

# LaFayette Jr.-Sr. High School

**3122 Route 11, North  
LaFayette, New York 13084**

**2023-2024 Course Catalog  
Grades 9-12**

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January 2023

Dear Students and Parents/Guardians,

The role of LaFayette Junior-Senior High School, in concert with families and community, is to provide an educational environment that enables each student to achieve high levels of academic proficiency and to become well-rounded, involved and responsible citizens.

The 2023-2024 LaFayette Junior-Senior High School Course Catalog provides you with a wide range of course offerings. It also provides essential information regarding graduation requirements, the grading system and opportunities offered by the school to meet individual student needs. An opportunity we wish to bring to your attention is the potential to earn college credits through courses taught at our school. Students often believe that a high grade point average (GPA) is the most important requirement for college admission. Equally important is the strength of the student's high school program. In addition, taking college level courses while in high school provides students with a degree of insight into the expectations they will encounter should they attend college.

The course catalog is available online via the High School Counseling Office webpage link at [www.lafayetteschools.org](http://www.lafayetteschools.org). Please read the catalog carefully, and evaluate your abilities, goals and interests when selecting courses. Our hope is that your program next year will be both challenging and rewarding.

Do not hesitate to contact the Counseling Office at 315-677-7849 with questions or concerns.

Sincerely,

Jason Ryan  
Principal

## **ADMINISTRATORS**

Jeremy Belfield, *Superintendent*

Jason Ryan, *Principal*

Sean Zehner, *Dean of Students*

James McKenna, *Special Education Director/Athletic Director*

## **COUNSELORS**

Rebecca Brown, *Jr./Sr. High School Counselor*

Grades 10-12

[rbrown@lafayetteschools.org](mailto:rbrown@lafayetteschools.org)

Kristeen Cool, *Jr./Sr. High School Counselor*

Grades 7-9

[kcool@lafayetteschools.org](mailto:kcool@lafayetteschools.org)

## **TELEPHONE NUMBERS**

Main Office	315-677-3131
Counseling Office	315-677-7849
District Office	315-677-9728

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## **ACADEMIC PRACTICES & PROCEDURES**

### **Counselors**

School Counselors are available to provide the following services:

- Individual counseling: personal, academic, career, and social.
- Small group counseling: school success, conflict resolution, stress management, and coping with grief and loss
- College planning, career education and career exploration.
- Consultation with parents, teachers, and administration.
- Referral services to outside agencies.

The goals of the counseling department include advocating for all students, assisting them to develop decision-making skills, and encouraging combined efforts between community, family and school to help students achieve maximum academic excellence. Please contact Mrs. Brown or Mrs. Cool.

### **Counselor Assignments:**

School Counselor Grades 10-12 – Mrs. Rebecca Brown  
School Counselor Grades 7-9 – Mrs. Kristeen Cool

***PLEASE NOTE:*** Course selections are NOT guaranteed. Fluctuating enrollments, limited class size, or insufficient requests may prevent your assignment to one of your selected classes. Counselors will do all that is possible to satisfy your original request. However, when this cannot be done, you will be notified, when possible, of modifications to your course selections.

### **Scheduling**

Each student will have a course request sheet reflecting his/her course requests for the following school year. This process begins in February. Parents are welcome to come in and be a part of this process. Please call the Counseling Office to set up a scheduling appointment.

Counselors first meet with juniors individually and parents who choose to be included to select their senior year courses. Counselors will also meet individually with 8th grade, freshman and sophomore students. These sessions will also provide a review of graduation requirements and diploma types.

Students wishing to attend BOCES during the 2023-2024 school year will review their transcript, grades, and attendance with their counselor to determine if eligibility requirements are met. If a student is in good standing, BOCES will be incorporated into the student's schedule for the following year. Students will also be given a BOCES CTE application form that must be signed by a parent/guardian.

All students enrolled at the LaFayette Junior-Senior High School, despite their class standing and total accumulated credits, are expected to maintain an academic course load of at least 6 credits. Exceptions may only be approved by the high school principal and must not jeopardize the student's academic progress.

### **Schedule Changes**

Schedule changes are permitted only during the first 10 days of school. Schedule changes are permitted in the event of computer error, incorrect course level, and course omission (i.e. drop study hall add course, passing course in summer school, or program change within a subject area). All schedule changes after the second week must have the written approval by the building principal.

- The master schedule reflects student course selections. It may be altered to reflect administrative changes and late course changes. Students who wish to add a course due to a scheduling conflict may do so with teacher permission.
- At the beginning of the school year, requests for changes will be considered for the following reasons only:
  1. Attendance at a Summer School program has altered the student's academic program.
  2. Teacher recommendation concerning the student's placement in a particular course has changed. Written parental approval will be required.
  3. Parent request. A parent/teacher conference may be required.

### **Procedures for Dropping a Course**

A student requesting to drop a course should meet with his/her assigned School Counselor and discuss the reason/rationale for wanting to drop the course or change the schedule. If reasons are deemed appropriate, the student will be required to fill out a Student Schedule Change form and obtain signatures from the course teacher, parent, and building Principal.

If a student requests a course drop during the first or second marking period, the student will be removed from the class with no impact to his/her transcript.

If a student requests a course drop during the third or fourth marking periods, the student will be removed from the course, but his/her transcript will reflect a course withdrawal (W).

If a student requests a course drop during the fifth or sixth marking periods, the student will be removed from the course and his/her transcript will reflect a withdrawal fail (WF).

## GRADUATION REQUIREMENTS

All school programs have one main purpose. This purpose is to help all students develop and acquire the skills, abilities, knowledge, and attitudes necessary to successfully meet all graduation requirements. Eligibility of a student for a High School or a New York State Regents Diploma will be determined by the high school principal on the basis of the official high school record. Students who meet the requirements will be issued a diploma.

Subject Area	Credits	Advanced Regents Diploma Testing	Credits	Regents Diploma Testing
English	4	ELA	4	ELA
Social Studies	4	Global History U.S. History	4	Global History U.S. History
Mathematics	3	Algebra 1R Geometry Algebra 2R	3	1 Mathematics
Science	3	Living Environment Physical Setting	3	1 Science
World Languages	3	Local exam must be passed in 3 <sup>rd</sup> year	1	
Art/Music	1		1	
Health	.5		.5	
Physical Education	2		2	
Electives	1.5		3.5	
<b>Total Credits</b>	<b>22</b>		<b>22</b>	

### Notes

- Students must have one (1) unit of credit in Languages Other Than English (LOTE).
- Honors diploma requires an average score of 90% on all Regents exams required for the diploma.
- Students may substitute five credits in Occupational Education, Art or Music classes under certain circumstances to waive LOTE; however, continuing with a language other than English is strongly recommended for college bound students.
- For the diploma with advanced designation, a passing grade of 65% on the local LOTE exam after the third year of study is required.
- Physical Education Requirement: All students must earn one-half (.5) credit in physical education each year of high school for a total of two (2) credits.
- Students who have completed diploma requirements in less than eight (8) semesters are not required to remain in high school for the sole purpose of completing the PE requirement.
- Minimum passing score on all New York State Regents examinations is 65%.
- A student may appeal one Regents exam with a score between a 60-64% per the guidelines below.
- For students with disabilities, a minimum score of 55% on the five (5) required exams will be acceptable for a local diploma.
- There are also alternative pathways to fulfill a Regents Diploma, which include: passing two social studies exams; or in lieu of one social studies exam, passing an alternative math or science exam; or successfully completing the WorkKeys assessment; or completing a CTE program and the accompanying certification assessment.
- *\*\*Please note, due to the COVID-19 virus impacts on Regents Exams, there are some modifications to the Regents and Advanced Regents Diploma requirements per NYS Education Department Guidelines.*

### **Regents Exam Appeals**

The appeal process is applicable to those students entering grade 9 after 2005 who score a 60-64 on a required Regents exam. Students seeking an appeal must meet the following criteria:

1. Have taken the Regents exam in question two times;
2. Earn a score of 60, 61, 62, 63 or 64 on the Regents exam under appeal;
3. Provide evidence that they have pursued academic help;
4. Have a course average in the course under appeal that meets or exceeds the required passing grade by the school;
5. Be recommended by their teachers or their school counselor for an exemption to the graduation requirement in the subject of the Regents exam under appeal.

The principal will chair a standing committee of three teachers and two administrators that will review the appeals and rule on them. The superintendent will sign off on any appeal granted by the committee. Students may be considered for an appeal on two Regents exams only.

### **Diploma Types**

The NYS diploma types are:

- Regents Diploma
- Regents Diploma with Honors
- Regents Diploma with an Advanced Designation
- Regents Diploma with an Advanced Designation with Honors
- Local Diploma

The NYS non-diploma types are:

- Career Development and Occupational Studies Commencement Credential (CDOS)
- Skills and Achievement Commencement Credential

Please discuss diploma options with your school counselor to determine which diploma type is best for you.

## **GRADING SYSTEM**

The grading system is numerical with 65 as the minimum passing grade for a course or test. At the beginning of the school year, within the first week of school, all teachers will distribute to students their classroom expectations and grading criteria. Each teacher's grading criteria may vary somewhat with respect to how he/she determines a student's marking period grades (i.e. the weighting of tests, homework, and class participation). It is the student's responsibility to make sure he/she has a clear understanding of each teacher's practices and how the final course average will be determined. Passing a Regents exam does not result in course credit. A student must have a passing average in the course to receive credit.

**Procedures for determining final grade for a course:**

Full-year courses – 6 marking periods = final grade

Half-year courses – 3 marking periods = final grade

<b>Numeric Grade</b>	<b>Letter Equivalent</b>
90-100	A
80-89	B
70-79	C
65-69	D
Below 65	F

**Report Cards**

Report cards are sent home six (6) times a year following the close of each six (6) week marking period. Mailing dates are listed on the district calendar and in the student/family handbook.

