

G. RAY BODLEY HIGH SCHOOL

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March 2022

Dear Students and Parents,

On behalf of the G. Ray Bodley faculty and staff, I am pleased to present our 2022-2023 Course Catalog. Our goal, in partnership with families and our community, is to provide an education that enables each student to achieve at his or her highest levels of academic proficiency and to become a well-rounded, responsible citizen.

This Course Catalog presents you with a wide range of courses. It also provides critical information regarding graduation requirements, educational opportunities offered by our school to meet individual student needs and explains how our counseling program is designed to support essential outcomes at each grade level. We urge you to read the catalog carefully and choose your educational program thoughtfully. Please evaluate your strengths and areas in which you need to improve, as well as your goals and interests when selecting courses. Our hope is that you will make choices that will result in a challenging and rewarding educational program that will help you grow as a learner and prepare you for a promising future.

Students should seek parental guidance as well as advice from counselors and teachers as we go through the scheduling process. In March, counselors will meet with students individually to make course selections. All students will be given a tentative list of classes they will be scheduled for in 2022-2023 to take home for parent signature.

Do not hesitate to call our Counseling Office (593-5400, ext. 3) for assistance during the course selection process. We want your program and related course selections to meet all of your needs and help you reach your post-high school graduation goals.

Sincerely,
Donna L. Parkhurst
Principal

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HIGH SCHOOL CREDIT REQUIREMENTS

Students must earn at least 22 units of credit to graduate from high school. The chart below shows the credits (units) required in each of the core subjects for the Regents Diploma and the Regents Diploma with Advanced Designation.

Core Subjects	Regents Diploma	Regents Diploma with Advanced Designation
English	4 units	4 units
Social Studies	4 units	4 units
Mathematics	3 units	3 units
Science	3 units	3 units
Art/Music	1 unit	1 unit
Health	0.5 unit	0.5 unit
Physical Education	2 units	2 units
WL (World Languages)	+ 1 unit*	+ 3 units**
Total Core Credits	18.5 units	20.5 units
Electives	+ 3.5 units	+ 1.5 units
Total Credits	22 units	22 units

* One unit of study in WL is required and can be earned by passing either the 8th grade final exam in WL or passing a high school WL course.

** Students who choose not to get the three credits in WL may choose a 5-unit sequence in the Arts or CTE disciplines. This 5-unit sequence is at the discretion of the district, but should be a meaningful group of courses building upon a student's skills and interests in a particular area. It should begin with a foundational course and then advance through electives in the discipline.

COURSE WEIGHTING

As of the 2022-2023 school year

0%: non-regents classes, non-college credit electives, other graduation requirements	2.5%: any course leading to a Regents Exam	5%: College credit courses, honors courses	7.5%: AP Courses
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ADVANCED PLACEMENT (AP) COURSES

As of the 2022 – 2023 school year

AP courses are college level courses. AP exams are given in May and require a fee. College credits are awarded at the sole discretion of each individual college based upon the student's exam score.

- AP World History – Sophomore Year
- AP US History – Junior Year
- AP Biology – Junior or Senior Year
- AP Chemistry – Junior or Senior Year
- AP English – Junior or Senior Year
- AP Calculus – Senior Year
- AP Economics – Senior Year
- AP Music Theory – Junior or Senior Year

Testing Requirements

	Regents Diploma Requirements	Regents Diploma with Advanced Designation Requirements	
	Score 65 or above on 5 required Regents exams or 4 exams plus one pathway.	Score 65 or above on 8 or 9 required Regents exams	

Pathways to Graduation is a “4+1” option that requires a student to pass a Regents exam in English, social studies, math and science plus one additional exam or another NYS approved option.

Mathematics Requirement for the Regents Diploma

Students are required to pass (with a final average of 65 or higher) three units of credit in mathematics and pass one (Common Core) Math Examination.

Mathematics Requirement for the Regents Diploma with Advanced Designation

Students are required to pass (with a final average of 65 or higher) three units of credit in mathematics and pass three regents exams in: 1) Algebra I (Common Core), 2) Geometry (Common Core) and, 3) Algebra II (Common Core).

Science Requirement for the Regents Diploma

Students are required to pass (with a final average of 65 or higher) three units of credit in science, including at least one unit each in earth science, chemistry or physics and living environment (biology), and pass any science regents examination.

Science Requirement for the Regents Diploma with Advanced Designation

Students are required to pass (with a final average of 65 or higher) three units of credit in science, including at least one unit each in physical setting (earth science, chemistry or physics) and living environment (biology), and pass two science regents examinations – one physical setting exam and one living environment exam.

Regents Diploma with Honors

22 units of credit as required and earning an average score of 90 or **better** in the 4+1 sequence of exams.

Regents with Advanced Designation with Honors

22 units of credit as required and 8 Regents exams with a computed average score of **90 or better** as follows: 3 Math, 2 Science, ELA, Global History and Geography, US History and Government; and **either** a locally developed Checkpoint B LOTE examination with a score of 65 or a five unit sequence in the Arts or CTE disciplines.

Regents with Advanced Designation and annotation for Mastery in Math

Meets all assessment requirements for the Regents with Advanced Designation (see above) and in addition, scores 85 or better on each of 3 regents examinations in Mathematics.

Regents with Advanced Designation and annotation for Mastery in Science

Meets all assessment requirements for the Regents with Advanced Designation (see above) and in addition, scores 85 or better on each of 3 regents examinations in Science.

DUAL ENROLLMENT COURSES

Name of GRB Course	HS Credits	Name of College Course	College Credits
Cayuga Community College No Cost			
Foundations for College Success	0.50	CAY 101: Foundations for College Success	3
Microcomputer Application Software	1.00	BUS 225 - Microcomputer App Software	3
Principles of Accounting	1.00	BUS 101 - Principles of Accounting I	4
Physics Regents	1.00	PHY 103 - General Physics I	4
College Algebra & Trigonometry	1.00	MATH 104 – College Algebra & Trigonometry	3
Statistics	1.00	MATH 214 – Statistics	3
World War II	0.50	HIST 215 - World War II	3
Western Civilization II	0.50	HIST 102 - Western Civilization II	3
19th Century American History	0.50	HIST 104 - 19th Century American History	3
Essentials of Art	0.50	ART 103 Essentials of Art	3
Wind Ensemble	1.00	MUSI 210 Wind Ensemble	1
Jazz Ensemble	0.50	MUSI 115 Jazz Ensemble	1
Onondaga Community College No Cost			
OCC Freshman English	1.00	ENG103 - Freshman Composition & Lit I	3
		ENG104 - Freshman Composition & Lit II	3
Pre-Calculus OCC	1.00	MAT143 - Pre-Calculus with Trigonometry	4
SUNY ESF Cost: \$200			
Global Environment	1.00	EFB120-Global Env. & Evol. Of Human	3
SUNY Oswego Cost: \$175 each course			
New Vision - English 12	1.00	ENG102 - Composition II	3
		ENG150 – Principles of Literary Representation	3
New Vision - Psychology	0.50	PSY100 – Introduction to Psychology	3
New Vision Classes	2.50	GST101 - Professional Skills Preparatory	3
French 4	1	FRE 201 Intermediate French	3
French 5	1	FRE 202 Continuing Intermediate French	3
Spanish 4	1	SPA 201 Intermediate Spanish	3
Spanish 5	1	SPA 202 Continuing Intermediate Spanish	3

ART

757 *Essentials of Art (3 CCC Credits)

20 Weeks

0.5 Credit

Grades 10-12

Prerequisite: Studio 1. Essentials of Art is an introduction to the foundational art techniques employed by artists and art educators. The course will focus on basic design, color theory, and elements of composition as well as the application of various drawing and painting techniques. This course is accredited through Cayuga Community College.

758 Studio 1

20 Weeks

.5 Credit

Grades 9-12

Studio 1 is designed to provide a foundation in the arts and can be used to satisfy half of the New York State Graduation requirement for the arts (visual arts and/or music). Students will learn about the elements and principles of art by exploring a variety of artists, art processes, subject matter, and drawing materials. Successful completion of Studio 1 is required for students to continue in any other art course.

761 Studio 2

20 Weeks

.5 Credit

Grades 9-12

Prerequisite: Studio 1. Studio 2 is a half year course that can be taken after the successful completion of Studio 1. Students in Studio 2 will build upon the foundation they have established in Studio 1. They will develop a deeper understanding of the elements and principles of art through continued exploration of artists, art process, subject matter, and drawing and painting materials. This course is designed for the serious art student who is considering studying drawing and painting after high school, and/or students who are interested in acquiring new skills and further developing their talents.

760 Graphic Design

40 Weeks

1 Credit

Grades 10-12

Prerequisite: Studio 2 or Essentials of Art. This course explores the principles of digital media utilized for visual communication. Students will receive instruction in graphic design skills using traditional and digital tools, materials and procedures active in the communication and fine arts industry. Topics include digital techniques as they relate to the elements and principles of design; color, typography, layout and composition. Students will create a series of artwork involving freehand and technical drawing to design logos, posters, book jackets, packaging, and other sales promotion material, as well as artwork that explores the student's own personal expression.

766 Studio in Drawing & Painting

40 Weeks

1 Credit

Grades 10-12

Prerequisite: Studio 1 and Studio 2. Drawing & Painting encourages the creative nature of the art student. In this course, you will explore artists and artwork throughout art history and analyze how they communicated creatively in respect to their culture. By learning how ideas are generated; through list making, sketching, and research, you will create artwork that uses the elements and principles of design to communicate your perspective on a given topic.

752 Ceramics 1

20 Weeks	0.5 Credit	Grades 10-12
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This course introduces the students to the fundamental hand building techniques used throughout the ages to shape clay into useful objects. Students will gain a working knowledge of these techniques and ceramic vocabulary through a series of teacher directed projects.

762 Ceramics 2

20 Weeks	0.5 Credit	Grades 10-12
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Prerequisite: Ceramics 1. Students will use the techniques learned in Ceramics 1 to complete several advanced functional sculptural projects.

772 Ceramics 3

20 Weeks	0.5 Credit	Grades 11-12
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Prerequisite: Ceramics 1. This course will be offered based on demand, possibly in alternate years with Sculpture ('23-'24). In this ceramics course the limitation of the ceramic medium is explored in-depth to create large scale functional, sculptural, and large scale environmental installation pieces. Clay becomes the sole sculptural medium designed to defy its traditional usage.

770 Sculpture

20 Weeks	0.5 Credit	Grades 11-12
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Prerequisite: Essentials of Art, Ceramics 1, or consent of instructor. This course will be offered based on demand, possibly in alternate years with Ceramics 3 ('22-'23). This is an advanced art course designed to expose students to the creative and expressive potential of working in three dimensions. Several traditional methods of developing sculpture will be investigated and employed such as the additive, subtractive, and constructivist approaches.

759 Independent Study in Art

40 Weeks	1 Credit	Grade 12
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Prerequisite: One beginner level course and two intermediate level courses. This course is offered to advanced level art students. The goal of this course is to further develop the student's working art portfolio. Here, students will learn to view their current portfolio with a critical lens, searching for areas of weakness as well as personal interest. Students will then construct their own projects in a material of choice based on their portfolio needs. While not required, students from this course have submitted their portfolios to prospective colleges in hopes of a career in the arts.

BUSINESS

526 Computer Applications

20 Weeks	0.5 Credit	Grades 9-12
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Recommended for all students. This course is designed to develop 21st century computer literacy skills. Students will work on laptops and be trained to utilize Microsoft Office two programs – Word and Excel – to help improve computer and communication skills. Students will use both programs to create, edit, and format professional business documents. Topics include computer and network fundamentals, advanced formatting, business letters, tables, workbooks/worksheets, and working with and organizing various types of data. Learning to produce professionally formatted documents will help students be successful in high school, college and prepare them for the workplace.

