and measurement, and biological and social influences on behavior. It also focuses on learning, motivation, emotion, perception, and personality development.

## **PSY 217 INTRODUCTION TO CHILDREN WITH EXCEPTIONALITIES**

**½ CREDIT**

***Cayuga CC - 3 college credits***

Prerequisite: PSY 101. Focusing on working with children in an educational setting, this course introduces students to the various exceptionalities, characteristics of children with exceptionalities, federal and state laws, educational implications, and strategies for working effectively with families and other professionals. Off-campus observations may be required with students providing their own transportation.

## **SPRING ONLINE COURSES**

### **SOC 101 INTRODUCTORY SOCIOLOGY**

**½ CREDIT**

***Cayuga CC - 3 college credits***

Introduces sociology as a science concerned with relationships, institutions, organizations, and the physical environment. Outlines the major theories as a basis for sociological perspectives on social issues. Covers the origins of sociology as a science, diverse patterns of social organization from a global perspective, the nature and substance of cultural systems and social institutions, and sociological perspectives in analyzing trends in human society.

### **BUS 103 PRINCIPLES OF BUSINESS**

**½ CREDIT**

***Cayuga CC - 3 college credits***

Overview includes foundations of American business, forms of enterprise, organizing for business, fundamentals of management, the production of goods and services, human relations, union-management relations, marketing, accounting, finance, money and banking, securities and investments, government relations and business law.

### **PSY 212 DEVELOPMENTAL PSY - LIFESPAN**

**½ CREDIT**

***Cayuga CC - 3 college credits***

Prerequisite: PSY 101. Introduction to the foundations of human development across the lifespan. Developmental processes and issues characterizing various stages of aging are studied, with attention to the interrelationships of the various stages and intergenerational issues.

### **PSY 215 CHILD PSYCHOLOGY**

**½ CREDIT**

***Cayuga CC - 3 college credits***

Prerequisite: PSY 101. Examines human growth and development from conception to puberty. Students are exposed to a scientific perspective regarding theory and research in the areas of physical, cognitive and psychosocial development. Topics include childbirth, language development, child abuse and parenting styles.

### **CJ 115 CRIMINAL LAW**

**½ CREDIT**

***Cayuga CC - 3 college credits***

Provides the student with a working knowledge of the NYS Penal Law, its application and enforcement, and its introduction into the court system. Also instructs the student on selected NYS Criminal Procedural Law sections that are applicable in the instruction of the Penal Law.

## **HLTH 104 PERSONAL HEALTH**

**½ CREDIT**

*Cayuga CC - 3 college credits*

An in-depth course in maintaining lifelong good health examines emotional health, drug education, family health, personal fitness, disease, consumer, and environmental health.

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## **DRIVER EDUCATION**

### **DRIVER EDUCATION**

**½ CREDIT**

The Driver Education program consists of 24 hours of classroom instruction and 24 hours of in-vehicle instruction with 6 hours behind the wheel, and 18 hours of driving observation. Students must be 16 years of age prior to beginning the course and possess a learner's permit. Successful completion of this course qualifies students for an MV-285 Course Completion Certificate and an MV-278 Pre-Licensing Certificate. Topics covered include traffic laws, road signs, defensive driving techniques, basic vehicle maintenance, and the dangers of impaired driving. During the program, a vehicle is provided, and students will take the class during the regular instructional day. Make up sessions are required outside of regular school hours. Enrollment will occur on a rolling wait-list basis. The deadlines to sign up for the course are as follows: June 30th for the Fall Semester, November 30th for the Spring Semester, and May 31st for the Summer Semester. Students interested in taking this course must sign up with Mrs. Jaworski or Ms. Kellogg in the Counseling Office. Students on the waiting list will get first priority, then oldest seniors, juniors, etc. Any student wishing to enroll in the course must be credit current and not currently failing any courses, have attended a minimum of 85% of the school year to date, and not have any discipline records year to date.

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## **NEW VISION PROGRAMS**

Juniors have the opportunity to apply to the Center for Instruction, Technology, and Innovations' New Vision Program. The two programs offered are competitive, rigorous, immersion-based opportunities designed for college-bound seniors in the areas of health and specialized careers. Students are selected for the program based on strong academic achievement, demonstrated commitment to explore their career of interest, and recommendations confirming their maturity and independence. Interested students should contact their school counselor for application information and are encouraged to schedule a visit to their program of choice.

### ***\*CANDIDATE CRITERIA***

- *High school senior scheduled to graduate in June 2026*
- *Have achieved an attendance rate of 90% or better*
- *Possess an 85% or higher overall grade point average*
- *Be willing to adhere to school and worksite codes of conduct*
- *Have a focused interest and plan to pursue a career in the chosen field of study*

**\*\*\*Transportation based on program scheduling\*\*\***

### **NEW VISION ALLIED HEALTH**

**4 CREDITS**

Are you thinking about a career in health care? The students in the Allied Health program will experience the delivery of health care in various settings including dentistry, pediatrics, physical therapy, maternity, nursing, surgery, and several other medical sites. Rotation sites are located within the Oswego Hospital and throughout the cities of Oswego and Fulton. College English and the Government/Economics sequence required for graduation are included within this program of study.

### **NEW VISION SPECIALIZED CAREERS**

**4 CREDITS**

Students will explore career choices not offered at the home school or the CiTi campus. Students are placed in a customized career setting with a carefully selected mentor. Each student in the Specialized Careers program will have an individualized training plan that outlines program objectives, career-specific outcomes, and skills necessary for further education and employment. Career experiences may include, but are not limited to: engineering, education, business or finance, journalism, television production, and veterinary medicine internships. College English and the Government/Economics sequence required for graduation are included within this program of study.