**CUMULATIVE GRADE POINT AVERAGE (GPA) AND CLASS RANK**

Each student's GPA is calculated annually. Students have a weighted and unweighted average. The weighted average is used for class rank. At the end of the 3rd quarter of the students' senior year, the final weighted GPA will be calculated, which is based on 7 semesters of completed high school work. Weighting for all college-level courses will be included (even if the course is not completed). This final weighted GPA will determine Valedictorian and Salutatorian.

1. All grades are unweighted on the high school transcript. When applying to college, students will report their unweighted GPA.
2. All honors classes will be weighted 1.02% and college credit courses taken at the high school will be weighted 1.08% upon completion of the course. This only affects the weighted GPA and class rank. A grade course audit report is available upon request through the student's counselor.
3. Students in an ability-graded program shall not be included in the class ranking profile (this includes Big Picture students).
5. Any course taken on-site at a college is considered weighted by the college and will not be weighted a second time.
6. The class rank is typically one factor used in the college application process.
7. Weighted averages are considered when determining class rank, eligibility for honors course enrollment, and National Honor Society eligibility.



## **CREDIT OPTIONS**

### **Credit Recovery**

Students who attempted to complete a unit of study in a given high school subject, but were unsuccessful in earning course credit, will have an opportunity to make up the unit of credit, pursuant to the following:

The student shall successfully complete a make-up credit program, including passing the Regents examination in the subject or other assessment required for graduation, if applicable.

1. The make-up program shall:
  - a. Be aligned with the applicable New York State/Common Core learning standards associated with the subject;
  - b. Satisfactorily address the student's course completion deficiencies and individual needs; and
  - c. Ensure the student receives equivalent instruction in the subject, as applicable, under the direction and/or supervision of a school teacher certified by New York State in the subject area.
2. A makeup credit program may include, but is not limited to:
  - a. Repeating the entire course;
  - b. Repeating the course in a summer school program;
  - c. An online course that is comparable in scope and quality to regular classroom instruction, documents satisfactory student achievement and includes regular substantive interaction between the student and the teacher providing direction and/or supervision.
3. The student's participation in the make-up credit program shall be approved by the school building principal.

### **Credit by Examination**

A student may earn a maximum of 6 ½ units of credit toward graduation without completing the units of study for the units of credit.

Requirements:

1. Based on the student's past academic performance, the Superintendent, or his or her designee, determines that the student will benefit academically by exercising this alternative.
2. The student achieves a score of at least 85 percent on a State-developed or State approved assessment.
3. The student passes an oral examination or successfully completes a special project to demonstrate proficiency in such knowledge, skills and abilities normally developed in the course, as determined by the principal.
4. The student attends school, or receives substantially equivalent instruction elsewhere.

### **Independent Study**

Students may earn a maximum of 3 units of elective credit towards a Regents diploma through independent study.

The following will apply:

1. The student's participation in independent study shall be approved by a school-based panel consisting of, at a minimum, the principal, a teacher in the subject area for which independent study credit is sought, and a school counselor or other administrator. The panel shall approve the student's participation in independent study based on the following criteria.
  - a. The student has demonstrated readiness and has a high likelihood of success in each subject in which he or she seeks to undertake independent study.
  - b. The student has accumulated the expected number of units of credit for the student's grade level.
  - c. The student has passed the appropriate number of Regents examinations or other assessments required for graduation, for the student's grade level
2. Independent study shall be:
  - a. Academically rigorous and aligned to the New York State commencement-level learning standards;
  - b. Overseen by a teacher knowledgeable and experienced in the subject area of the independent study;
  - c. Based on a syllabus on file for each independent study;
  - d. Of comparable scope and quality to classroom work that would have been done in the course.
3. The principal, after consultation with relevant faculty, shall award credit to the student for successful completion of the independent study and demonstrated mastery of the learning outcomes for the subject.
4. Credit for independent study may be awarded for elective courses only, and shall not be awarded for courses required for the Regents diploma.

### **Online/Blended Courses**

Students may earn units of credit towards a diploma through online and/or blended course study, pursuant to the following:

1. The student shall successfully complete an online or blended course, including passing the Regents exam in the subject and/or other assessment in the subject if required for earning a diploma.
2. The school district shall ensure that:
  - a. Courses are aligned with the applicable New York State/Common Core learning standards for the subject area;
  - b. Courses provide documentation of student success in achieving the learning outcomes for the subject, including passing the Regents examination and/or other assessment required for graduation;
  - c. Instruction is provided by or under the direction and/or supervision of a certified teacher from the school district in which the student is enrolled; or a certified teacher from a BOCES that contracts with the school district to provide instruction in the subject area; or a certified teacher from a school district who provides instruction in the subject area under a shared services agreement;
  - d. Courses include regular and substantive interaction between the student and the teacher providing direction and/or supervision; and
  - e. Instruction satisfies the unit of study and unit of credit requirements for the course.

## **TRANSFER STUDENT INFORMATION**

If a student transfers into the district and has credit for previously taken honors, concurrent enrollment courses, or AP courses, then the following guidelines will be applied to their transcript at LaFayette for GPA weight and class rank purposes. This is subject to review on an individual basis.

<b>Previous School</b>	<b>LaFayette</b>	<b>Weight</b>
Honors Course	Honors Course	2%
Honors Course	No honors course available but an equivalent weighted course available	2%
Concurrent Enrollment Course	Concurrent Enrollment Course	8%
Concurrent Enrollment Course	No Concurrent Enrollment Course Available	Weight at our Honors course = 2%
AP Course	AP Course	8%
AP Course	No AP Course Available	Weight is based on the weight of the equivalent LaFayette class

## **GRADE CLASSIFICATION & SCHEDULING REQUIREMENTS**

### **Classification**

Class status will be determined solely by the earning of a prescribed number of credits during the course of each academic year. Additionally, a student must earn one (1) unit of English and one (1) unit of Social Studies as a part of the total credits earned each year.

Students enter grade levels according to the following:

<u>Freshman (grade 9)</u>	Successful completion of grade 8
<u>Sophomore (grade 10)</u>	A student must successfully complete English 9 and Social Studies 9, and have earned 5.5 credits.
<u>Junior (grade 11)</u>	A student must successfully complete English 10 and Social Studies 10, and have earned at least a total of 11 credits.
<u>Senior (grade 12)</u>	A student must successfully complete English 11 and Social Studies 11, and have earned at least a total of 16.5 credits.

Because English and Social Studies are required every year, students should pass these courses yearly as doubling up in these areas is difficult, demanding, and strongly discouraged. Failure of one class will

probably result in promotion to the next grade level. Failure of both, in the same year will require review by counselor, parent and student.

### **Minimum Enrollment**

Some courses may be subject to minimum enrollment due to availability of staff and/or resources. While LaFayette Jr.-Sr. High School attempts to meet the academic needs of all students, enrollment numbers will affect course considerations.

### **Course Load Requirement**

Students are required to carry the equivalent of (6) units of credit. Students are encouraged to take more than the minimum load.

## **SUMMER SCHOOL & REPEATING COURSES**

Senior high students failing English, Math, Science or Social Studies are strongly encouraged to attend Summer School. To be eligible for Summer School, you must remain in the course through its completion, to year's end or to the end of the semester. If extenuating circumstances prevent a student from attending summer school, the student must repeat the course during the following school year. Realize that failing multiple courses may prevent you from graduating as planned with your cohort; it may require an additional semester or year to complete graduation requirements.

*Junior high school* students (grades 7 & 8) who fail two or more core academic subjects (Mathematics, English, Social Studies, or Science) will be required to attend summer school to satisfactorily complete course requirements. Failure to attend summer school may result in repeating the grade level.

1. Students who fail a course and repeat it in summer school or repeat a course during the school year will have a new grade calculated for that class.

## **HONOR ROLL**

An Honor Roll will be published at the end of each six-week grading period. A student who has an overall grade average of 85-92.99 qualifies for the Honor Roll. An overall grade average of 93-100 qualifies for the High Honor Roll. A grade of less than 70 in any course disqualifies the student for either Honor Roll.

## **ACCELERATION**

Our district provides students the opportunity to be accelerated in the areas of Math and Science. The purpose of providing students with an acceleration track is to allow the students the possibility to take high end electives during their senior year.

### **Math Acceleration**

At the conclusion of 6th grade, students will be recommended for an accelerated Math program in 7th grade. Eligibility for acceleration into Math is determined using the "Acceleration/Regents Readiness Rubric," which considers the following factors: Quality of classroom contributions, preparation, behavior, STAR Reading and Math scores, classroom grades, and classroom attendance.

### **Science Acceleration**

At the conclusion of 7th grade, students will be recommended for acceleration in 8th grade Science. Eligibility for acceleration into Science is determined using the Acceleration/Regents Readiness Rubric,” which considers the following factors: Quality of classroom contributions, preparation, behavior, STAR Reading and Math scores, classroom grades, and classroom attendance.

You can view the Acceleration/Regents readiness Rubric [here](#).

Accelerated students may be given permission to double up in major subject areas. The student who plans on accelerating in this way must have parental permission and the approval of the school counselor and the building principal.

### **HONORS PROGRAM**

Students in grades 9, 10 and 11 will be given the option of enrolling in our honors classes. In order for students to enroll in honors courses, the following criteria must be met:

1. Must have a previous final course average of 90 or greater in the subject the student is seeking honors enrollment.

Students will not be placed in this program unless they meet the above criteria.

Honors courses will be weighted for ranking purposes, honors course entry criteria, and National Honor Society eligibility only. (See information on Cumulative Grade Point Average and Class Rank).

### **HOMEWORK, TEXTBOOKS & PARENT MONITORING**

Homework is any course-related activity assigned to be completed outside of class. Homework includes reading, writing, and other activities assigned on a daily or near daily basis. Its purpose is to support learning by providing opportunities for:

1. *Practicing or applying new skills and learning;*
2. *Reinforcing previously taught skill and understanding;*
3. *Preparing to learn new information and/or skills; and*
4. *Developing self-discipline.*

There is a positive correlation between the quality of homework and levels of student achievement. Students who do not complete assigned work are missing part of their learning experience. All homework should be completed within the given time frame. It is the teacher’s discretion whether or not to accept late work, as well as how to credit it. Given the purpose of homework, it is part of the formative assessment process. As an extension of classroom instruction, homework is an integral part of learning. The grading of homework should recognize student effort and reflect student progress.