516 Digital Media - Website Design

20 Weeks

0.5 Credit

Grades 9-12

Prerequisite: Computer Applications 1. This course teaches students to create simple, professional quality websites. The course covers the social, ethical, and legal issues dealing with online content. Students will use HTML and Dreamweaver to create professional looking personal and business websites. Students will learn the basics of Web page design, how to create effective content, and ways to utilize graphics and CSS to enhance a web page.

618 Digital Media - Photography

20 Weeks

0.5 Credit

Grades 9-12

Do you enjoy taking pictures and posting to Instagram or Snapchat? Would you like to learn how to take the perfect selfie, or make your own portfolio? Then this is the class for you! Throughout this class we will be learning about the fundamentals of camera operation and digital photography while exploring popular photography topics. You will spend time learning about photography careers, composition guidelines, principles and elements of design, photo imaging, lighting, and digital editing. This hands-on course will provide you with the opportunity to learn photography tips and techniques to create and capture high quality images. Adobe Photoshop will also be used to learn digital processing techniques and create one-of-a-kind photographs. Digital cameras will be provided for class projects.

520 Business Ownership Today (formerly Entrepreneurship)

20 Weeks

0.5 Credit

Grades 9-12

This course is designed to provide students with hands-on experience in the challenges of starting and managing a small business. As part of this course, students will be engaged in a semester-long simulation that applies real-world entrepreneurial concepts. It will also provide opportunities to interact with community business leaders to enhance student learning. Topics covered include entrepreneurship, business ownership, retailing, advertising, marketing, and promotion. Various hands-on activities will allow students to learn about the 4 P's of marketing as well (**P**roduct, **P**rice, **P**lacement and **P**romotion), as we work on interdisciplinary projects with other elective area departments. This course can be used as an elective for all students and would be especially helpful for those students considering starting their own business.

530 Law in Our Lives

20 Weeks

0.5 Credit

Grades 10-12

Law in Our Lives gives students knowledge of their personal rights and obligations in both business and personal situations. Topics covered include civil and criminal law, business contracts, the law as it applies to minors, insurance law, landlord/tenant relationships, bankruptcy, marriage, divorce, and wills. This law course is designed for business students and students interested in a career in the criminal justice field.

538 Accounting

20 Weeks

0.5 Credit

Grades 10-12

This course places emphasis on developing a basic understanding of bookkeeping fundamentals, accounting procedures and clerical recording activities. Students learn the accounting cycle and how to prepare and interpret accounting records and financial statements. **Both manual and computerized accounting systems are taught.** This course can be used as an elective for all students and is especially helpful for those students considering majoring in business in college or for those students who may want to own or manage a business.

512 Career and Financial Management

40 Weeks	1 Credit	Grades 11- 12
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Recommended for all students. This course provides students the opportunity to explore a variety of careers, create a post-graduation plan, and develop the 21st century skills and competencies needed for success in college and in the workplace. In the second half of the course we will focus on financial literacy and life skills, apply academics to real world problems, and develop the universal foundation skills needed to be successful citizens.

536 *Microcomputer Application Software (3 CCC Credits)

40 Weeks	1 Credit	Grades 11-12
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Prerequisite: Computer Applications or instructor permission. In this course students gain hands-on experience in utilizing MS Office. Students learn advanced word processing skills in MS Word, spreadsheet application knowledge in MS Excel, database creation and management skills in MS Access, and the ability to create dynamic presentations in MS PowerPoint. This course or its equivalent is required at most colleges and universities.

548 *Principles of Accounting (4 CCC Credits)

40 Weeks	1 Credit	Grades 11-12
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Prerequisite: Accounting or permission of instructor

This course includes an introduction to financial accounting and covers the accounting cycle, including worksheet and financial statement preparation, receivables and payables, merchandise inventory, fixed and tangible assets, accounting for cash payroll, and system and control procedures, including bank reconciliations. Students will be given the opportunity to apply what they have learned through the completion of an accounting simulation/practice set.

CAY101 *Foundations for College Success (3 CCC Credits)

20 Weeks	.5 Credit	Grades 11-12
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Cayuga 101 is designed to increase students' success in college and careers. The purpose of the course is for students to be able to understand, evaluate, and plan to navigate critical aspects of life after high school. 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, life-long learning, emotional intelligence, and belief in themselves. **This course is specifically designed for students planning on attending college.**

522 Introduction to Business

20 Weeks	.5 Credit	Grades 9-12
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Introduction to Business is a course that will give students a broad overview of GRB's business department and our impact on the community. Students will learn to speak using correct business language such as profit, loss, accounting, human resources, marketing, promotion, law and personal finance. They will learn the different types of businesses; how to form, market, and manage a business; the importance of good recordkeeping and money handling; the technology businesses use on a daily basis, including proper use of social media, as well as the laws related to business; how businesses hire employees; types of insurance; and basic financial management.

532 Introduction to Criminal Justice Careers

20 Weeks

.5 Credit

Grades 10-12

Introduction to Criminal Justice Careers is a course that focuses on the study of careers in law enforcement, the court system, and corrections. This course will not only focus on careers in the criminal justice system, students will learn the realities of enforcing laws and the apprehension of criminals at the federal, state and local levels. Students will learn about criminal law, investigation, arrests, crime prevention, and court procedure. The course will also discuss and explain the prosecution, disposition and incarceration of those suspected of committing criminal offenses. We will explore landmark legal cases that have impacted criminal and case law. Students will get the chance to interact with guest speakers from law enforcement, corrections, and the court system, who will expose students to the realities of law enforcement as a profession.

ENGLISH LANGUAGE ARTS

028 English Lab

40 Weeks

0 Credit

Grades 9-10

These labs are provided for students in 9th and 10th grade who have not met NYS requirements for proficiency on assessments, the district-wide reading diagnostic (STAR), or are otherwise recommended by an English teacher for further development in reading and writing skills. The lab bell is connected to the general English class to extend and support the skills being taught. Appropriate remediation for students who do not demonstrate competency is required by the New York State Department of Education and students will be monitored throughout the year.

004/005 Reading and Writing for Success

20 or 40 Weeks

.5-1.0 Credits

Grades 9-12

This course is provided for students in 9th through 12th grade who have not met NYS requirements for proficiency on assessments, the district-wide reading diagnostic (STAR), or are otherwise recommended by an English teacher for further skills development in reading and writing skills. Appropriate remediation for students who do not demonstrate competency is required by the New York State Department of Education and students will be monitored throughout the year.

010 English 9 Honors (Humanities)

40 weeks (NCAA Approved)

1 Credit

Prerequisites: Teacher recommendation, an advanced reading level as indicated by STAR, and desire to challenge oneself. Students will study a wide range of fiction and non-fiction, making connections to Advanced Placement (AP) World History themes, in accordance with New York State Standards in ELA. Students will explore the larger cultural, societal and historical influences on literature, developing a clear focus for the relevance of a specific text to an author's purpose for writing it. Students will be required to think critically, use academic vocabulary, and make specific connections, through discussion, presentations and writing, to how literature reflects the human condition throughout history.

012 English 9

40 weeks (NCAA Approved)

1 Credit

In accordance with New York State Standards for ELA, students will evaluate a variety of fiction and non-fiction to expand their literary and cultural connections. Students will continue to work on mastering the essential guidelines of standard written and spoken English in the Modern Language Association (MLA) format. They will develop the skills of analysis, critical thinking, and organization to produce high-quality writing to be revised and refined. By writing regularly and participating in a variety of collaborative discussions and presentations, students will assert and defend claims using appropriate examples and evidence from a text, to prepare them for college, careers and success on the English Regents Examination.

020 English 10 Honors (Humanities)

40 weeks (NCAA Approved)

1 Credit

Prerequisites: Teacher recommendation, an advanced reading level as indicated by STAR and desire to challenge oneself. English 10 Honors continues to infuse English skills and texts aligned to the curriculum of Advanced Placement (AP) World History themes established in English 9 Honors. Using the guidelines of New York State Standards for ELA, students will hone research, text analysis, and critical thinking skills. Students will engage in rigorous writing, presentation and discussion tasks to further their connections between literature, history and the human condition.

022 English 10

40 weeks (NCAA Approved)

1 Credit

English 10 emphasizes development of essential skills in reading, writing, presentation (speaking and listening), and language acquisition, as outlined in the New York State Standards. Students will develop these skills by analyzing a variety of fiction and non-fiction for literary techniques and universal themes. They will write regularly, conducting research projects, learning how to construct a well-reasoned argument substantiated with evidence-based claims, as well as prepare for discussions and class presentations. Mastering these skills will prepare students for college and careers, and for success on the English Regents Examination.

032 English 11

40 Weeks (NCAA Approved)

1 Credit

Students will refine their writing, critical thinking and communication skills through studying a variety of fiction, non-fiction and poetry. Students will find further historical relevance to literature and connect to larger cultural themes. Writing and comprehension skills will be developed through short and sustained research projects which require students to thoroughly evaluate an argument and develop a claim and opposing claim, supported by examples which represent diverse perspectives related to the issue. Students will also participate in a range of discussions, and the utilization of relevant technology, to further their comprehension and analysis skills.

040 AP English: Advanced Placement (AP) English Literature & Composition

40 Weeks (NCAA Approved)

1 Credit

Grades 11-12

Prerequisites: Teacher recommendation, an advanced reading level and desire to challenge oneself.

The AP Program offers a course in English and is taken in place of ELA 11 or 12. AP English is for students who would like to more fully develop the critical/analytical thinking and writing skills expected at the college level. This course includes an in-depth study of a wide variety of genres and writing styles. Students can expect to be engaged by intellectually stimulating discussions and writing activities that involve the application of their critical/analytical skills. Students are encouraged to be co-creators of their learning, yielding a class environment that is inspiring and mirroring a college-level English Language Arts course. The course culminates in a worldwide, competitive examination, and college credit is granted (college dependent) based on individual student performance.

English 12 courses are scheduled in 20 week sessions for .5 credit each. Students may take two semesters of the same English course, or two separate courses to meet credit requirements.

041F/041S English 12: *OCC Freshman English (Up to 6 OCC Credits)

(NCAA Approved)

.5 Credit

Prerequisite: Successful completion of English 11, a desire to challenge oneself with a college level course and teacher recommendation

20 Weeks (3 OCC Credits)- Freshman Composition and Literature I (OCC ENG 103): Emphasizing the recursive nature of writing and the process of revision, this course teaches students the skills and processes necessary for writing and revising college-level academic prose. Various aspects of writing, including invention/pre-writing, composing, revision, and editing/proofreading will be taught. Critical readings of various non-fiction texts may be used to develop understanding of rhetorical conventions and genres. Composing in and for electronic environments, as well as their conventions, will also be taught.

20 Weeks (3 OCC Credits)- Freshman Composition and Literature II (OCC ENG 104):

Prerequisite: Successful completion of OCC ENG 103. This course teaches students to comprehend, respond to and use the ideas of others in their own writing. Skills such as analytic and critical reading and writing, summarizing, and paraphrasing are developed through the study of literature. Term paper form will also be taught.

042F/042S English 12

20 Weeks (NCAA Approved)

.5 Credit

In preparation for graduation and the rigors of college and a variety of careers, students will evaluate arguments and independently analyze fiction and nonfiction texts. Students will actively engage in reading, writing, listening, speaking and critical thinking activities to help them meet the demands of the world beyond high school. Students will refine research skills by conducting several projects that address various topics using multiple sources. Students will assert and defend claims with confidence, indicating understanding by using appropriate evidence, through writing, presentations and class discussions in alignment with New York State Standards in ELA.

043F/043S English 12: Communications: Public Speaking & Theatre

20 Weeks (NCAA Approved)

.5 Credit

Grade 12

The art of communicating in the 21st century takes on a variety of forms. This course combines unique performance skills from the disciplines of public speaking and theatre, which are necessary for success in many professions. Theatre workshop activities as well as studies on historical periods of theatre and drama literature are emphasized, in conjunction with public speaking mechanics. In addition, students will have opportunities to further their skills through our broadcasting club that G. Ray Bodley proudly offers. In a safe and nurturing environment, students will build confidence and be encouraged to do something most people greatly fear – speaking in front of others – without anxiety, so they are better prepared for life.

047F/047S English 12: Communications in Print – Media and Arts

20 Weeks (NCAA Approved)

.5 Credit

Grade 12

Media is a term that encompasses diverse forms of communication and art. Through this course, students will be provided with practical instruction in various media styles that are changing constantly, focusing on how the written word is communicated through a variety of platforms. Time will also be spent discussing freedom of the press and media ethics so students can gain a larger perspective on the importance of speech and expression in many different capacities. Students participate in English skills-based activities that include reading, writing, listening and speaking.

048 English 12: Technical Writing

20 Weeks

.5 Credit

Grade 12

Technical writing is communication written for and about business, industry, and various careers focusing on products and services: how to manufacture them, market them, manage them, deliver them, and use them. Technical writing is about understanding and meeting the needs of your audience. This includes writing/explaining clearly to enhance audience comprehension, researching the content and structure for enhanced presentation of information, developing the ability to display ideas with both words and graphics, and the process of problem solving, writing, revising, and editing, to ensure all information is accurate and clearly communicated to an audience.

049 English 12: Contemporary and Young Adult Literature

20 Weeks (NCAA Approved)

.5 Credit

Grade 12

The definition of “contemporary” is: “Belonging or occurring in the present.”

In this course, students will explore modern literature that raises further awareness about diverse cultures and situations, as well as current events. Reading, discussion and writing will help students to view the world differently, and develop empathy and passion for real-life issues that people face daily. This genre addresses realistic themes through the point of view of identifiable characters. Students will continue to develop text analysis and critical thinking skills, and refine their writing in order to better express their thinking. In this course, students will be challenged to reflect, but also empowered to express their understandings as they develop their ELA skills.

039 English 12: Horror in Literature

20 Weeks (NCAA Approved)

.5 Credit

Grade 12

“The oldest and strongest emotion of mankind is fear, and the oldest and strongest kind of fear is fear of the unknown.” ~H.P. Lovecraft

The Horror in Literature course is an exploration of the scary, weird and macabre genre of horror literature through a study of humans’ psychological desires to be frightened. In this course, students will not only have the opportunity to read and discuss a variety of literature within this genre, but they will also develop their writing skills through creative tasks and be given the opportunity to create their own tales of horror. Students will be challenged in ‘frightening’ ways to think critically about life and the human mind, and be engaged in discussions with classmates, all while continuing to hone and develop their ELA skills.

FAMILY AND CONSUMER SCIENCES

720 The Art of Cooking & Baking

20 Weeks

0.5 Credit

Grades 9-12

Students in this course will be introduced to cooking and baking techniques. Through hands-on food lab experiences, not only will students make things such as soups, casseroles and pastries, they will learn basic cooking skills in preparation for independent living.

724 Gourmet Foods and 726 Global Foods

20 Weeks

0.5 Credit

Grades 9-12

Prerequisite: Successful completion of The Art of Cooking and Baking. These courses are offered in alternate years and engage students in food preparation techniques and traditions from around the globe. Projects and course learning include how to prepare for formal dinners, banquets and catering events, as well as what it takes to own/operate a business in the food industry.

736 Human Development 1

20 Weeks

0.5 Credit

Grades 9-12

This course provides students with basic knowledge and practical experience in human development. Students will learn growth and development across the lifespan. Topics will include brain development, prenatal development, childhood, adolescence, adult and elder years.

738 Human Development 2

20 Weeks

0.5 Credit

Grades 9-12

Prerequisite: Successful completion of Human Development 1. This course applies basic knowledge of human development toward current issues and events in lifespan studies. Students will explore career pathways in human services, early childhood education programs, parenting skills, gerontology and independent living skills.

HEALTH

918 Health

20 Weeks

0.5 Credit

Grades 9-12

Health Education is a NYS requirement for graduation. This course is designed to provide students with opportunities to develop and enhance critical life management skills necessary to make sound decisions and take positive actions for health and effective living.

Specific content shall include, but is not limited to, positive emotional development, communication, interpersonal and coping skills, responsible decision-making and planning, nutrition and weight management, substance use and misuse (including hazards of smoking), prevention of communicable and degenerative diseases including HIV/AIDS, knowledge and skills to be wise consumers, community resources and sexuality education.

**The conceptual areas of a healthy lifestyle as outlined by
New York State Health Education Syllabus:**

- *Human Growth and Development* -- knowing the body and understanding the characteristics and natural progression of development in the life cycle for taking actions that promote health.
- *Mental and Emotional Health* – demonstrating the ability to practice health – enhancing behaviors and reduce health risks.
- *Nutrition Health* -- understanding the role of nutrition in the promotion and maintenance of sound nutrition practices.
- *Environmental Health* -- Recognizing that environmental factors have a direct effect on the health of the individual and society, and taking actions that protect and improve the environment.
- *Family Life Education* -- appreciating the role of the family in society in preparing each member for the responsibilities of family membership and adulthood, including marriage and parenthood.
- *Diseases and Disorders* -- understanding diseases and disorder, and taking actions to limit or prevent their development.

WORLD LANGUAGES

World Language 1 (either 051 French 1 or 081 Spanish 1 may be offered based on need)

40 Weeks (NCAA Approved)	1 Credit	Grades 9-12
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This course offers a complete introduction to the language and culture. Students will develop proficiency aimed at survival communication. It covers checkpoint A of the NYS syllabus. Successful completion will meet the minimum NYS Education Department requirement for graduation, and enable the student to enroll in level 2 World Languages.

080 World Language Culture

40 Weeks	1 Credit	Grades 9-12
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World Language Culture class is for HS students who have not yet met their World Language graduation requirement. Students are only eligible after they have attempted a level 1 class at the JH or HS level. Students will explore a variety of topics including but not limited to: personal identification, home and family, leisure activities, health, meals, and travel. This project based learning course does not offer the opportunity to advance to another level of World Language.

FRENCH

052 French 2

40 Weeks (NCAA Approved)	1 Credit	Prerequisite French 1
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This course presents the first half of the material contained in Checkpoint B of the NYS syllabus, with a continued development of grammar and vocabulary skills. Students will work to increase their proficiency in conversation, comprehension, reading and writing in the target language. Successful completion will allow the student to enter a level 3 World Language.

053 French 3

40 Weeks (NCAA Approved)	1 Credit	Prerequisite French 2
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This course completes the presentation of the material contained in Checkpoint B of the NYS syllabus. Reading, writing, speaking and listening skills are stressed. Upon successful completion of this course and the final exam, students will be eligible for a Regents Diploma with Advanced Designation. **This course is strongly recommended for any student planning to attend college.**

058 *French 4

40 Weeks (NCAA Approved)	1 Credit	Prerequisite French 3
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This course provides students with a thorough review of French grammar, language and culture at the beginning intermediate level. Students review basic grammar and an introduction of more advanced structures. Students expand their linguistic and cultural knowledge through communicative activities, various selected readings, guided grammatical exercises, listening activities, films and guided internet activities. Students also have the opportunity to earn three (3) units of SUNY Oswego college credits as an option in this course. There is a tuition cost (see page 4) for enrollment in SUNY courses.

059 *French 5

40 Weeks (NCAA Approved)

1 Credit

Prerequisite French 4

This course is a continuation of French 4. A thorough review and continued acquisition of the French language and culture at the intermediate level will be provided. Students expand their linguistic and cultural knowledge through selected readings, guided grammatical exercises, communicative activities, listening activities, films, and guided internet activities. Students also increase their knowledge and understand of and gain insight into a culture other than their own. Students have the opportunity to earn three (3) units of SUNY Oswego college credits as an option in this course. There is a tuition cost (see page 4) for enrollment in SUNY course.

SPANISH

082 Spanish 2

40 Weeks (NCAA Approved)

1 Credit

Prerequisite Spanish 1

This course presents the first half of the material contained in Checkpoint B of the NYS syllabus, with a continued development of grammar and vocabulary skills. Students will work to increase their proficiency in conversation, comprehension, reading and writing in the target language. Successful completion will allow the student to enter a level 3 World Languages.

083 Spanish 3

40 Weeks (NCAA Approved)

1 Credit

Prerequisite Spanish 2

This course completes the presentation of the material contained in Checkpoint B of the NYS syllabus. Reading, writing, speaking and listening skills are stressed. Upon successful completion of this course and the final exam, students will be eligible for a Regents Diploma with Advanced Designation. **This course is strongly recommended for any student planning to attend college.**

088 *Spanish 4

40 Weeks (NCAA Approved)

1 Credit

Prerequisite Spanish 3

This course provides students with a thorough review of Spanish grammar, language and culture at the beginning intermediate level. Students review basic grammar and an introduction of more advanced structures. Students expand their linguistic and cultural knowledge through communicative activities, various selected readings, guided grammatical exercises, listening activities, films and guided internet activities. Students also have the opportunity to earn three (3) units of SUNY Oswego college credits as an option in this course. There is a tuition cost (see page 4) for enrollment in SUNY courses.

089 *Spanish 5

40 Weeks (NCAA Approved)

1 Credit

Prerequisite Spanish 4

This course is a continuation of Spanish 4. A thorough review and continued acquisition of the Spanish language and culture at the intermediate level will be provided. Students expand their linguistic and cultural knowledge through selected readings, guided grammatical exercises, communicative activities, listening activities, films, and guided internet activities. Students also increase their knowledge and understand of and gain insight into a culture other than their own. Students have the opportunity to earn three (3) units of SUNY Oswego college credits as an option in this course. There is a tuition cost (see page 4) for enrollment in SUNY course.

MATHEMATICS

328 Math Lab

20-40 Weeks (9-12)

0 Credit

Grades 10-12

Math RtI is a non credit-bearing, 1 or 2 semester course for students who have previously failed a math regents exam and have not yet met their graduation requirement. This course is usually taken concurrently with a credit-bearing math course and is designed to help students prepare for a Regents exam.

316 Algebra A

40 Weeks (NCAA Approved)

1 Credit

Grade 9

Algebra A is the first year of a two- year program leading to the Algebra Regents exam. This course covers the Common Core Learning Standards at a slower pace. Units of study may include Relationships between Quantities, Linear and Exponential Relationships, Descriptive Statistics, Expressions and Equations, and Quadratic Functions and Modeling.

326 Algebra B

40 Weeks (NCAA Approved)

1 Credit

Grade 10

Algebra B is for students who have passed Algebra A. Students are required to take the Algebra Regents exam in June. Topics include a continuation of Relationships between Quantities, Linear and Exponential Relationships, Descriptive Statistics, Expressions and Equations, and Quadratic Functions and Modeling.

312CC Algebra I

40 Weeks (NCAA Approved)

1 Credit

Grade 9

Prerequisite: 8th grade math teacher recommendation. Grade 8 assessment scores of at least high level 2, level 3 or level 4. This is the first course in the progression leading toward a Regents diploma with advanced designation. To prepare for the Regents exam, this course covers the entire Common Core Learning Standards for Algebra I. Units of study include Relationships between Quantities, Linear and Exponential Relationships, Descriptive Statistics, Expressions and Equations, and Quadratic Functions and Modeling.