### **Parent Monitoring**

Throughout the year, there are many ways of monitoring student progress as a parent. The progressive steps parents can take are:

1. Ask your student to share his/her achievement with you, by monitoring the homework they are doing and asking to see finished work.

2. Check out the LaFayette Schools website at [www.lafayetteschools.org](http://www.lafayetteschools.org) for a direct link to teachers, counselors, and administrators. If you do not have access to email, call the high school at 315-677-3131 to leave a message for the teacher.
3. Student grades are recorded in Schooltool. Parents, as well as students, will have direct access to their assignments and grades. The Parent's email will need to be verified by the main office before access is issued. Your ID is your email address; a password will be emailed along with instructions on how to access.

### **Textbooks, Fees, Etc.**

Should a student damage/fail to return a textbook or library book, the student will be responsible for restitution. No school transcripts or working papers will be issued to a student who has an outstanding financial obligation to the school. For seniors, this means that college applications will not be processed without a transcript.

## **COLLEGE CREDIT COURSES**

LaFayette Junior-Senior High School provides its students with a variety of opportunities to earn college credits while in high school. Course credit is determined upon successful completion of the course per the college standards. These are valuable opportunities for a number of reasons. However, these courses will be offered depending on enrollment numbers.

LaFayette Junior-Senior High School offers the following college level courses:

Course	Equivalency	College Credits	Grade	Prerequisites
College Psychology*	PSY 205	3	12	85 or above score in the US History & Government <b>OR</b> English Language Arts
TC3 US History	HSTY 201 HSTY 202	3 3	11	90 or above overall average in Global 10 Class (88 for Global 10H Class)
TC3 Photojournalism	ART 106	3	10-12	Studio in Art Level I, Studio in Art Level 2 and/or Studio in Photography Design
TC3 Political Science	POSC 103	3	12	90 or above overall average in US History Class (88 for US History Honors Class)
TC3 Spanish	SPAN 201	3	11	Successful completion of Spanish III with mastery
TC3 College Success Seminar	ACAD 150	3	12	
OCC ELA	ENG 103 ENG 104	3 3	12	90 or above overall average in English 11 Class (88 for English 11H Class)
OCC Pre-Calculus	MAT 143	4	11-12	Successful completion of Algebra 2 R with an overall average of 72 or higher
OCC Calculus 1	MAT 161	4	12	Successful completion of OCC PreCalculus
OCC Physics	PHY 103	4	11-12	Successful completion of Algebra 2 with an overall average of 72 Successful completion of Regents Chemistry
OCC Principles of Drawing	ART 109	3	11-12	

OCC Sociology	SOC 103	3	12	85 or above score on the US History & Government Regents Exam OR English Language Arts Common Core Regents Exam
AP Biology	Varies	Varies	12	Successful completion of Biology R and Chemistry R courses.

\*College Psychology is a Syracuse University Project Advance course which has a fee of \$115/credit hour.  
This equates to \$345 for SUPA Psychology.

### **NATIONAL COLLEGIATE ATHLETIC ASSOCIATION (NCAA)**

*Any student who is interested in playing athletics at the Division I or II level, must meet certain high school requirements. Students must take approved NCAA courses which include:*

<b><i>English</i></b> <ul style="list-style-type: none"> <li>- English 9/9H</li> <li>- English 10/10H</li> <li>- English 11/11H</li> <li>- English 12</li> <li>- College English 1 &amp; 2</li> </ul>	<b><i>Math</i></b> <ul style="list-style-type: none"> <li>- Algebra I</li> <li>- Algebra II</li> <li>- Geometry</li> <li>- Algebra for College</li> <li>- Geometry for College</li> <li>- PreCalculus</li> <li>- OCC Calculus</li> </ul>
<b><i>Social Studies</i></b> <ul style="list-style-type: none"> <li>- Global 9/9H</li> <li>- Global 10/10H</li> <li>- US History</li> <li>- TC3 Us History</li> <li>- Economics &amp; Decision Making</li> <li>- Participation in Government</li> <li>- TC3 Political Science</li> <li>- College Psychology</li> <li>- College Sociology</li> </ul>	<b><i>Science</i></b> <ul style="list-style-type: none"> <li>- Biology 1</li> <li>- Biology</li> <li>- Earth Science</li> <li>- Chemistry</li> <li>- Applied Physics</li> <li>- College Forensics</li> <li>- College Chemistry</li> </ul>
<b><i>World Languages</i></b> <ul style="list-style-type: none"> <li>- Onondaga Language I, II, III, IV</li> <li>- Spanish 1, 2, 3 and TC3 Spanish</li> </ul>	

# **Course Offerings**

## **ART**

Today's world of work is becoming increasingly visual and requires creative problem solving skills. Studio Art courses in two-dimensional and three-dimensional art and photography provide important visual communication skills. Art courses encourage personal growth and development of lifelong learning skills and lay the foundation for a well-rounded education. An Art sequence can enhance academic skills and provide a strong portfolio of work, which is especially valuable in professions such as engineering, medicine, architecture and design in addition to fine art fields.

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Course Title: **Studio in Art I**  
Prerequisites: None  
Grade Level: 9-12  
Credit: 1 credit – 40 weeks  
Note: *Satisfies the graduation requirement for Art/Music and is also a prerequisite for most other art courses.*

Description: Studio in Art I is a foundation program that develops a working visual vocabulary of art skills, techniques, terms, materials, and history upon which students build their further art studies. Studio in Art I focuses on drawing skills, observation, visual problem solving, and composition through the use of a variety of media. The Elements of Art and Principles of Design are explored in a series of exercises and required projects. The curriculum teaches students to utilize 21<sup>st</sup> Century skills in the artistic process of planning, creating, reflecting, and digitally publishing their works of art. Required materials for this course are pencils and a sketchbook. This course is recommended to meet the art/music graduation requirement, and for students pursuing a college preparatory program of study where a portfolio can enhance the academic record.

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Course Title: **Fundamentals of Art**  
Prerequisites: None  
Grade Level: 9-12  
Credit: 1 Credit (40 weeks)  
Note: *Satisfies the graduation requirement for Art/Music, however, students wishing to continue on in additional art courses will need to provide a portfolio of work.*

Description: In Fundamentals of Art, students are introduced to the fundamentals of artistic expression. The course includes experiences in drawing, painting, two-and three-dimensional design. The course emphasizes observation and interpretation of the visual environment, visual communication, imagination, and symbolism through an introduction to various visual arts media. The focus of this comprehensive course is the study of how artists convey ideas through application of a variety of media, and the study of historical and contemporary art and artists from a worldwide perspective.

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Course Title: **Studio in Art II**  
Prerequisites: Studio in Art I  
Grade Level: 10-12  
Credit: 1 credit – 40 weeks



Description: Studio in Art II strengthens and expands upon the artistic process and use of skills, techniques, terms, materials, and history learned in Studio Art I. Students begin to build a stronger progress toward a mastery of techniques. Students continue to gain knowledge in the use of and identification of the Elements of Art and Principles of Design in a series of exercises and required projects. Students are encouraged to develop their own personal style through creative exploration within projects' objectives. The curriculum will further instruct students to utilize 21<sup>st</sup> Century skills in the artistic process of planning, creating, reflecting, and digitally publishing their works of art. Required materials for this course are pencils and a sketchbook.

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Course Title: **Studio in Art III, IV, V, and VI**  
Prerequisites: The preceding Studio in Art course for each sequential level  
Grade Level: 10-12  
Credit: 1 credit – 40 weeks

Description: Studio in Art III, IV, V and VI utilize foundation skills and artistic processes to design and develop a comprehensive, well rounded portfolio of works which can be utilized to enhance their academic record for post-secondary study or career readiness. Students will continue toward a mastery of techniques and utilize and identify Elements of Art and Principles of Design to create works of art and design based on themes, ideas, and concepts. The curriculum will further instruct students to utilize 21<sup>st</sup> Century skills in the artistic process of planning, creating, reflecting, and digitally publishing their works of art. Seniors are encouraged to enter a portfolio in the Scholastic Art Awards Competition in December. Seniors will also participate in the Senior Show at the end of the school year.

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Course Title: **Studio in Photography & Design**  
Prerequisites: Studio in Art Level 1  
Grade Level: 10-12  
Credit: ½ Credit – 20 weeks

Description: In Studio in Photography & Design, students will learn about photography and design as an art form as well as a technical skill. They will strive for artistic integrity and technical excellence using a SLR digital camera. Students are introduced to various digital editing programs, lighting, formatting and presentation. Cameras are provided for students to sign out and utilize in class. This course is beneficial to students interested in advertising, photojournalism, web design and other photo or media art related careers.

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Course Title: **Ceramics & Glass I and II**  
Prerequisites: Studio in Art Level 1  
Grade Level: 10-12  
Credit: ½ Credit – 20 weeks

Description: Ceramics and Fiber Arts is designed to introduce students to materials, processes and artistic creation in clay and fibers which may include, but are not limited to, felting, papermaking, weaving, fabric dyeing, and clay construction techniques of coil, slab, and pinch building. Functional and decorative techniques will be

studied to allow students to gain a fundamental knowledge of tools and techniques. Cultural and historic connections and careers that involve fibers, clay and artists will be explored. Students will apply design concepts, work through visual problem solving, and cultivate their creative expression. Critiques of in progress work and final pieces help students understand design, form and construction. This course is beneficial to students interested in fine arts, ceramics, or contemporary crafts related careers.