312F Algebra I

40 Weeks (NCAA Approved)

1 Credit

Grade 9

Prerequisite: 8th grade math teacher recommendation. This is the first mathematics course leading to a Regents diploma. To prepare for the Regents exam, this course covers the major common core learning standards for Algebra I. Units of study include Relationships between Quantities, Linear and Exponential Relationships, Descriptive Statistics, Expressions and Equations, and Quadratic Functions and Modeling. Students scheduled for this course will also be scheduled for a lab bell that meets every other day as their remediation for mathematics.

322CC Geometry

40 Weeks (NCAA Approved)

1 Credit

Grade 10

Prerequisite: Algebra I with a course average of 80 or higher, a Regents exam grade of 75 or higher, and teacher recommendation. This is the second course in the progression leading toward a Regents Diploma with Advanced Designation. To prepare for the Regents exam, this course covers all of the Common Core Learning Standards for Geometry. The units of study include Congruence Proof and Constructions, Similarity Proof and Trigonometry, Extending to Three Dimensions, Connecting Algebra and Geometry through Coordinates, Circles with and without coordinates, and Applications of Probability.

322F Geometry

40 Weeks (NCAA Approved)	1 Credit	Grade 10
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Prerequisite: Algebra I passing course grade. This is the second course in the progression leading toward a Regents Diploma. To prepare for the regents exam, this course covers the Common Core Learning Standards for Geometry. The units of study include Congruence Proof and Constructions, Similarity Proof and Trigonometry, Extending to Three Dimensions, Connecting Algebra and Geometry through Coordinates, Circles with and without coordinates, and Applications of Probability. Students scheduled for this course will also be scheduled for a lab bell that meets every other day as their remediation for mathematics.

332CC Algebra II

40 Weeks (NCAA Approved)	1 Credit	Grade 11
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Prerequisite: Algebra I and Geometry with grades of 80 or higher, grades of 75 or higher on the Geometry and Algebra I Regents exams, and teacher recommendation. This is the third course in the progression leading toward a Regents Diploma with Advanced Designation. To prepare for the Regents exam, this course covers the Common Core Learning Standards for Algebra II. The units of study include Polynomial, Rational, and Radical Relationships, Trigonometric Functions, Exponential and Logarithmic Functions, and Inferences and Conclusions from Data. **A graphing calculator is required.**

332F Algebra II

40 Weeks (NCAA Approved)	1 Credit	Grade 11
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Prerequisite: Algebra I and Geometry passing course grades and passing Regents scores. This is a third year math class for students who have completed Algebra and Geometry. To prepare for the Regents exam, this course covers the Common Core Learning Standards for Algebra II. The units of study include Polynomial, Rational, and Radical Relationships, Trigonometric Functions, Exponential and Logarithmic Functions, and Inferences and Conclusions from Data. Students scheduled for this course will also be scheduled for a lab bell that meets every other day as their remediation for mathematics. **A graphing calculator is required.**

332A Algebra IIA

40 Weeks	1 Credit	Grade 11
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Prerequisite: Algebra I and Geometry or Algebra A and Algebra B, passing course grades and passing Regents scores.

This is a third year math class for students who have completed two units of math and are in the early college high school program or who desire to take a math class to help in preparation for college. This is *not* a regents course and students will not be preparing for the Algebra II regents exam. The units of study include Polynomial, Quadratic, Rational expressions and equations, and Roots, Radical, and Complex numbers, and Trigonometry. **A graphing calculator is required.**

336 Financial Math

40 Weeks	1 Credit	Grades 11-12
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This is a third year class that relates math to real life, science, and business. Topics include: advanced concepts in arithmetic, algebra and geometry in solving practical problems, personal earnings, investments and consumer credit. This course is generally for students who are not trying to earn a Regents Diploma with Advanced Designation.

346 Introduction to Statistics

20 Weeks (NCAA Approved)

0.5 Credit

Grade 12

Prerequisite: Passing grades in Algebra I, Geometry, and teacher recommendation.

This is a course designed to help students prepare for a Statistics I course in college. Units of Study include: Data Collection, Organizing and Summarizing Data, Numerically Summarizing Data, Describing the Relation between Two Variable, Probability, Discrete Probability Distributions, and the Normal Probability Distribution.

342 *Pre-Calculus (4 OCC Credits)

40 Weeks (NCAA Approved)

1 Credit

Grade 12

Prerequisite: Algebra I, Geometry, and Algebra II with grades of 80 or higher, grades of 75 or higher on the Geometry, Algebra I, and Algebra II Regents exams, and teacher recommendation. Students must meet the prerequisites set forth by OCC in order to enroll in this class. This is the fourth year of

mathematics for students planning to pursue higher education. This course is designed to provide the necessary foundation for a standard calculus course. Topics include absolute value and quadratic inequalities, functions and their equations, exponential and logarithmic functions and their applications, right triangle trigonometry, law of sines and law of cosines, trigonometric functions (circular) and their inverses, trigonometric identities and equations, addition and multiple angle formulas, and binomial theorem. **A graphing calculator is required.**

343 *College Algebra & Trigonometry (3 CCC Credits)

40 Weeks

1 Credit

Grade 12

Prerequisite: Three units of mathematics through Algebra II or Algebra IIA with grades of 70 or higher. Students must meet the prerequisites set forth by CCC in order to enroll in this class. This is the fourth year of mathematics for students in the ECHS program or for students who are pursuing college. Units include: Equations and Inequalities, Functions and Graphs, Polynomial and Rational Functions, Exponential and Logarithmic Functions, and Trigonometry. **A scientific calculator is required.**

345 *Statistics (3 CCC Credits)

40 Weeks (NCAA Approved)

1 Credit

Grade 12

Prerequisite: Passing grades on the Geometry, Algebra I, and Algebra II Regents exams, and overall average of 70 or higher in all three of those courses and teacher recommendation.

Topics covering the descriptive and inferential aspects of statistics will include: data collection, frequency distributions, graphs, measures of central tendency and dispersion, probability, probability distributions, binomial and normal distributions, introductions to sampling theory, estimation theory, hypothesis testing, and confidence intervals. **A graphing calculator is required.**

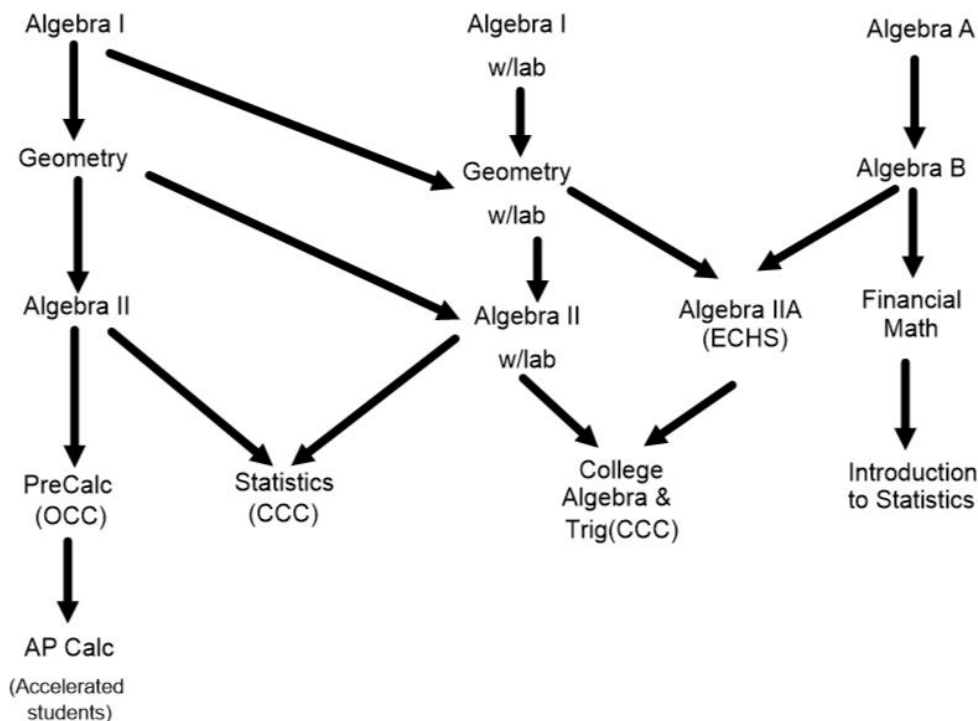
350 AP Calculus AB Syllabus

40 Weeks (NCAA Approved)

1 Credit

Grade 12

Prerequisite: Scores of 80 or above on all 3 Regents exams and an overall average of 80 or higher in Geometry, Algebra I, Algebra II, and Pre-Calculus and teacher recommendation. Topics: Functions, differential and integral calculus. The curriculum of this course is in alignment with the AP exam and students will take the AP Calculus exam in May. **A graphing calculator is required.**



MUSIC

790 Concert Band

789 *Wind Ensemble – By Audition Only (CCC 1 cr./yr.)

40 Weeks

1 Credit

Grades 9-12

These organizations rehearse every day and are designed to cover the performance and study of a wide variety of musical styles and forms. Members of the group may also participate in Jazz Band (20-25 members by audition), Full Orchestra (by audition), or Parade Band (full band). Members of the group have weekly lessons, which are included in their ensemble grade and are also a mandatory part of the class. Every other year, students participate in a competitive trip.

792 Symphonic Orchestra – By Audition Only

799 Concert Orchestra

40 Weeks

1 Credit

Grades 9-12

These organizations rehearse every day for a full year. They are designed to cover the performance and study of a wide variety of musical styles and forms. In addition to studying string technique and ensemble performance, students will develop individual musicianship skills such as sight reading, rhythm reading, and independence in practice. Members of the group may also participate in Full Orchestra (combined with the band by teacher recommendation), Pit Orchestra (after school by audition), and/or Chamber Orchestra (after school by audition). Members of the group have weekly lessons, which are included in their ensemble grade and are also a mandatory part of the class. Every other year, students participate in a competitive trip.

793 *Jazz Band (CCC 1 cr./yr.)

40 Weeks (every other day)

0.5 Credit

Grades 9-12

This organization studies and performs a variety of jazz styles. Students will be expected to improvise and transcribe jazz solos. Many performances are scheduled both in the community and surrounding areas. There are two sections of this class. One section is for experienced jazz musicians; the other is for those without much jazz experience and freshmen. Jazz Ensemble also participates in competitive trips.

794 Treble Choir

40 Weeks

1 Credit

Grades 9-10

This course meets every day for a full year and is designed for the student who wishes to sing in rehearsal and performance situations. This vocal ensemble consists of select soprano and alto voices in grades 9-10. Students will study music in a wide variety of musical styles and forms including classical, pop, folk, spiritual and Broadway tunes. In addition to studying vocal technique and ensemble performance, students will develop individual musicianship skills such as sight singing, rhythm reading, and independence in practice. Students will rehearse in large groups daily, and attend one small group / individual voice lesson weekly. The course integrates a practical review of basic music theory and aural skills applied to personal practice, rehearsal, and performance. Specific outfits for public performances are required, and this will be discussed on the first day of class.

795 Concert Choir

40 Weeks

1 Credit

Grades 9-12

This course meets every day for a full year and is designed for the student who wishes to sing in rehearsal and performance situations. This mixed vocal ensemble consists of select soprano, alto, tenor, and bass voices in grades 9-12. Students will study music in a wide variety of musical styles and forms including classical, pop, folk, spiritual and Broadway tunes. In addition to studying vocal technique and ensemble performance, students will develop individual musicianship skills such as sight singing, rhythm reading, and independence in practice. Students will rehearse in large groups daily, and attend one small group / individual voice lesson weekly. The course integrates a practical review of basic music theory and aural skills applied to personal practice, rehearsal, and performance. Specific outfits for public performances are required, and this will be discussed on the first day of class.