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Course Title:	<b>TC3 Photojournalism</b>
Prerequisites:	Studio in Art Level I, Studio in Art Level 2 and/or Studio in Photography Design as well as recommendation by the Art Department
Grade Level:	10-12
Credit:	½ local credit- 20 weeks 3 TC3 College Credits - ART 106
Cost:	\$0
Description:	In successfully completing this introductory-level photojournalism course, students will be competent, confident, and creative in working with the tools, techniques and materials that a photographer uses. This course is designed to provide students with hands-on experience with a digital SLR camera. Students will learn how to effectively use the elements and principles to communicate ideas visually. Topics include but are not limited to; Digital workflow- aperture, shutter speed, ISO, white balance, focus, depth of field, archiving and correcting images. Aesthetics- composition, lighting, color theory and visual impact. Storytelling- content selection, copyright laws and fair use guidelines. Photojournalism students will apply visual literacy skills to analyze images and participate in a wide variety of projects. Students will be asked to apply an individual, original approach to problem solve, develop ideas, brainstorm, analyze and critique. Students will study the work of contemporary and historical photojournalists and photographers. Students will learn basic skills in digital photography including the use of the computer, various digital editing programs, digital correction, digital manipulation and output methods. Students will learn how to write effective captions, edit and design layouts. Photojournalism students will create a final digital portfolio

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Course Title:	<b>Contemporary Craft &amp; Design 1 &amp; 2</b>
Prerequisites:	None
Grade Level:	11 & 12
Credit:	½ credit (20 weeks)
Description:	Contemporary Craft & Design is a course designed for upperclassmen who may or may not have taken an art class before. Students will learn traditional crafts and hobbies with a modern twist that they will be able to utilize outside of the classroom. This is a hands-on course designed to give students opportunities to develop skills in a variety of craft techniques. The course delves into the history of each craft and its application to today's society. Connections will be presented among other academic areas. Students will work following the Design Thinking process to identify areas of intrinsic motivation. In this course we encourage innovation, allow for purposeful creation, provide students space to reach their outcome, promote revision, balance process and product and show that there are many answers to a creative problem.

*Possible skills may include:*

Exploring modern trends in the art world, cricut designs, shirt making, resin art, jewelry making, calligraphy, paper art/ making, paint pouring, needle felting, weaving, paper craft, bookmaking, foil embossing, yarn painting, crochet, macrame, embroidery, upcycling, paper mache, woodburning and more.

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Course Title:	<b>Arts Entrepreneurship 1 &amp; 2</b>
Prerequisites:	Studio Art- Level 1
Grade Level:	11 & 12
Credit:	½ credit (20 weeks)
Description:	Arts entrepreneurship is an emerging course that harnesses the skills and mindset of the entrepreneur to empower artists to create work that is meaningful, sustainable and oriented to community and market needs. An entrepreneur is someone who has an idea and who works to create a product or service that people will buy. . Students will learn how to take creative ideas and translate them into unique products or marketing venues. Students will learn what it takes to start, run and maintain a business venture in the arts.

Arts Entrepreneurship is an exploratory course that focuses on project-based learning and emphasizes inquiry, 21st-century skills, including critical thinking, problem solving and risk taking, communication and collaboration, and creativity and innovation. The course emphasizes the importance of entrepreneurial thinking, engaging students in ways to shape the industry's future. Students will explore creative problem solving exercises, discussions, collaborative projects and hands-on activities.

## **ENGLISH**

The English department believes that all students have the ability to succeed in an English Language Arts classroom. We are encouraging all students to reach their maximum potential in English by reading, writing, speaking and listening through various classroom instructions and activities.

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Course Title:	<b>English 9</b>
Prerequisites:	Completion of English 8
Grade Level:	9
Credit:	1 credit – 40 weeks
Description:	This course centers around three modules to build students skills with reading, writing, listening and speaking.

In the first module, titled Food Choices, students formulate opinions on different topics pertaining to the choice of food after they research and find supporting evidence for their opinion. They also analyze the author's point of view, perspective, structure and the strength of arguments presented. They will have to write an informative essay about access to healthy food and teach their classmates about their topic. Students will also write an argumentative essay about how communities will make healthy food choices and present their arguments to an

audience using appropriate visuals. The novel used in this module is Omnivore's Dilemma.

In the second module, titled Voices of the Holocaust, students will learn about the victims, survivors, and upstanders of the Holocaust. While reading the graphic novel Maus, students will be tracking themes, character development, central ideas and writing narratives to honor the memories of those who served as upstanders during the Holocaust. Students will be working on summary writing as well as comparing and contrasting the structures and themes of different texts.

In the final module, titled Lessons for Japanese American Internments, students will learn about World War II and study the experiences of survivors of the internment through the memoir, Farewell to Manzanar. Students will be participating in classroom discussions about the causes and impacts of the Japanese Internment camps as well as examining vocabulary, point of view, and connections among individuals, ideas and events in the novel. Students will also write a literary argument to evaluate the choices made in the film and deliver a group presentation to share findings from research about the lessons from Japanese American Internments.

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Course Title:	<b>English 9 Honors</b>
Prerequisites:	Completion of English 8 with a 40 week average of 90+
Grade Level:	9
Credit:	1 credit – 40 weeks
Description:	This course centers around three modules to build students' skills with reading, writing, listening and speaking. While it has the same framework of 9th grade English, the honors course will go at a quicker pace in order to include extended learning opportunities on the topics of study. Some examples of potential extended learning opportunities are listed at the end of each module description below:

***Potential Extended Learning Opportunities for Honors in the first module:***

- Students might write letters to local officials to bring up ideas for how to bring fresh food to food deserts or start a social-media campaign to raise awareness about food choices in their community.
- Students could organize a healthy potluck for their community members, with information about how they chose the food they serve.
- Students might collect and analyze data on grocery-store options in their local area, such as the farthest distance a resident must travel in order to access healthy food, or the neighborhoods with the greatest access to healthy food. Students may present this information in an authentic context, giving facts, details, and recommendations to local officials or organizations that support access to healthy food.

***Potential Extended Learning Opportunities for Honors in the second module:***

- Students might further research topics related to the Holocaust such as the Hitler youth, uprisings, and the liberations.
- Students might research other genocides in history or those happening today.

- Students might write reflections on how students today can be upstanders in their own communities.

***Potential Extended Learning Opportunities for Honors in the final module:***

- Students can, for homework, read a popular text and watch and analyze its film version. Invite students to track the strategies they use for comparing the film to the text and analyzing the film's representation of key ideas in the text.
- Encourage triads to transform their Activist's anchor charts into a more artistic visual piece that can be displayed in a public area at the school or elsewhere in the community.
- With support, students can conduct research about modern-day internment, both in the United States and abroad. Students can apply their understanding of Japanese American internment—its causes and impacts—to the new contexts that they investigate.

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Course Title: **English 10**  
 Prerequisites: Completion of English 9  
 Grade Level: 10  
 Credit: 1 credit – 40 weeks

Description: This course will focus on developing listening, speaking, reading and writing skills to further develop the student's communication skills and to prepare the student for the NYS assessment.

Listening – The student will participate in small group and large group discussions, presentations, and practice listening skills in formal assessments.

Speaking – The student will develop speaking skills in small and large group discussions, as well as, by giving formal presentations and speeches.

Reading – The student will read a variety of genres with the class and will be required to select and read several books independently.

Writing – The student will have many writing opportunities. The student will write journal entries, essays, reports, and research.

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Course Title: **English 10 Honors**  
 Prerequisites: Completion of English 9 with a 40 week average of 90+  
 Grade Level: 10  
 Credit: 1 credit – 40 weeks

Description: This course is designed to challenge the advanced English student. Students' intellectual curiosity and work ethic will be challenged through consistent engagement with the content, willingness to investigate topics beyond the surface, working independently on reading and writing assignments to allow for robust class discussions and critical analysis.

Students will be completing the following:

- Analyzing and evaluating fiction and nonfiction
- Identifying and evaluating Rhetoric and Rhetorical strategies used in persuasion and argumentation.

- Writing creative narratives, informational texts, argumentation and research papers
- Developing listening and speaking skills
- Furthering the development of language skills and vocabulary
- Utilizing a variety of technology
- Learning to work effectively in collaborative groups.

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Course Title: **English 11 Regents**  
 Prerequisites: Successful completion of English 10.  
 Grade Level: 11  
 Credit: 1 credit – 40 weeks

Description: ELA 11 focuses on a balance of literature and informational texts while preparing students for success on the New York State Common Core Regents Exam, as well as beginning the process of becoming college and career ready.

The major themes of ELA 11 will be presented through a variety of reading and writing units. Our literature selections will be made from the following list: *The Crucible*, *Hamlet*, *The Great Gatsby*, *Fahrenheit 451*, and *A Raisin in the Sun*, as well as various informational texts, speeches, and historical documents. Each unit will include several developmental activities (short stories, poetry, interviews, essays, presentations, etc.), an intensive novel study, and various long term writing assignments and projects. In addition, the ELA 11 course will also include regular grammar and vocabulary assignments, independent reading projects, and short story, poetry, and speaking units.

Along with our narrative, informational, explanatory, and argumentative writing units, students will also be expected to keep daily response journals in order to annotate our reading assignments. Over the course of the year, we will be creating a portfolio showcasing our writing throughout 11<sup>th</sup> grade.

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Course Title: **English 11 Honors**  
 Prerequisite: Completion of English 10 with a 40 week average of 90+  
 Grade Level: 11  
 Credit: 1 credit – 40 weeks

Description: The ELA 11 Honors students will focus on reading a variety of works, through a balance of literature and informational texts, with the intention of becoming more well-rounded readers and writers. Through the texts we read, we will begin to prepare for life after high school by establishing the fundamentals of college and career readiness. In addition, we will be focusing on preparing for the New York State Common Core Regents Examination through our analysis of annotated reading, argumentative writing, and literary response.

The ELA 11 Honors course will include a variety of thematic units. Each unit will include several developmental activities (short stories, poetry,

interviews, essays, journals, presentations, etc.), an intensive novel study, and various long term writing assignments and projects. Our literature selections will be made, in part, from the following list:

- *The Crucible*
- *The Scarlet Letter*
- *Hamlet*
- *The Great Gatsby*
- *Frankenstein*
- *Fahrenheit 451*
- *1984*
- *A Raisin in the Sun*
- “Hope, Despair, and Memory”
- Various speeches and historical documents
- *Reading Informational Texts*

In addition, the ELA 11 Honors course will also include regular grammar and vocabulary assessments, independent reading projects, short story, poetry, and public speaking units, and regular class discussion.

Along with our narrative, informational, explanatory, and argumentative writing units, students will also be expected to keep daily response journals in order to annotate our reading assignments. Over the course of the year, we will be creating a portfolio showcasing our writing throughout 11<sup>th</sup> grade.

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Course Title:	<b>OCC English I/II</b>
Prerequisites:	Minimum 90 average in 11 <sup>th</sup> grade English. Must take both parts I and II.
Grade Level:	12
Credit:	1 high school credit – 40 weeks 6 college credits - ENG 103 & ENG 104
Cost:	\$0
Description:	<p><b>1st Semester Senior English will be OCC ENG 103:</b> Emphasizing the recursive nature of writing and the process of revision, the 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 convention and genres. Composing in and for electronic environments, as well as their conventions, will also be taught.</p> <p><b>2nd semester Senior English will be OCC ENG 104:</b> 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. Prerequisite: ENG 103.</p>

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Course Title:	<b>English 12</b>
Prerequisites:	Completion of English 11
Grade Level:	12

Credit: 1 credit – 40 weeks

Description: ELA 12 focuses on the theme of World Literature. Through the stories we read, we will observe the world through another's eyes, allowing us to realize the uniqueness of the individual as well as the diversity of our world, so that we can reflect on the commonalities that we all share. In addition, we will be focusing on college preparatory writing, including research essays, autobiographies, and critical analysis.

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Course Title: **Journalism**  
Prerequisites: None  
Grade Level: 9-12  
Credit: ½ credit – 20 weeks

Description: This journalism course will familiarize students with the skills necessary to create a newspaper through the conduction of interviews, utilization of various writing forms, and understanding production value. Students will be creating a monthly school newspaper that will cover sporting events, school activities, and community information (brainstorming will be open to students on types of information they would like to see in their school newspaper). Students will have opportunities to collaborate with peers and staff while exploring the field of journalism.

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Course Title: **News and Broadcasting**  
Prerequisites: None  
Grade Level: 9-12  
Credit: ½ credit – 20 weeks

Description: This course will be a study of the principles of writing news and information for Radio, TV, Podcasts, and Live Streaming. Basics of television news and broadcast style will be discussed and practiced. A focus will be placed on the fundamentals of television production with an emphasis on the importance of understanding technical processes. Students will be challenged to apply creative decision making in regards to story selection and implementation.

The goal of this course is to provide students with practical experience in media news and create a collaborative working environment where all students play an active role in the creation of school-wide newscasts.

## **FAMILY & CONSUMER SCIENCES**

Course Title: **Culinary Arts I**  
Prerequisites: None  
Grade Level: 10-12  
Credit: ½ credit, 20 weeks

Description: Are you a “foodie”? Have you ever considered a career as a chef? Would you like to enter the hospitality, hotel management world? This course may be for you. Students learn:



- Kitchen Safety and Sanitation
- Explore the history and importance of spices and how they are used
- General baking techniques through preparation of breads, pastry, cookies, quick breads
- Food preparation skills through preparation of soups, main dishes, desserts, salads
- Application of good nutrition and wellness in recipe choices and seasonal celebrations

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Course Title: **Culinary Arts II**  
 Prerequisites: Successful completion of Culinary Arts I  
 Grade Level: 10-12  
 Credit: ½ credit (20 weeks)

Description: This course is an extension of Culinary Arts I with a focus on cultural traditions.

Students will:

- Prepare and sample recipes from other cultures from around the world
- Learn how other cultures have influenced regional foods in American culture
- Investigate and share cultural traditions through research and recipes
- Understand factors influencing the food choices of other cultures

## **HEALTH EDUCATION**

Course Title: **Senior High Health**  
 Prerequisites: None  
 Grade Level: 10-12  
 Credit: ½ credit – 20 weeks

Description: Health Education is a course which covers a number of health-related issues and topics. The main objective is to present information which will encourage and enable the student to make informed decisions about positive health related behaviors. The following is included in the course content.

- Mental Health
  - Diseases and our Lifestyle (communicable diseases, heart disease, cancer)
  - Tobacco
  - Alcohol
  - Drugs
  - Sexually Transmitted Diseases (including HIV/AIDS)
  - Health and our Environment
-

## **WORLD LANGUAGES**

Students begin their language study in grade 7 and continue through 12. The student practices the language's unique way of socializing, getting and giving information, expressing feelings and persuading. The student does this through listening, speaking, reading and writing about many topics: personal identification, home, family, work, community, meals, health, education, leisure, shopping, travel, government, etc. Each year the student studies these topics in more depth and is required to demonstrate increased competence in the basic elements of the language.

Courses within a language are sequential. The student must pass a course before proceeding to the next level. The requirements listed for each course are there to help the student select the course in which he/she can successfully meet a challenge. The cultural component will be stressed by mandate of the Board of Regents.

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Course Title:	<b>Spanish I</b>
Prerequisites:	Successful completion of 7th grade Spanish
Grade Level:	8-12
Credit:	1 credit – 40 weeks
Description:	This course is a continuation of beginner Spanish for high school credit. The students will focus on listening, speaking, reading and writing in the language. By the end of this course the students should be able to understand texts prepared for beginning students. The students will expand their cultural awareness about Spanish speaking countries. They must prove proficiency in common themes such as personal identification, house and home, community, meal taking, education, leisure, and travel.

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Course Title:	<b>Spanish II</b>
Prerequisites:	Successful completion of Level I with an overall average of 70
Grade Level:	9-12
Credit:	1 credit – 40 weeks
Description:	This intermediate course reinforces a student's previously learned speech patterns. Reading and listening comprehension are stressed along with grammar, and more intricate conversation is developed in: sports, hobbies, school life, family life, city life and country life.

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Course Title:	<b>Spanish III</b>
Prerequisites:	Successful completion of Level II
Grade Level:	10-12
Credit:	1 credit – 40 weeks
Description:	Advanced reading and auditory comprehension are emphasized. Writing and speaking skills are defined. At the end of this course the students must successfully pass the Regents aligned local exam in order to receive Regents credit.

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Course Title:	<b>TC3 Spanish</b>
Prerequisites:	Successful completion of Spanish III with mastery
Grade Level:	11-12
Credit:	1 credit – 40 weeks 3 TC3 credits - SPAN 201

Cost: \$0

Description: The objective of this course is to reemphasize language skills and develop them further by using both oral and written communication in the classroom. This conversation/writing course is based on culture and current topics of interest with a focus on more complex grammar structures

The students will be provided with a solid foundation in all four major areas of the language: reading, writing, listening and speaking skills developed and reinforced in all four levels of the Spanish programs. This course is conducted in Spanish.

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Course Title: **Independent Study: Seal of Biliteracy**  
Prerequisites: Successful completion of TC3 Spanish 201 AND English 11 with mastery  
Grade level: 12

Description: The following information is directly from the NYSED website: The NYSSB recognizes high school graduates who have attained a high level of proficiency in English and one or more world languages. The intent of the NYSSB is to encourage the study of languages, to identify high school graduates with language and biliteracy skills employers, to provide universities with additional information about applicants seeking admission and placement, to prepare students with twenty-first century skills, to recognize the value of language instruction, and to affirm the value of diversity in a multilingual society. Successful candidates will earn three points in English and three points in each world language from a points matrix, which includes course grades, national and state exams, transcripts, and culminating projects. The NYSSB takes the form of a Seal on the student's diploma and a medallion worn at graduation.

Course Title: **Culture y Comida**  
Prerequisites: Successful completion of Spanish III  
Grade Level: 11 and 12  
Credit: ½ credit

Description: This course will provide students a more comprehensive understanding of hispanic culture through food, music, dance, art, and film. Students will learn about different cultures of the Spanish-speaking world with exposure to a variety of cooking styles and traditional dishes. Students will also learn cultural significance and history of music and the importance of dance. They will analyze and interpret art and film that provide different perspectives of cultural stereotypes and diversity. This course will be taught in both English and Spanish.

## **MATHEMATICS**

LaFayette Junior-Senior High School offers a variety of courses at each grade level to maintain interest and to encourage students of all abilities to continue their study of mathematics. Course descriptions and minimum guidelines for enrollment in each course are given on the following pages. All students must

earn a minimum of three math credits and pass the Algebra Regents exam as a requirement for graduation. To earn the Advanced Regents diploma, students must pass Algebra, Geometry and Algebra 2 Regents exams, in addition to earning three math credits. Graphing calculators are required in all courses.

A number of factors facilitate academic success for students, including proficiency in basic skills, ability to retain and build upon previously learned material, effective organization skills, positive work habits, and a willingness to seek assistance when necessary. To maximize the chances of success, it is recommended that parents and students give careful consideration to these and other factors when selecting courses.

**List of courses:**

Algebra 1 R*	Financial Literacy
Geometry R*	Geometry for College
Algebra 2 R*	Algebra for College
OCC Pre-Calculus	
OCC Calculus	

\* Regents in June

**Calculator Requirement for the Junior/Senior High School**

Students are expected to purchase their own calculators for use in their mathematics classes. Any student who is unable to purchase a calculator should contact the Jr./Sr. High School Main Office.

The required calculators are: a **Texas Instruments TI-30XIIS** or equivalent scientific calculator **for 7<sup>th</sup> and 8<sup>th</sup> Grade math**, and a **Texas Instruments TI-83 Plus or TI-84 Plus CE graphing calculator for Grades 9-12 math courses**, including Algebra I, Geometry, Algebra 2, Pre-Calculus and Calculus. New York State mandates the use of these calculators for Junior and Senior High School students.