788 Fundamentals of Music

20 Weeks

0.5 Credit

Grades 9-12

This half-year course is an overview of music *in practice*, and is designed for students who enjoy music and want to explore how we experience music in our lives through listening, analyzing, performing, and creating. Students will study beginning piano and guitar, examine various artists and genres, evaluate song forms and lyrics, and develop fundamental knowledge of music theory as well as music reading skills. Students will also complete independent projects, applying concepts studied in class to their own music interests.

786 AP Music Theory

40 Weeks

1 Credit

Grades 11-12

Prerequisite: 2 years GRB performing group and/or teacher recommendation.

This course is designed for the serious music student interested in developing upper level skills in musicianship, theory, and analysis. Students will study the formal construction of music through applied listening, composition, and aural training. Topics range from the basics of music notation and pitch, to the advanced study of harmony and form in Western music. Students will develop musicianship skills such as sight reading, conducting, transcription, and foundations of arranging and composition. Successful completion of the course corresponds to 1-2 semesters of study in college music theory.

PHYSICAL EDUCATION

901

Credits: 2 (0.5 units taken each year in high-school)

Grades 9-12

➤ Physical Education is based upon the acquisition of knowledge and skills as a foundation for engaging in physical activity. The mission of physical education is to enable all students to sustain regular, lifelong physical activity as a foundation for a healthy, productive and fulfilling life.

➤ **The curriculum is designed to develop the NYS Standards for Physical Education**

➤ Physical Education is a New York State requirement for graduation. Students participate in a wide variety of activities to help them develop good habits and an appreciation for fitness. Fitness activities, team sports, individual sports, games, and project adventure are an integral part of the program. Values such as sportsmanship, accepting responsibility, respect for others, safety, cooperation, leadership, effort and attitude are taught throughout the activities.

➤ Maximum credit is one-half credit (0.5) per year regardless of the number of times the student is assigned to physical education classes. Each year students will be tested on their knowledge and ability to implement such knowledge as it relates to the ability of maintaining lifelong fitness and a healthy lifestyle. There will be 8 such tests per year and the grades for these tests will count toward their final average in PE.

SCIENCE

212 Earth Science

40 Weeks (NCAA Approved)

1 Credit

Grade 10

This course represents an opportunity for students to gain knowledge about the Earth they live on and its place in the Universe. The topics of geology, astronomy, meteorology, environmental change, earth dynamics, hydrology, and paleontology are sequentially developed into a physical history of the earth.

222 Biology: The Living Environment

40 Weeks (NCAA Approved)

1 Credit

Grade 9

This course deals with the study of living things and their relationship with the environment. Topics covered by lecture and laboratory experience include cell structure, biochemistry, animal systems and processes, plant systems and processes, reproduction, genetics, evolution and ecology.

220 AP Biology

40 Weeks (NCAA Approved)

1 Credit

Grades 11-12

Prerequisites: Earth Science, Living Environment (Biology), and Regents Chemistry with passing Regents scores on all three exams. Recommendation of current science teacher is also required. This is a rigorous college level course in biology and is intended for the student who will be pursuing a course of study in the sciences and/or technology. There is a moderate to high workload associated with this course. Time management skills are essential. Summer work is assigned. ***Regents Physics may be taken concurrently.**

226 Environmental Science

40 Weeks (NCAA Approved)

1 Credit

Grades 10-12

This course will inspire and equip students to make a difference in their world, featuring sustainability as the central theme. Emphasis will be on natural capital, natural capital degradation, solutions, trade-offs, and the important role that individuals play in these relationships. As a result, students learn how nature works, how they interact with it, and how humanity has sustained—and can continue to sustain—its relationship with the earth. Students will be engaged in case studies which will aid them in synthesizing and demonstrating critical thinking and comprehension of relevant environmental issues. Students will participate in project based learning of content that builds critical thinking skills and integrates scientific methodology. The course emphasizes practical application of major concepts rather than memorization of science facts. Key topics covered include: Ecology and Ecosystems; Populations; Environmental Changes and Evolution; Air, Land and Water; Pollution; Biodiversity and Food; Energy Resources; and Technology.

232 Chemistry: Regents

40 Weeks (NCAA Approved)

1 Credit

Grades 10-12

This is a Regents course, which covers the major topics in Chemistry including the nature and interactions of matter and energy. Topics are presented with lecture and demonstration as well as laboratory experiments. Students preparing for college/careers in medical fields, science, engineering and other technological fields will benefit from this course. This course is designed to prepare students for college level work.

233 Chemistry: Honors

40 Weeks (NCAA Approved)

1 Credit

Grades 10-12

Though culminating in the NYS Regents Chemistry exam, the Honors Chemistry course is designed for the highly motivated student with an interest and aptitude in any of the sciences. The course prepares students to be successful not only in AP Chemistry but also in other high school and college level science courses. Students enrolling in this course should be very strong in mathematics, particularly Algebra.

234 Chemistry: Non-Regents

40 Weeks (NCAA Approved)

1 Credit

Grade 11-12

Non Regents chemistry is a course designed to introduce the student to the basic nature of matter and energy. Topics covered include, but are not limited to, acids and bases, nuclear and organic chemistry. Lectures and laboratory work are integrated into a single period.

242 *Physics: Regents (Up to 4 CCC Credits)

40 Weeks (NCAA Approved)

1 Credit

Grades 11-12

This course explores the major principles of governing the physical world. Topics include mechanics, light, sound, magnetism and electricity. This course is recommended for students planning careers in science, technology or related fields.

244 Physics: Non-Regents

40 Weeks (NCAA Approved)

1 Credit

Grades 11-12

This course will enable a student to grasp the basic principles and theories of physics. The topics covered are similar to those found in Physics 242, possibly with less emphasis on mathematics and theory, and more on real world application. Lectures and laboratory work are integrated into a single period.

252 *Global Environment (3 SUNY ESF College Credits)

40 Weeks (NCAA Approved)

1 Credit

12 Graders have 1st option

Prerequisite: Earth Science, Living Environment (Biology) and Regents Chemistry

This course enables students to gain knowledge and tools to make informed decisions regarding the environment and the earth's future. Students will be able to understand the connections between such varied topics as pollution, deforestation, climate change, acid rain, soil depletion, economics, evolution, history and social justice. **A fee is required for college credits. Summer work is assigned.**

230 AP Chemistry

40 Weeks (NCAA Approved)

1 Credit

Grades 11-12

Prerequisites: Earth Science, Living Environment (Biology), Regents Chemistry with scores of 80 or higher on all Regents exams. Recommendation of current science teacher is also required.

This is a college level course in chemistry and is intended for the student who will be going on to college and pursuing a course of study in the sciences and/or technology. **College Credit may be granted by individual colleges upon performance on the competitive exam. The AP exam is given in May and requires a fee.**

SOCIAL STUDIES

110 Global History and Geography 9 Honors

40 Weeks (NCAA Approved)

1 Credit

Grade 9

Prerequisites: Teacher recommendation and an advanced reading level.

Global 9 Honors follows the first half of the AP World History curriculum as identified by the College Board, as well as the Global History 9 curriculum as identified by New York State. Students study and examine historical themes from the Ancient World to 1750AD. This is an advanced course that requires an extensive amount of reading and writing and is designed to help students develop the skills and confidence needed to succeed in future AP courses.

112 Global History and Geography I

40 Weeks (NCAA Approved)

1 Credit

Grade 9

This course is organized around a chronological history of the Ancient World to 1750AD. Geographic, economic, social, moral and political themes throughout history are developed and examined. Students are also taught the skills needed to achieve success on the Regents Exam in Global History and Geography II the following year.

122 Global History and Geography II

40 Weeks (NCAA Approved)

1 Credit

Grade 10

This course is organized around a chronological history of the Modern World from 1750AD to the present day. Geographic, economic, social, moral and political themes throughout this time period are developed and examined. Students will take the Regents Exam in Global History and Geography II in June, which includes content knowledge just from the 10th grade year of Global History.

120 AP World History

40 Weeks (NCAA Approved)

1 Credit

Grade 10

Prerequisite: Success in Global History and Geography 9 Honors and teacher recommendation.

AP World History is for sophomores and is taken in place of Regents Global History 10. The course is equivalent to an introductory college course and covers world history from 1750AD to the present day, with careful review of previous developments of the Foundations Units. College level reading, writing and analytical assignments are included in the course. **College credit may be granted by individual colleges based upon the student's performance on the AP exam in May.** All students are also required to successfully pass the Global History and Geography Regents Exam to graduate in New York State. The exam includes content knowledge just from the 10th grade year of Global History.

132 American History

40 Weeks (NCAA Approved)

1 Credit

Grade 11

This course is a chronological study of American History beginning with the Colonial Period and continuing to the present day. Areas of historical examination include the development of American culture, American government and the Constitution, politics, nationalism, sectionalism, the legal system, immigration, civil rights, cultural and intellectual achievements, economics, standards of morality and leadership in our national life. Passing the Regents examination in US History and Government is a New York State graduation requirement.

140 AP US History

40 Weeks (NCAA Approved)

1 Credit

Grade 11

Prerequisite: A passing score on the Global History and Geography Regents Exam and teacher recommendation. AP US History is taken in place of Regents American History in eleventh grade. The aim of this course is to build on the student's knowledge and understanding of the principle themes in American History and to develop an awareness of the consequences of American actions on other parts of the world. A further goal is to improve the ability of each student to analyze historical events. The chronological period begins with early American civilizations, and continues through the Colonial Period and development of our nation to the present day. College level reading, writing and research assignments are included in the course. **College credit may be granted by individual colleges based upon the students' performance on the AP exam in May.**

142 Participation in Government

20 Weeks (NCAA Approved)

0.5 Credit

Grade 12

This course examines citizenship in a democratic society with a special focus on how governmental policies affect our everyday lives and the various factors which influence the formulation of public policy. The units of study are the foundations of American democracy, civil rights and civil liberties, responsibilities of citizenship, civic participation, and public policy.

144 Economics

20 Weeks (NCAA Approved)

0.5 Credit

Grade 12

This course is an analysis of the basic economic concepts and understandings needed for citizens to function in the economy of the United States, helping students understand money matters from prices and taxes to investments and the Stock Market. This one semester course is a requirement for graduation in New York State. The units of study are individual economic responsibility, the product and factor markets, American capitalism in a global economy, and economic policy.

150 AP Economics

40 Weeks (NCAA Approved)

1 Credit

Grade 12

Prerequisite: score of at least 85 on the US History Regents exam and teacher recommendation.

AP Economics is a year-long course offered to seniors in place of both Economics and Participation in Government. AP Economics provides a solid background in macroeconomics with special focus on gross domestic product, inflation, unemployment, recession, fiscal policy, monetary policy, international trade, and current events. College-level reading, writing and research assignments are included in the course. **College credit may be granted by individual colleges based upon the students' performance on the AP exam in May.**

152 Sociology

20 Weeks (NCAA Approved)

0.5 Credit

Grades 11-12

This elective includes the study of sociology, which reveals and clarifies the structure of groups, group phenomena, and the role of the individual in various kinds of groups. Sociologists endeavor to predict social behavior by use of the scientific method and social research.

154 Psychology

20 Weeks (NCAA Approved)

0.5 Credit

Grades 11-12

Psychology is the science of understanding and predicting human behavior. This elective course examines the scientific study of all forms of behavior: e.g. learning, growth and development, thinking, feeling, perceiving, social behavior, personality development, typical behavior and the physiological process underlying behavior.

156 *World War II (3 CCC Credits)

20 Weeks (NCAA Approved)

0.5 Credit

Grade 12

This elective course examines the causes, effects, strategies, ideologies, major battles and technology of World War II. Special focus is on the war-time perspectives of various nations and ethnic groups, such as the Germans, Jews, Russians, Chinese, Japanese and Americans. The course also incorporates current events that have been shaped by WWII or run parallel to WWII history. This course fulfills HIST 215 at Cayuga Community College and all other SUNY schools. It also qualifies as a SUNY General Education Requirement elective option.

157 *Western Civilization II (3 CCC Credits)

20 Weeks (NCAA Approved)

0.5 Credit

Grade 12

This elective course examines the historical foundations, ideologies, themes, individuals, conflicts, and achievements of modern western civilization. Special historical focus is on the freedoms, advancements and progress made by western civilization throughout the centuries. The course also incorporates an analysis of current events that are related to western civilization. This course fulfills HIST 102 at Cayuga Community College and all other SUNY schools. It also fulfills SUNY General Education Requirements Category Five.

158 *19th Century American History (3 CCC credits)

20 Weeks (NCAA Approved)

0.5 Credit

Grade 12

This elective course examines the historical foundations, themes, individuals, conflicts, and history of the United States throughout the 19th Century. Special historical focus is on the Abolitionist Movement, the Civil War, westward expansion, American ingenuity and technological advances, and the industrialization and urbanization of the United States. This course fulfills HIST 104 at Cayuga Community College and all other SUNY schools. It also fulfills SUNY General Education Requirements Category Four.

TECHNOLOGY

610 Transportation Systems

20 Weeks

0.5 Credit

Grades 9-12

This course is filled with projects that incorporate the connection between math, science and project based learning. Transportation is a course where we will explore how technology has developed different ways to move people, goods and services. The four areas of land, sea, air and space, will each provide a STEM based learning process where students will have the opportunity to design and build rockets and explore drone flight and flight theory. Advancements in land transportation systems such as vehicle systems and the latest technology that assist us in our everyday transportation needs. Our water unit will explore boat and watercraft design along with boater safety and water transportation projects.

622 Design and Drawing for Production (DDP)

40 Weeks

1 Credit

Grades 9-12

If you enjoy working in a team to solve a problem or complete a challenge, this is the course for you! Throughout this hand-on STEAM course you will develop your problem-solving abilities while using common drawing and modeling techniques. Be prepared to experience a variety of real world problems where you will graphically represent your ideas, construct models, test your solution, and solve. This course will provide you with a thorough understanding, and real world application of orthographic, isometric, one and two point perspectives, oblique, auxiliary, and development drawings as well as 3D computer modeling software (Autodesk Inventor). You will also have the opportunity to investigate careers and internships related to STEAM. **This course may be used to satisfy the 1 unit of the NYS Art/Music graduation requirement.**

650 Construction Systems

20 Weeks

0.5 Credit

Grades 9-12

This course is designed to introduce the student to on-site construction systems. The course is split into two sections: Materials Processing and Construction Principles / Practices. Areas of study will include site safety, construction materials, processing wood materials, site layout, foundation systems, floor framing, residential wall framing, residential wiring, truss construction, and roofing. Students will become proficient in the use of an assortment of hand and power tools through the completion of small scale projects.

642 Small Engine Power & Performance (previously Basic Automotive Technology 1)

20 Weeks

0.5 Credit

Grades 9-12

Prerequisite: Successful completion of Transportation Systems

Are you a student that wants to learn how to become mechanically inclined? This small engine course is one that is sure to open up many career opportunities. Through lab work, demonstrations, and presentations, students will work through how an internal combustion engine functions and how to troubleshoot various mechanical problems. The course will prepare students to pursue a future in small engine repair, along with exposure to powersports design and maintenance including suspension, braking, ignition systems, and how to squeeze all the power you can out of your equipment. **NOTE: Students must provide a small 4 stroke gasoline type engine (lawnmower type) for the practical section of this course.**

646 Adv Vehicle Repair & Maintenance (previously Adv Automotive Technology 2)

20 Weeks

0.5 Credit

Grades 10-12

Prerequisite: Successful completion of Small Engine Power and Performance

This course builds upon the previous knowledge and skills learned in the Small Engine Power and Performance course. Students will apply basic concepts from that course to diagnose and repair many common failures associated with today's vehicles. Classroom lab activities will simulate modules seen in the automotive manufacturer certification program and cover vehicle components such as power and torque, braking, suspension, electronics, vehicle chassis and design, along with exploration into new vehicle guidance and technological advancements.

652 Engineering Design (Siemens)

40 Weeks

1 Credit

Grades 9-12

This project-based, hands-on STEM (Science, Technology, Engineering, Math) course answers the questions "Why do I need to know this?" and "Where will I ever use this?" by incorporating science, technology, engineering, and math concepts into various projects. This full year, project-based, hands on course engages students in 2D/3D CAD (Computer-Aided Design) using various industry-standard software program. Students learn and work with the engineering design process, sketching, 3D solid modeling/fabrication, 3D printing, renderings, working drawings, design presentations, assembly modeling, documentation, exploded assemblies, bill of materials, reverse engineering, engineering features, simple machines, mechanical systems, structures and forces, and engineering systems. If you enjoy designing things, building things with your hands, using computers, working as part of a team, or have ever thought about a STEM or engineering career, this is the course for you.

654 Manufacturing and Automation (Siemens)

40 Weeks

1 Credit

Grades 10-12

Prerequisite: Successful completion of Engineering Design (Siemens)

This course provides students with experience in the creation of a design, preparing the design for machining and designing the automation necessary to control processes. This course in manufacturing will challenge students to collaboratively solve design problems by working in teams, research and report findings. The Siemens manufacturing course will utilize various software as a tool for problem solving and preparing solutions. The goal of the course is the application of tools to address unique problems allowing students to rapidly create and analyze proposed solutions.

656 Intro to Drones for Commercial Users (Hands-on SYMA Flight Training, Part 107 Test Prep)

20 Weeks

.5 Credit

Grades 11-12

This course takes you from learning to fly drones all the way through to preparing for an FAA Unmanned Commercial Pilot certification. Contents include Integrated Introduction to STEM Drone Training Program and general introduction to small Unmanned Aircraft Systems and their uses and applications. Additionally, students will gain an understanding of the ground-school information covered in the FAA's Knowledge Test and will prepare to take the FAA Remote Pilot certification test. With successful completion of the test, students can apply for an FAA remote pilot certificate (FAA Title 14 Code of Federal Regulations part 107).

VEC1 Vocational 1 Woodworking & Manufacturing (formerly Voc Construction)

40 Weeks

1 Credit

Grades 9-12

Students will complete several design tasks and projects using wood as their material. Throughout this course, students will be introduced to shop safety, wood shop equipment use, wood joinery techniques, CNC router design and build projects and laser cutting. Project-based learning allows many students the opportunity to escape the traditional classroom atmosphere and work in a lab setting on hands-on projects and tasks.

VEM1 Metal Fabrication & Welding (previously Vocational 1 Metals & Automotive)

40 Weeks

1 Credit

Grades 9-12

Do you like to complete hands-on projects? Would you like to learn how to build and work with metal? Students will complete several hands-on projects that require machining, welding, fabrication and CNC operation with the latest technology in CNC Milling machines and CNC plasma cutting operations. Students will utilize 21st century skills to design and build various projects that will help build work ethic and create a sense of accomplishment. This class will prepare students with introductory skills for employment options in Welding, Machining Operations and Fabrication.

VEM2 Advanced Metals & Fabrication (previously Vocational 2 Advanced Metals and Fabrication)

40 Weeks

1 Credit

Grades 10-12

Prerequisite: Metal Fabrication & Welding. In this 2nd year course in metal fabrication and welding, students will be required to perform several welding tasks including welding certification tasks and examples. Students can enjoy the freedom of designing their own fabrication project to complete throughout the year. Class will include career exploration and advanced welding processes such as MIG, TIG, and SMAW. Students will learn CAD manufacturing programs along with CNC application such as Milling and CNC Plasma cutting. Each year a class group project will be fabricated. Students will learn how to plan for fabrication projects including; design, material costs, budgeting, blueprint reading and outsourcing.

OCCUPATIONAL EDUCATION

- Occupational Education students seeking a Regents Diploma with Advanced Designation may opt for either the three-unit language requirement or a 5-unit occupational education sequence.
- Occupational Education Sequences are designed for students who are interested in developing skills for entry-level employment after high school or pursuing post-secondary education.
- Any student planning an Occupational Education Sequence must take Career and Financial Management.

CAREER & TECHNICAL EDUCATION at CiTi

COURSES OF STUDY

Center for Instruction Technology and Innovation (CiTi)

Advanced Metal Manufacturing
Agricultural Studies
Automotive Technology I & II
Computer Coding
Computer Systems & Networking A+
Computer Systems & Networking - Cisco
Construction Technology
Cosmetology Basic
Cosmetology Advanced
Culinary Arts
Dental Assisting

Digital Media Technology
Early Childhood Education
Heavy Equipment Repair and Operation
Industrial Electrical Technologies Program
New Vision Allied Health
New Vision Specialized Careers
Nursing Assistant
Outdoor Power Equipment Technology
Public Safety & Justice
Welding Technology

Requirements for all students attending a CTE program at CiTi:

Students entering 11th grade must have:

- earned credit in at least 3 of the 4 following courses – English 9, English 10, Global History 9, Global History 10
- earned 9 credits total before entering grade 11
- an 85% attendance rate in the previous school year
- good behavior conduct

Students entering 12th grade must have:

- earned credit in at least 5 of the 6 following courses – English 9, 10, 11 Global History 9, Global History 10 and American History
- earned 15 credits total before entering grade 12
- an 85% attendance rate in the previous school year
- good behavior conduct

NV *New Vision (up to 12 SUNY College Credits)

40 Weeks

4 Credits

Grade 12

New Vision is a one year, advanced Career and Technical Education program for high school seniors offered in partnership with CiTi and SUNY Oswego. Students may select from three focus areas – **New Vision Allied Health** for students interested in the health care field, and **New Vision Specialized Careers** which can be individualized to a student’s specific career interest. Students complete their senior year English and Social Studies graduation requirements as part of the program. The half-day program is available either morning or afternoon. Three days per week are spent in the classroom on the college campus and two days are devoted to rotations with professionals in their related fields. **Program entrance is competitive.** Interested students must meet entrance requirements which include a minimum grade point average of 85, 95% attendance, a completed application, and an interview. Applications are available online at the CiTi website and from your counselor in the Counseling Office. An informational meeting is in February at SUNY Oswego and applications are due in the Counseling Office in March of the Junior Year. **A fee is required for SUNY Oswego College Credits.**

***Distance Learning (3-4 CCC or OCC Credits each)**

20 Weeks

Grade 12

Distance Learning classes are a joint venture with CiTi, Cayuga Community College, and Onondaga Community College. The Distance Learning schedule for 2022-2023 is on the following page.

Interactive Video courses (Distance Learning) – Generally two school periods will need to be blocked out of a student’s schedule in order to be available at the time the course is being taught at the college. Students take these classes over a live video feed.

Example: Criminal Justice Track – In the Fall you will take Intro to Justice Systems from 7:40-8:55 on Mondays, Wednesdays and every other Friday; then on Tuesdays, Thursdays and every other Friday you will take Introductory Sociology from 7:40-8:55. Then in the Spring, the courses change to Criminology and Introductory Psychology, but the times remain the same. **Time frames for the Interactive Video Courses are non negotiable.**

Online Courses – These courses are designed for students to complete independently and either in a study hall period or outside of the school day.