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Course Title: **Algebra 1 R**  
 Prerequisites: None  
 Grade level: 9  
 Credit: 1 credit – 40 weeks

Description: In this course students will explore a variety of topics within algebra including linear, exponential, quadratic, and polynomial equations and functions. Students will achieve fluency in solving linear and quadratic equations as well as with manipulation of polynomials using addition, subtraction, multiplication, and factoring. Students will understand the key differences between linear and exponential functions. Students learn to model problems using algebra, functions, sequences, probability, and statistics. This course is aligned to the Common Core State Standards for Algebra I.

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Course Title: **Geometry R**  
 Prerequisites: Successful completion of Algebra 1 R course  
 Grade Level: 9 - 11  
 Credit: 1 credit – 40 weeks

**Description:** In this course students will acquire tools to help them explore two-dimensional and three-dimensional space. These tools include Euclidean geometry, rigid motion transformations, dilations and similarity, and coordinate geometry. Students will learn how to prove various geometric facts about triangles, quadrilaterals, and circles by using axiomatic proof and coordinate geometry proof. Finally, students will model real world objects using geometric formulas for perimeter, area, and volume. Three dimensional objects such as prisms, pyramids, cones, cylinders, and spheres will be used in a variety of models. This course is aligned to the Common Core State Standards for Geometry.

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**Course Title:** **Geometry for College**  
**Prerequisites:** Successful completion of Algebra 1 R course  
**Grade Level:** 10-11  
**Credit:** 1 credit – 40 weeks

**Description:** This course is a follow up to the Algebra I course that reinforces the concepts learned in Algebra I while exploring geometrical applications for real world situations. This course is a living course that changes based on the needs of the students while preparing them to move on to a third year of high school mathematics in Regents Geometry or Algebra for College.

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**Course Title:** **Algebra for College**  
**Prerequisites:** Successful completion of Algebra 1 R course and one other high school math course  
**Grade level:** 11-12  
**Credit:** 1 credit – 40 weeks

**Description:** This course is intended to extend the topics taught in Algebra 1. A strong emphasis will be placed on the algebraic skills needed by students who intend to study at the college level. Topics of study will include solving linear equations and inequalities, graphs, functions, systems of equations, polynomials and polynomial functions, factoring, rational expressions and equations, radical expressions and equations, geometric concepts, quadratic equations, and applications.

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**Course Title:** **Algebra 2 R**  
**Prerequisites:** Successful completion of Algebra 1 R course AND Geometry R course  
**Grade Level:** 10-12  
**Credit:** 1 credit – 40 weeks

**Description:** Building on their work with linear, quadratic, and exponential functions, students extend their repertoire of functions to include polynomial, rational, and radical functions. Students work closely with the expressions that define the functions and continue to expand and hone their abilities to model situations and to solve equations, including solving quadratic equations over the set of complex numbers and solving exponential equations using the properties of logarithms.

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**Course Title:** **OCC Precalculus With Trigonometry**  
**Prerequisites:** Successful completion of Algebra 2 R with an overall average of 72 or higher  
**Grade level:** 11-12  
**Credit:** 1 Local credit – 40 weeks

Cost: 4 OCC MAT credits - MAT 143  
\$0

Description: 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. Graphing calculator use is required. Prerequisite: Grade of C or better in Intermediate Algebra (MAT 114), College Algebra, or permission of instructor

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Course Title: **OCC Calculus**  
Prerequisites: Successful completion of Pre-Calculus  
Grade level: 12  
Credit: 1 Local credit – 40 weeks  
4 OCC credits - MAT 161

Description: MAT 161 is the first course of a three-semester course in Calculus offered by the Department of Mathematics. This sequence is designed for science and engineering majors, and for students in other disciplines who intend to take upper level mathematics courses. MAT 161 covers concepts of functions, limits, differentiation, integration, and includes applications of these concepts such as graph sketching, optimization, linearization, and the computation of areas, volumes, and arc lengths. Course placement will be based on the approved mathematics department student evaluation rubric.

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Course Title: **Financial Literacy**  
Prerequisites: Successful completion Algebra 1 R course and at least one other high school math course.  
Grade Level: 12  
Credit: 1 Local credit – 40 weeks

Description: This is a full-year course designed to provide students with the knowledge and skills to manage one's financial resources effectively for lifetime financial security. Topics include: Checking, Saving, Types of Credit, Managing Credit, Paying for College, Budgeting, Investing, Financial Pitfalls, Taxes and Insurance. Additionally, students enrolled in this course will complete an internship with the (in-house) Lancer branch of the SECNY Federal Credit Union designed to supplement the course content.

## **MUSIC**

Course Title: **Chorus**  
Prerequisites: Satisfactory completion of Jr. High Chorus. Students must be able to demonstrate musical skill and/or knowledge that reflects a higher level of performance  
Grade Level: 9-12

Credit: 1 credit – 40 weeks

Description: Any student having an interest in singing may be a member of this organization. Attendance at all rehearsals and concerts is required. Voice lessons will be scheduled for each member for more individualized instruction, which will include proper singing techniques and sight-reading.

Students will sing a variety of styles of composition from the Renaissance, Baroque, Classical, Romantic and Modern Period, which will include Jazz and Rock and will sing in three and four part harmony.

For those senior high choral members who seek an additional vehicle for musical expression, LaFayette has a Select Vocal Ensemble which performs repertoire in various styles.

Participation in all-county music festivals and New York State Solo Festivals are available to those students who meet the requirements stated by the instructor.

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Course Title: **High School Concert Band**

Prerequisites: Satisfactory completion of the LaFayette Instrumental Music Program through the eighth grade level. Satisfactory completion of an instrumental music program through the eighth grade level. Students must be able to demonstrate musical skill and/or knowledge that reflects a higher level of performance.

Grade Level: 9-12

Credit: 1 credit – 40 weeks

Description: The LaFayette High School Concert Band performs numerous concerts throughout the year both within and outside of the LaFayette Community. All members of the concert band are required to attend one instrumental music lesson per week. These small group lessons consist of preparing scales and/or rudiments, etudes and solo literature. Daily band rehearsals provide the opportunity for all instrumentalists to perform a wide variety of concert band literature.

Opportunities to participate in All-County, All-State and NYSSMA are available to those students who meet the minimum requirements set forth by the instructor and the New York State School Music Association. Additional opportunities include the co-curricular pit band (for the annual musical) or playing in the LaFayette Jazz Ensemble.

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Course Title: **Music Theory**

Prerequisites: None

Grade Level: 9-12

Credit: 1 credit – 40 weeks

Description: Music Theory will involve each enrolled student in studying the following areas of music:

- Basic music theory skills/knowledge

- Instrumental performance skills, including guitar, piano and other instruments
- Music industry practices
- Musical theater
- Careers in music

## **PHYSICAL EDUCATION**

The philosophy of the LaFayette Central School District Physical Education Department is to teach students to exhibit positive social interactions, tolerance of others and good sportsmanship; as they develop the skills and knowledge related to an appreciation for exercise, sport and recreational activities in their pursuit of a physically fit and healthy lifestyle.

Course Title: **Physical Education 9 – 12**  
 Prerequisites: None  
 Grade Level: 9-12  
 Credit: 1/2 credit – 40 weeks (class meets every other day)

Description: The general Physical Education program offered to students in grades 9-12 has a variety of team, individual and fitness activities, offered in a coed setting. This program exposes students to a number of activities intended to be carried over after high school for a lifetime of physical activity, helping to increase their long term quality of life.

Course Title: **Intramural Development**  
 Prerequisites: None  
 Grade Level: 9-12  
 Credit: 1/2 credit – 20 weeks (class meets every day)  
 Note: *Certain conditions may apply; does not replace required PE credit*

Description: This class will consist of organizing an activity that can be used for competition within the class. Once the organization part is complete, the competition will take place. Every student will have an opportunity to take the lead for the activity that they choose. Participation is a must – you will need to bring your game face daily!

Course Title: **First Aid & CPR**  
 Prerequisites: None  
 Grade Level: 9-12  
 Credit: 1/2 credit – 20 weeks (class meets every day)  
 Note: *Conditions may apply; does not replace required PE credit.*

Description: Learn to respond to various emergencies that could occur in your everyday life. CPR, First Aid and AED skills will be covered in this course. Upon completion, students will have an option to earn a Red Cross certification valid for 2 years.

Course Title: **Weight Training**  
 Prerequisites: None  
 Grade Level: 10-12  
 Credit: 1/2 credit – 20 weeks (class meets every day)



*\*Note: Conditions may apply; does not replace required PE credit.*

**Description:** This course offered through the Physical Education Program seeks to go beyond the basics of Personal Fitness covered during the mandated general Physical Education class which focuses on a healthy lifestyle. This personal development class will dive deeper into physical training activities that will improve the physical performance of the individual class participants. Training activities such as Agility Training, Speed Development, Strength Training and Plyometric Training will be combined with other performance improvement activities to improve each individual's personal performance on physical tests; which would be administered at the beginning and end of the course in order to measure their individual development. This course will be geared towards those individuals who are interested in learning more about how to improve the physical performance of individuals as they are exploring areas of study for college and their career.

## **SCIENCE**

In our technological age, science literacy is more important than ever. This is true regardless of one's interests or anticipated career. Students should seriously consider taking at least four science courses during their high school career. The science department offers courses at each level to provide for student needs and desires.

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**Course Title:** **Biology I**  
**Prerequisites:** None  
**Grade Level:** 9-10  
**Credit:** 1 credit – 40 weeks

**Description:** This course is designed to be taken as a preview to Regents Biology with students taking the Regents Biology and the exam at the end of the second year. This course covers a portion of the material for Biology R, but at a slower pace. Students will use some of the Regents Biology material to practice skills needed to complete the Regents exam next year. There is no laboratory class for this course.

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**Course Title:** **Biology R/Lab**  
**Prerequisites:** None  
**Grade Level:** 9  
**Credit:** 1 credit – 40 weeks

**Description:** To become aware of the common life processes that exist between seemingly unrelated plant and animal species. The life processes are described in biochemical terms. Most important is the true interdependence that exists between all lives. Evolution and Genetics are units that always draw individual interests. Finally all is tied together by the concepts of ecology as it pertains to you and your environment.