College Planning Guide for Students and Parents

INTRODUCTION

College-bound students are often overwhelmed by the scope of the decisions they must make during the process of choosing a college. The anxiety-producing effects of decision-making are balanced by the opportunity the adolescent student has to grow as an independent person and begin the difficult task of breaking away from the influence of parents, peers and high school.

Our school counselors provide information and encouragement that will allow students to make informed decisions. Counselors cover areas such as college selections and majors, scholarships, financial aid information, SAT and ACT college entrance test preparation, along with career and occupation information and military information.

Valuable information from a number of sources has been compiled into this comprehensive, easy-to-follow guide for parents of college bound students. Starting with 8th grade, the booklet offers advice, information and educational tips for each year of high school. This guide provides the information needed to support our college-bound students at each grade level.

8th Grade Getting ready for high school

Generally speaking, the grades that a student earns in eighth grade are not included in his/her Grade Point Average, (GPA), except for World Language (Spanish & French), Algebra I and/or Earth Science, which may be taken in eighth grade for high school credit. Nevertheless, eighth grade is an important year for a variety of reasons.

- 1) Grades earned in eighth grade are used to determine placement in ninth grade course levels.
- 2) Students who develop and practice good study skills and work habits in elementary and junior high are better prepared for high school. Good attendance is critical to school success and being present and on time to school is a habit that will help students prepare for college and career.
- 3) All students are required to take English, Global History, Math, Science, and PE. Students are also given an opportunity to choose from an assortment of electives. Working with their high school counselor students will prepare their progress toward graduation form which tracks their four years of high school and graduation requirements. This may also be a good time to investigate college requirements and match those requirements with the graduation checklist.
- 4) College and scholarship committees like to see students who are well rounded and active. G. Ray Bodley High School offers numerous clubs and activities for all students. With this in mind, parents are encouraged to help their child choose activities or identify clubs that he/she will enjoy in high school.

9th Grade

Making the transition to high school

This is the year when the grades that a student receives, and credits they earn, start building their high school transcript and determining their grade point average. Activities, awards and honors can all be listed in the Naviance Resume which is a cumulative record that can be sent to colleges and scholarship committees. Listed below are some suggestions that can help make your child's first year of high school a successful one.

- 1) Monitor academic progress. All marking period report cards are mailed home. Parents can monitor their child's grades by checking SchoolTool frequently and communicating with teachers and the counselor regularly.
- 2) Update the activity record. Remember to keep track of all activities, honors and awards in your Naviance Resume.
- 3) Encourage your child to become involved in school activities. The degree of involvement in clubs and activities is a sign of commitment and dedication-positive qualities evident to any college or scholarship committee. Encourage your son or daughter to develop their leadership skills by becoming an officer or captain or by seeking another leadership position. Activities like volunteer work or community service also look impressive on an application.
- 4) Review your child's course selections in the spring of the year. With the help of their counselor and from teacher recommendations, your child will be placed in the most appropriate academic course level for their sophomore year. Consult with your child's counselor to be sure your student is on track to meet college admission standards. You will be required to sign off on the courses your child selects.

10th Grade

A year of growth and development.

Personal growth in terms of aptitude, interests, and abilities should be more evident in the sophomore year. Students should be looking for more ways to develop their skills and talents further. You should:

- 1) Continue to monitor academic progress.
- 2) Ensure your child maintains good attendance habits and is present and on time for school each day.
- 3) Continue to encourage your son or daughter to become involved in clubs, organizations, volunteer work, community service, and other leadership roles.
- 4) If your son or daughter is enrolled in advanced courses, they will be offered the opportunity to take the PSAT in the fall along with the junior class.

11th Grade

The year to begin making serious decisions regarding post-secondary options.

- 1) Continue to monitor academic progress and school attendance.
- 2) Continue to encourage your child to continue their involvement in clubs, organizations, etc.
- 3) Be sure that your child takes the PSAT along with the junior class.

The PSAT is a pre-test for the SAT and measures academic strength in the areas of math, and evidenced-based reading and writing. This test is given to all juniors in October during the school day. A comprehensive description of the PSAT can be found under **College Testing** later in this section.

- 4) Talk about college and career possibilities.
- 5) Be sure your child registers for the ACT and/or SAT in the spring.

Please note: Fee waivers are available for some students. Students should see their counselor for qualifying information.

- 6) Visit college campuses and meet with college admissions representatives starting in the winter and spring. Call the college's admissions office to arrange for a campus visit, interview with an admissions representative and financial aid officer. Check the dates for scheduled "open houses." If you visit a campus during their break, be sure to revisit when the school is in session.
- 7) Keep the Activity Record updated and be sure your child's college and career portfolio contains a comprehensive list of all activities and community service.
- 8) If you are interested in one of the Military Academies, the application process should begin after the second report card of the junior year.

12th Grade

The year when everything comes together.

- 1) Be sure that your child maintains a competitive academic schedule during their senior year. The final year of high school is not the time to "lay off" or "take it easy." Colleges like to see consistency in a student's academic program. Be sure that all requirements are in place for both graduation and NCAA eligibility.
- 2) Continue to monitor your child's academic progress. Contrary to what some seniors may believe, senior grades are important. Many colleges request both first quarter and mid-year grades along with a final transcript in June.
- 3) Have your child register to retake the ACT and/or SAT in the fall if there is a need/interest in trying to raise scores.
- 4) Help your child set-up and maintain a calendar for the year. Keep an accurate log of application deadlines for both college and scholarship applications, test dates, and college visitations.

5) College applications: Students should be able to apply to most colleges on their websites. Students applying to multiple colleges may want to use the Common Application or SUNY.edu for NYS colleges. These application agencies serve students, member institutions, and secondary schools by providing applications that students and school officials may submit to any of over 500 members.

Be sure to contact your counselor to complete and track the application process through Naviance. Letters of recommendation must be requested in person and then added to the Naviance account.

Some colleges may require an essay or personal statement. Be sure that everything is neatly written and proofread. Our English teachers and counselors are here to help students with their essays.

6) Apply for financial aid and scholarships: The counseling office receives scholarship information from both local and national sources. We publish and update a list of all available scholarships which are always available in the counseling office, on our school website and Naviance. All eligible students are encouraged to apply. Please read all the qualifications, conditions, and requirements of the scholarship applying.

Our counseling office also contains numerous sources on scholarships and financial aid information including internet and books. Take advantage of this information.

The financial aid process begins with filing the FAFSA form no earlier than October 1st of the senior year. In the fall the Counseling Office sponsors a financial aid night hosted by a local financial aid officer. This is a valuable event especially for parents who are going through the process for the first time.

7) It's time to make a decision! After you make your choice, be sure to remit all appropriate fees on time. As a courtesy, notify the other schools that you are not accepting their offer for admission. And remember to update your Naviance account when you are accepted and when you decide where you will attend.

COLLEGE ADMISSIONS CRITERIA

To avoid common errors in the college application process...

Completely read all instructions and the application itself before you fill it out.

Personally edit your essays. It is possible that a correctly spelled word may not be used properly in your essay (e.g. accept, except or affect, effect).

Give yourself time to do a good job. Don't rush. The appearance of your application may send an important message about you.

Don't procrastinate! Selecting a college is one of the most important, and costly decisions you and your family will make. Make it a priority. Don't put it off until the last minute.

Give the Counseling office time Our office completes numerous equally important tasks, so please be considerate of the time we need to do a good job for you.

Request recommendations early and follow up to be sure they are uploaded to Naviance in time to send your application. Provide each person writing a recommendation with a profile of your activities, awards, accomplishments, etc.

What do colleges consider in determining whether they will accept an applicant? Although few colleges would give exactly the same weight to all items on the following list, most would agree that the following would be considered in determining an applicant's fitness for college.

Academic Record: Most colleges consider a student's overall academic average to be the single most important indicator of how well an individual will do in college.

High School GPA: Number representing the average value of the accumulated final grades earned during high school.

Quality of Courses: Most colleges look more favorably upon a high average if it has been obtained while taking academic courses. It should be noted that many colleges use only the academic courses in computing a student's average for acceptance to their school. For example, they are most interested in English, Social Studies, Math, Science and Language courses. Other courses may be taken into consideration depending upon the declared major, i.e. technology, music, art.

Transcript: A transcript is a detailed record of academic activity. Our transcript contains the following:

1. Courses, grades, Regents/final exams, and credit for each grade level completed, beginning with grade 9 (or grade eight if accelerated math and /or science course work was taken).
2. Cumulative GPA after 6 semesters of school, (end of the junior year).
3. Standardized testing results which can include the SAT, ACT, SAT Subject Tests, and/or AP Exam(s).

All college and most scholarship applications require an official transcript for processing. An official transcript must include an official signature and school seal in order to certify authenticity and security. Transcripts are sent by the counselor through Naviance.

College Entrance Examination Scores: Most colleges require a student to submit SAT or ACT scores which are used as a measure of a student's ability to do college level work. Some highly competitive schools may require the SAT Subject Tests. SUNY Schools will accept scores from either the SAT or ACT. Students have an opportunity to see how well they will do on the SAT by taking the PSAT in their Junior year.

Recommendations: Some colleges require recommendations from various adults with regard to the student's character, attitude, accomplishments, etc. Students should ask teachers and/or counselors for recommendations in person and well in advance of deadlines. It is important to make him/her aware of any information that should be included.

What do colleges ask school counselors to answer on their recommendation forms?

EXTRACURRICULAR What is the quality of the applicant's participation in extracurricular, community, or work activities? Please characterize the applicant's leadership capability.

PERSONAL How would you and others describe the applicant in personal terms, including any special strengths, ability, or problems?

ACADEMIC How would you evaluate the applicant's general academic performance?

To what extent has the candidate made use of his or her intellectual potential and of the educational opportunities available?

G. Ray Bodley High School offers a comprehensive college admission testing program. A description of each of the tests is described below.

PSAT/NMSQT

The Preliminary Scholastic Assessment Test/National Merit Scholarship Qualifying Test is a practice test for the SAT which is also used to determine National Merit semi-finalists. It is given each October only, primarily to juniors. GRB students are fortunate as we offer the PSAT free of charge to all juniors.

The PSAT consists of evidence-based reading, writing and math. All college bound juniors should take the PSAT for the following reasons: 1) It is good practice for the SAT and it will give students a good idea of how they will score on the SAT. 2) Students, through their scores, are compared with other college bound juniors from across the country. 3) Students with exceptionally high scores are recognized by the National Merit Foundation which can lead to scholarships.

The Counseling Office disseminates the test results by January. Students whose Selection Index scores are in the top five percent will be recognized by National Merit. High schools are notified of their National Merit finalists in the Fall of the following year. The Counseling Office encourages sophomores who are in Honors English 10 and/or Advanced Math or Science to take the PSAT to get a head start on standardized testing. This is with the understanding that the students will take the test again as juniors, (only juniors are eligible for National Merit competition).

ACT and SAT

SAT (Scholastic Assessment Test) and ACT (American College Testing): Virtually all four-year colleges require scores from either the ACT or SAT as part of their admission process. Many colleges will accept scores from either test; however some colleges may prefer one over the other. Students should check the college's catalog for their test preference. Students may retake these tests as often as they like; colleges will generally use the highest score from any of the tests, but some colleges will take scores from a single test only. Again, check the college catalog for the school's preference. Students should generally take these tests beginning in the spring of the junior year in order to allow time to retake them if scores are not as high as they need to be. Students who are hoping to be accepted into competitive colleges as well as students who are applying for scholarships should take both the ACT and SAT.