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**Course Title:** **Earth Science R/Lab**  
**Prerequisites:** Successful completion of Regents Biology  
**Grade Level:** 10

Credit: 1 credit – 40 weeks

Description: This course is a study of the earth and earth processes. Emphasis is placed on the dynamic nature of the earth and its effect on man. The course includes a lab program that challenges the student to seek out direct experiences of earth phenomena. Topics include the measurement of the earth, earth motions, weather, water and energy budgets, erosional and depositional processes, the formation of rocks, plate tectonics and the interpretation of geologic history

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Course Title: **Chemistry R/Lab**

Prerequisites: Successful completion of Regents Biology & Regents Earth Science

Grade Level: 11-12

Credit: 1 credit – 40 weeks

Description: Chemistry is built upon the results of experiments and each experiment is a controlled sequence of observations. The atomic theory of matter and the mole concept are developed, additional problems discussed in the program are energy, rate and equilibrium changes of chemical reactions, chemical periodicity and chemical bonding.

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Course Title: **OCC Physics 1**

Prerequisites: Successful completion of Algebra 2 with an overall average of 72. Successful completion of Regents Chemistry

Grade Level: 11-12

Credit: 1 credit -- 40 weeks

Cost: 4 college credits for PHY 103

Cost: \$0

Description: The course is designed to be the equivalent to the general algebra-based physics course taken during the first semester of college. Students will attain an understanding of fundamentals regarding matter and energy and a competency in problem solving. A full lab section is done in addition to this class.

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Course Title: **Applied Physics**

Prerequisites: Successful completion of Regents Biology and Regents Earth Science

Grade Level: 10-12

Credit: 1 credit – 40 weeks

Description: Applied Physics is a non-Regents course that gives students hands-on experiences as they develop knowledge and skill in physics. Labs are performed by students during regular class time. Algebra skills are utilized for understanding the basic relationships of physics. Real life applications are emphasized through labs and projects. The technical concepts of motion, force, energy, power, electricity, waves and optics are the topics of this year long course.

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Course Title: **College Biology**

Prerequisites: Successful completion of Regents Biology and Regents Chemistry

Grade level: 11, 12  
Credit 1 credit local - 40 weeks

Cost: \$0

Description: This course explores the molecular and cellular basis of life. Topics covered include the biochemical make-up of cells, membrane transport, cellular respiration, photosynthesis, protein synthesis, cellular division, inheritance, and evolution. Plant structure and reproduction are also introduced. Class meets every day with a lab class every other day (hands-on,) per week. Successful completion of both high school biology and chemistry is strongly recommended.

## **SOCIAL STUDIES**

Social Studies is the integrated study of History, Geography, Economics, Government and Citizenship intended to promote civic competence. The focus of the LaFayette Junior-Senior High School Social Studies program is to enable students to become college and career ready through mastery of literacy skills, conceptual understanding and the unifying themes within the subject matter. The primary purpose of Social Studies is to help young people develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world.

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Course Title: **Global History 9**  
Prerequisites: Completion of Social Studies 8 –  
Grade Level: 9  
Credit: 1 credit – 40 weeks

Description: Global History 9 covers ancient human history. Topics covered in class begin with Ancient Civilizations and end just before the French Revolution, approximately 10,000 BC to 1750 AD. Students can expect varying classroom techniques, from lecturing and note-taking to classroom discussions/debates and project-based learning.

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Course Title: **Global History 9 Honors**  
Prerequisites: Completion of Social Studies 8 with a 40 week average of 90+  
Grade Level: 9  
Credit: 1 credit – 40 weeks

Description: Global History 9 Honors begins with the Paleolithic Era and the development of the first civilizations, continues with an examination of classical societies, and traces the expansion of trade networks and their global impact. This course emphasizes the key themes of interactions over time, shifts in political power, and the role of belief systems. The students in this course are those who have a true interest in social studies. They are engaged in reading for knowledge acquisition and write to express their ideas in relation to key themes of interaction over time.

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Course Title: **Global History 10**  
Prerequisites: Completion of Global 9– *for Global 10 Honors see honors program requirements*  
Grade Level: 10  
Credit: 1 credit – 40 weeks

Description: Global History 10 Regents is a forty week course that covers World History from the Age of Revolutions in 1750 up to Global Connections in 2000. The course is instructed by thematic units, such as Nationalism, Economic Systems, Interdependence and Diversity, as examples.

Global History 9 and Global History 10 make up a two-year program which culminates with a Regents exam in June following Global History 10. Every student must pass this exam in order to graduate. The focus of the course is preparation for the Global History Regents. Global History 10 Regents is a writing intensive course, as 45% of the Regents exam is based on thematic and document based essays.

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Course Title: **Global History 10 Honors**  
Prerequisites: Completion of Global 9 with a 40 week average of 90+  
Grade level: 10  
Credit: 1 credit – 40 weeks

Description: Global History 10 Honors is a full year course based on the NYS SS Standards. It covers the same content and curriculum as the Global 10 Regents course ~ Age of Revolutions in 1750 up to Global Connections in 2000's. The Honors course is more of a discussion-based course as compared to the Regents level course. A greater amount of work is expected to be completed by students in Honors. There are 4-5 outside of class required reading assignments in the course. Much of the discussion throughout the course is based on synthesizing, processing, sequencing the major concepts of the curriculum.

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Course Title: **U.S. History and Government**  
Prerequisites: Successful completion of Global II  
Grade Level: 11  
Credit: 1 credit – 40 weeks

Description: This is a required course for graduation and all students must pass the Regents exam in order to graduate. The course utilizes the chronological approach and covers U.S. History from the American Revolution to present. Extensive reading, essay writing and note-taking are required. Tests are structured to prepare students for the required Regents.

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Course Title: **TC3 US History**  
Prerequisites: 90 GPA in Global History Regents Course  
Grade Level: 11-12  
Credit: 1 credit – 40 weeks  
6 college credits through TC3 HSTY 201/202: American History to 1877 and since 1877  
Cost: \$0

Description: A survey of early American history and modern American History emphasizing political, social, and intellectual trends. Students are introduced to works of major historians and to various interpretations of American history. The course will cover early American history from its beginnings through present day.

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Course Title: **Economics and Economic Decision-Making**  
Prerequisites: Successful completion of Social Studies 11  
Grade Level: 12  
Credit: ½ credit – 20 weeks

Description: This course will deal with the basic concepts and principles of economics, the major elements of economic systems and the roles of various components of those systems, including the consumer, business, labor, agriculture and government. The major focus is on the economy of the United States, but attention will be given to the world economy as a whole and to other economic systems. There will be an emphasis on economic decision making at all levels throughout the course.

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Course Title: **Participatory Government**  
Prerequisites: Successful completion of Social Studies 11  
Grade Level: 12  
Credit: ½ credit – 20 weeks

Description: This course will emphasize the interaction between citizens and government at all levels: local, state and federal. The overall emphasis will be placed upon student participation in the process of government. Major units of study will include analyzing public policy issues and problems, decision making with the aid of case studies and implementation of problem solving decisions.

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Course Title: **TC3 Political Science**  
Prerequisites: 90 GPA in US History Course  
Grade Level: 12 only  
Credit: 1 credit - 40 weeks (dual enrollment course that offers both economics and government credit for high school)  
3 college credit through TC3 POSC 103: American National Government

Cost: \$0

Description: A survey of the American government, emphasizing the Constitutional Convention & ratification of our Constitution, the three branches of government and how they function/interact, and the rights & responsibilities of a good citizen. Students are introduced to works of major political scientists & historians, as well as various interpretations of the Constitution and various political opinions.

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Course Title: **College Psychology**  
Prerequisites: A minimum score of 85% in either US History or English 11.  
Grade Level: 12  
Credit: ½ Local credit - 20 weeks  
3 SU College credits ~ PSY 205

Cost: \$115/credit hour ~ \$345

Description: An introductory course, Project Advance Psychology will be the same as Psych 205 at Syracuse University and will earn the student three (3) college credits. P.A. Psych will cover such topics as biological basis behavior, motivation, learning, cognitive development, personality, social psyche, intelligence and psychopathology.

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Course Title:	<b>OCC Sociology</b>
Prerequisites:	A minimum score of 85% in either US History or English 11.
Grade Level:	12
Credit:	½ Local credit - 20 weeks 3 OCC College credits ~ SOC 101
Cost:	\$0
Description:	This is a college level course in sociology, quite structured in content and pace of progress, and is offered through the auspices of Onondaga Community College. It introduces the high school student to mode of study and basic concepts of college sociology courses in topics such as human interaction in a wide range of situations, from the intimate family to the hostile mob; from organized crime to religious cults; and from the divisions of race, gender, and social class to the shared beliefs of a common culture. You'll learn how to take a disciplined view of social inequality, discover the forces behind social change and resistance, and see how social systems work. A student will be able to earn three (3) college credits upon successful completion of the course.

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Course Title:	<b>TC3 Freshman Seminar</b>
Prerequisites:	Completion of 11th grade English and 11th grade US History with a 75 or better course average and an overall GPA of 75 or higher
Grade Level:	12
Credit:	1 local credit 3 credits through TC3 ~ ACAD 150
Cost:	\$0
Description:	Promotes students' personal adjustment and academic success during their first college semester. Topics include: adjusting to college, learning about college resources, learning about career exploration resources, understanding college degree programs, learning and studying in college, managing time and keeping organized in college, setting goals and making decisions in college, managing stress and money in college, and handling diverse relationships. This course is appropriate for new college students in all programs.

## **TECHNOLOGY**

Course Title:	<b>Design and Drawing for Production (DDP)</b>
Prerequisites:	none
Grade Level:	9-12
Credit:	1 Local credit – 40 weeks
Note:	<i>(DDP can be used to satisfy the required one year of Art/Music credit.)</i>
Description:	The course emphasizes the design and development process of engineering products and how the products are produced, analyzed and evaluated. Teamwork and problem solving skills are emphasized.