SAT Subject Tests: These are subject tests that are one hour in length, and measure a student's knowledge in specific subjects like French, Math, Chemistry, English Composition, etc. The SAT Subject Tests may be required by some of the more competitive colleges for admission or placement along with the SAT. Students should always check a school's admission policy for the required tests. Up to three subject tests may be taken on any one date. The same registration form for the SAT is used for the SAT Subject Tests.

ACT and SAT Registration: Registration is online at Collegeboard.org. Students should read the study guides, and take the practice test available online.

G. Ray Bodley High School hosts the ACT in December and June and the SAT in December and June. The ACT is generally offered in September, October, December, February, April, June and July. The SAT is generally offered in August, October, November, December, March, May, and June. All tests are given on a Saturday morning and last approximately four hours. Test results are available online. Registration deadlines are usually four or five weeks prior to the test. Students should be aware of the registration deadlines in order to avoid paying a late fee.

Students should make sure that all the information is correct on the admission ticket with them to the test. If a test site was mistakenly coded, an additional fee is required in order to change the test site. Be sure to check all code numbers for accuracy in order to avoid paying correction fees. Students must also bring a photo ID the morning of the test.

THE COLLEGE SELECTION PROCESS

Graduation from high school is more of a beginning than an end as it can be a starting point for your child's future education and career goals.

Within the scope of "college" is included, four year colleges and universities, community colleges, technical colleges, vocational schools, business schools, nursing schools, and the like. The best place to start is to establish career goals. Your son or daughter has already received an abundance of information about career options from the school counselors. The closer they get to making a career decision, the easier it will be to determine their educational needs.

College majors are one of the most critical factors in selecting a college. If a career goal has been set, you should look at schools which will best prepare your son or daughter for that career. If career goals have not been formalized, look at schools which offer a wide variety of programs and will allow the most flexibility. There are many sources for college majors and careers available in the counseling office. These include many online sources, **Peterson's Guide to Four Year Colleges**, and **Barron's: Profiles of American Colleges**. A list of career titles can be found in the U.S. Department of Labor's, **Occupational Outlook Handbook**. By narrowing career fields, the choice of college majors narrows.

To the Student:
**The next few pages are written with the focus on
student involvement in the college selection process.**

CHOOSING A COLLEGE

Choosing a college can be a difficult task if you don't know where to start. With over 3,000 colleges in the United States, each with their own strengths and weaknesses, how can you best choose the college that's right for you? Think about what is most important to you as you plan for your future education and your career.

The size of the student enrollment can also be an important factor in choosing a school. There are obvious advantages to a small, intimate college environment where students and professors can get to know one another. Larger schools may seem too impersonal to suit your needs while at the same time, offering a variety of courses and programs that small schools cannot. Location is also important in making a decision. Will you be comfortable in a large city setting or is a small community better to meet your needs? We strongly recommend visiting any school in your search.

Academic program

What degrees are offered? Majors? Minors? Electives? What core courses are required in your freshman year? Are there any special programs such as: independent study, off-campus study, study abroad, joint programs with other colleges? What program is the school noted for? How intense is the academic pressure on students? Is the college accredited? By whom?

School life

Is the college religiously affiliated? Are students predominately of one religion? Are there facilities available for religious services on or off campus? How is the social life? What kind of events are held on campus? What are the college's athletic facilities? With which intercollegiate sports is the college involved? Do students receive preferential seating at sporting events? Is public transportation available? Can I have a car on campus? Are there any parking restrictions?

Activities

Does the school sponsor a variety of activities such as newspaper, magazine, yearbook, dance, drama, band, radio, TV, fraternities, sororities, political organizations, ethnic organizations, community service programs, intramural and/or intercollegiate sports, etc.?

Admissions

What are the admissions requirements: SAT and/or ACT, number of high school academic units required, interview, class rank, grade point average, recommendations, special program requirements (art portfolio, audition), placement tests, essay. Admissions deadlines? Rolling admissions? Early decisions? Deferred admissions? Application fee? Number of applications? What percent are accepted? Average SAT/ACT scores for incoming freshmen? Class rank average? Percentage of students who continue for the following year? Percentage of graduates who enter graduate school? Job placement rate upon graduation?

Counseling/faculty

Are faculty advisors provided? Personal or psychological counseling? Financial counseling? Career counseling? Placement counseling? What is the size of faculty? Full and part-time? What percentage hold Ph.D.'s? What is the student/faculty ratio? Do graduate students teach? What is the average class size?

Costs

What are the charges for tuition, room and meals? Are there different plans? Is a down payment required? What is the payment schedule? Any special payment plans? What is the anticipated budget, (includes items from transportation to toothpaste)? What financial aid programs does the college have? How many students receive financial aid? What are the requirements? Do you find your own job or does the college do it for you? Is it on or off campus?

This is by no means a full list of questions and concerns but it's a good start.

KINDS OF COLLEGES

There are a variety of schools available to meet everyone's needs. You are limited only by your career goals or finances. Here is a description of schools that may help you in finding what you are looking for.

College: An institution that offers educational instruction beyond high school level in a two-year or four-year program.

Community College: Two-year public institution offering Associates Degrees which provide vocational training and academic curricula or transfer opportunity. Students may need to commute, as the school does usually not provide dormitories.

Engineering or Technological College: Independent professional schools, which provide four-year training programs in the fields of engineering and the physical sciences. They are often known as Institutes of Technology or Polytechnic Institutes.

Nursing School: At schools affiliated with hospitals, students receive R.N. degrees upon completion of their training. At schools affiliated with two or four-year colleges, students receive both a B.S. degree and an R.N., and have possibilities of entering the field of nursing administration.

Trade School: A school which offers specialized training of varying duration in specific work fields such as: beautician, computer technology, practical nursing, culinary arts, drafting etc.

University: An academic organization which grants undergraduate and graduate degrees in a variety of fields. It is composed of "schools" or "colleges", each of which encompass a general field of study.

CHOOSING A COLLEGE MAJOR

The bulk of the college catalogue consists of the description of the programs and courses offered for your major course of study. However, it is essential to consult with an advisor to ensure that you are taking the appropriate curriculum to meet requirements for graduation, for entry into graduate and professional colleges and for licensing and certification in such careers as teaching, nursing and accounting.

UNDECIDED MAJOR

Many freshmen enter college undecided about a major. This is normal; choosing a major and deciding upon a career goal should be a deliberate and careful choice. Counselors are available on the college campus to assist you in making a decision. In fact, your high school counselor is available all through your senior year in high school to assist you in your quest to decide upon your goals.

Most colleges do not require a decision on a major until the end of the sophomore year. More than half of all college students change their major at least once during their college career. Do not pressure yourself to declare a major if you are still undecided. Rather, take a variety of courses in your first two years and try different types of job experiences during vacations. This will hopefully aid you in making a decision.

GLOSSARY OF COMMON TERMS

Below are definitions of terms which students and parents will encounter as they pursue their investigation into post-high school plans. Students should seek the most complete and up-to-date descriptions of the procedures, programs and practices discussed.

Accelerated Program - A college program of study completed in less than the time usually required, most often by summer school or by carrying extra courses during the regular academic terms. Completion of a bachelor's degree program in three years is an example of acceleration, e.g. taking college-level courses, (AP), in high school.

Advanced Placement (AP) Program - A service of the College Board (CEEB) that provides high schools with course descriptions in college subjects and AP Examinations in those subjects. High schools administer the

examinations to qualified students, (there is a fee involved), and several hundred participating colleges offer advanced placement, college credit or both to students who obtain satisfactory grades.

American College Testing Program (ACT) - The ACT is a multiple choice test measuring achievement in four subject areas-English Usage, Mathematical Usage, Social Studies Reading and Natural Sciences Reading. It is similar to the SAT in that it is constructed to assess each student's general educational development and ability to complete college work.

Associate Degree (A.S.) - The degree given for completing specified programs of at least two years of study, usually in a two-year institution such as a junior college, community college or technical college.

Bachelor's Degree (B.S. & B.A.) - The degree given for completing specified undergraduate college programs that normally take four years. This is also called the baccalaureate degree.

Certificate Program - An award for completing a particular program of study, usually given by a two-year college instead of the associate degree.

Class Rank / Grade Point Average - The position of a student in his/her graduating class calculated according to grade average accumulated in grades 9, 10 and 11. Final Rank is calculated at the end of the third marking period in grade 12.

College Work-Study Program (CWSP) - A form of financial assistance through part-time work positions either on or off campus.

Congressional Nomination - An additional requirement for admissions to all U. S. Military Academies, except the Coast Guard. U. S. Senators and representatives can nominate a small number of candidates from their district each year. At that time, the traditional admissions requirements are applied.

Deferred Admission - The practice of some colleges of permitting students to postpone enrollment for one year after acceptance.

Early Decision - These plans are offered for applicants who are sure of the college they want to attend and are likely to be accepted to that college. An early decision application is initiated by the student, who is then notified of the college's decisions earlier than usual, generally by December 1 of the senior year. Conditions of the Early Decision plan may include; not being able to apply to any other school until a decision has been made or, being able to apply to a number of other schools with the understanding that if the student is accepted, he/she will withdraw all other applications and make a deposit to the Early Decision school.

Early Action is a similar plan used by extremely competitive colleges, but is not binding like Early Decision.

Free Application for Federal Student Aid (FAFSA) - The Federal Government form required by colleges and completed by parents in order to determine financial need for students attending college where federal grants or loans are given.

Matriculated Student – A student attending college who is working toward a degree at that college. A non-matriculated student is one taking courses, but not working toward a degree.

NCAA Initial-Eligibility Clearinghouse – an agency established by the National Collegiate Athletic Association for the purpose of receiving, processing, and evaluating athletic eligibility data and which certifies student-athletes to participate in Division I and II sports during their freshman year. There is a fee required.

Pell Grant - Federal money for needy undergraduate students. Awards range from \$400 to \$2,300 depending on need and course load.

Regents: Regents are a curriculum developed by the New York State Education Department, which measures the level of mastery in certain courses. Students are required to pass both the course and the regents exam in order to receive regents credit.

Reserve Officer Training Corps (ROTC) - Two and four year programs of military training culminating in an officer's commission. In some colleges, credits for these courses can be applied toward fulfillment of degree requirements. Offered by the Army, Navy and Air Force.

Rolling Admissions - A system used by colleges where admissions decisions are sent to applicants as they are processed. These schools continue to accept applications until they are full.

SAT Subject Tests - College Board subject tests.

Scholastic Assessment Test (SAT) - A standardized test which measures developed verbal and mathematical reasoning ability.

TAP (Tuition Assistance Program) - A grant program for New York State residents attending college in N.Y. State, based on need and for a family whose net taxable income does not exceed a prescribed limit.

Transfer Program - An educational program in a two-year college that is offered primarily for students who plan to continue their studies in a four-year college.

Senior Year Quick Study Guide:

Register for the College Entrance Exams:

- ACT and SAT (some schools may require the SAT Subject Tests)
- Register online: Collegeboard.org
- SAT and ACT prep materials are available online
- Plan ahead – registration deadlines are generally 4 or 5 weeks prior to the exam
- Taking the ACT and SAT by the end of your junior year is highly recommended

College Search Software:

Naviance is available for college and career search purposes. Your counselor will be happy to acquaint you with the program.

Complete your college applications in the fall of your senior year:

- Your counselor can answer any questions you may have, check your completed applications and help you find information.
- Please inform your counselor if you have completed a college application on-line. The Counseling Office will need to submit an official transcript and recommendations where necessary.

Each college will have two important deadlines – one for the application and one for financial aid.

Kindly allow at least five (5) school days prior to the application deadline for adequate processing time in the Counseling Office.