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Course Title:	<b>Coding/Computer Science</b>
Prerequisites:	Grade 10: DDP, Grades 11 and 12: none
Grade Level:	10-12

Credit: 1/2/ Local credit

Description: This course is designed to introduce students to concepts of programming through the creation of games, websites, and physical computing.

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Course Title: **Game Design**

Prerequisites: Successful completion of Coding/Computer Science

Grade Level: 11-12

Credit: 1/2/ Local credit

Description: Learn to develop, design, and create your own games in C#. You will iterate with prototypes, take on programming challenges, and ultimately create and launch your own video game.

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Course Title: **Woodworking**

Prerequisites: None

Grade Level: 10 -12

Credit: 1/2 credit – 20 weeks

Description: This course is designed to provide the student with the opportunity to study and experience various tools and techniques used in producing wood products. Students in Woodworking will receive related and technical information in the following areas: planning and basic drawing, hand tools, fixed power tools, joinery, wood fasteners, hardware, stains and finishes.

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Course Title: **Advanced Woodworking**

Prerequisites: Successful completion of Woodworking

Grade Level: 10 -12

Credit: 1/2 credit – 20 weeks

Description: Students work on more difficult woodworking items and other design constructions. The course has value for those interested in carpentry, cabinet making, furniture construction, pattern making and wood joining.

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Course Title: **Home Improvement**

Prerequisites: None

Grade Level: 10 -12

Credit: 1/2 credit – 20 weeks

Description: This course is designed to provide the student with the opportunity to experience residential home repair and improvement. Students in this course will receive related and technical information in the following areas: planning and basic drawing, use of hand tools, fixed power tools, layout, basic wiring, and wall section fabrication.

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Course Title: **Introduction to Robotics**

Prerequisites: Grade 10: DDP, Grades 11 and 12: none

Grade Level: 10-12

Credit: 1/2 Local credit

Description: Students will explore concepts of mechanics and computer programming to design and build robots. Applications will range from humanitarian robots to competition robots and everything in between. Teamwork, problem-solving, and independent learning are integral components of this course.

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Course Title: **Advanced Robotics**  
Prerequisites: Successful completion of Introduction to Robotics  
Grade Level: 11-12  
Credit: 1/2 Local credit

Description: Students will further explore robotics and computer science concepts. Teamwork, problem-solving, and independent learning are integral components of this course.

## **BIG PICTURE SCHOOL**

The LaFayette Big Picture School is committed to the development of an innovative and personalized school that draws upon our community to help our students learn and grow both academically and ethically. We put a slightly different spin on the familiar adage and believe that it takes a village to teach a child.

The LaFayette Big Picture School allows students to pursue their passions and provides an environment that supports independent thinking. We will graduate curious learners who have developed a plan for personal growth based on real world experiences.

The LaFayette Big Picture School is driven by its vision to be a college preparatory school for all students. We strive to be viewed and utilized as a resource in our community. We continue to develop positive interactions with surrounding communities as we break educational norms. We are in constant pursuit of improvement and our progress is student driven. Students will always be at the center of learning and we commit to honoring ONE STUDENT AT A TIME.

Students attending the LaFayette Big Picture School will graduate with a New York State Regents diploma. Big Picture students are required to earn an equal number of credits and take the same Regents exams as students in a traditional school setting. The difference is how the students earn the credits. Students create individual learning plans based upon their interests and passions. The student and their advisor link the goals with the New York State learning standards and performance indicators. Students develop projects that connect to their interests and allow them to explore their passions. Students are then required to have proof of their learning of these standards. An additional requirement for graduation is acceptance into at least one college or university. While we want students to know they can attend a post secondary school, we also value students heading off to work, trades or the military. With the college acceptance, all students will have a choice on what path works best for them.

### **What happens at Big Picture?**

Students develop a sense of trust with the adults in our school.

Our staff has a strong and deep personal connection with each of our students.

Our students spend two days a week in the Real World working alongside a professional mentor in the workplace.

We have a flexible schedule that allows us to be responsive to the needs of our students, parents, and staff.

Our students publicly present their learning four times a year.

Independence is required.

Leadership skills are developed and utilized by both students and staff.



If you would like to learn more about LaFayette Big Picture, the courses offered, or to schedule a visit, please visit the Big Picture page off the LaFayette website or contact Susan Osborn, Principal, at 315-504-1000.

## **OCM BOCES CAREER & TECHNICAL EDUCATION PROGRAMS**

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

AM Session: 8:30 am – 11:00 am (2<sup>nd</sup> year students)

*-- the bus leaves from the high school by 7:40 AM and returns at 11:00 AM*

PM Sessions: 12:00 pm – 2:30 pm (1<sup>st</sup> year students)

*-- the bus leaves from the high school by 11:00 AM and returns around 3:15 PM*

### **Requirements for Attending BOCES**

- Junior class standing (at least 11 earned credits)
- Successful completion of English 9 and English 10
- Successful completion of Global I and Global II
- Successful completion of 2 units of math
- Successful completion of 2 units of science
- Attendance rate of 90% or higher during the school year prior to enrollment

Once a student has been enrolled in a BOCES program, he/she is committed to the completion of his/her course. LaFayette School District must pay for each student who goes to BOCES. The Guidance Department strongly urges and recommends that once a student begins a program he see it through to completion. This is important because scheduling requirements at the home school may prohibit entry in courses after school has begun.

In courses that have “critical” time requirements, such as cosmetology, a student is required to attend all classes to meet the legal time requirements for the licensing examination. (No summer session, but still must have good attendance.)

### **Automotive Collision Technology:**

This program is designed to prepare students to become qualified entry level technicians. Students will study collision theory and practice up-to-date techniques in a modern collision facility. Technical areas include removing and replacing of vehicle component parts, minor dent repair, preparing vehicles for painting, final detailing and collision shop safety. As students progress in the program, they are allowed to work on cars brought into class.

### **Automotive Technology:**

The Automotive Technology program is designed to provide students with basic mechanical knowledge and skills. Students gain the knowledge and skills through a combination of lecture and lab work, including hands-on repair of customer vehicles. All repair work is done by the students. The jobs range from a simple oil change to complex on-board computer systems. This program, which is state and nationally certified, is the first step in preparing an individual for a career in a technical repair field.

**Computer Technology Program:**

Do you like computers? How about making machines work? Or figuring out puzzles? Then Computer Technology, the fastest growing career may be for you. In this two year program students will be prepared to become a Computer Support Specialist. Students will learn basic session layering, networking fundamentals with a host of protocol procedures to name a few. This knowledge and skill will enable students to be certified in computer maintenance (A+) and networking (CISCO Systems). It will provide the foundation necessary to find employment in the field or to achieve advanced standing in a rigorous college program.

**Construction Technology:**

The Construction Technology program trains students in the fundamental skills needed to begin a career in the area of construction trades. Students will construct a 3 bedroom ranch style house on campus, as well as complete various other projects in the shop or off site.

**Cosmetology:**

This program prepares students for careers in cosmetology. Satisfactory completion of the program and its 1,000 hours of instruction are required before a student is eligible to take the state licensing exams and receive a temporary license. The Cosmetology program offers students the unique opportunity to develop and practice their skills during a regular weekly clinic when the public is invited to make appointments for beauty services.

**Culinary & Pastry Arts:**

The Culinary Arts program is a hands-on food preparation program that incorporates the National Restaurant Association's two year ProStart curriculum. All areas of food production and dining room/customer service are instructed. The students apply their skills in our student run restaurants; The Class Act Dining Room and the Electric Apple. Each year students will participate in a two-week internship that reinforces principles taught in class. There is a required 1,000 hours of instruction over a two year period to receive the ProStart/School-to-Career Certificate.

**Early Childhood Education:**

This program is offered to students who want to work with young children. Students learn about the characteristics, needs and behaviors of three and four year olds and learn how to teach, guide, and care for them in a nursery school setting.

**Health Occupations:**

This program offers multiple opportunities for students interested in learning about careers in the health field. Students will study Health Care Fundamentals, including Anatomy & Physiology, Medical Terminology, Applied Math and Applied Science. Classroom instruction and clinical experience will qualify students for the New York State Certified Nurse Aide Certificate. In addition, job shadowing and site visits will be offered to students to learn about a wide variety of health related career opportunities and career ladders.

**Laboratory Technician:**

Do you like science? Do you like to work in a clean environment or outdoors? Are you curious about the whys and how's of the world around you? If you answer yes to these questions then Lab Technician is a career for you! The numbers of jobs are expected to increase by 28% over the next 8 years; the pay is good and the work interesting. During this exciting 2 year program you will learn laboratory procedures,

collection processes, slide and sample preparation, biotechnology, laboratory set up, safety and industry practices. In addition, you will be eligible for certification as a Phlebotomist and have an opportunity for college credit. Internships in the 2<sup>nd</sup> year will be provided by local businesses and medical institutions to allow you to experience a variety of lab techniques.

### **Welding Technology:**

As a two-year program, Welding Technology provides students the skills of arc welding, resistance welding, brazing and soldering, as well as cutting, heat-treating and metallurgy. Students gain knowledge of electrical systems, power sources and different welding technologies, welding systems, print interpretation and measurement, as well as the use and interpretation of visual symbols related to welding.

## **EMBEDDED CTE PROGRAMS**

*Application required.*

### **Engineering Technology**

Two-year program allows students who want to explore a future in engineering and work on advanced technology projects with industry professionals at Marquardt in Cazenovia. From product development to mass production and everything in between, the company offers prototype development, testing services, equipment building and automation, product assembly, and supply chain management. No application required for the first year.

### **Firefighting/Emergency Medical Technician (EMT)**

Students who would like to serve their communities through the fast-growing field of emergency services will benefit greatly from the two-year program located at the Madison County Emergency Management Training Center. Students work under the guidance of NYS fire instructors and prepare to earn certifications in Basic Exterior Firefighting Operations (BEFO) and Emergency Medical Technician (EMT)- Basic. No application required for the first year.

### **Heavy Equipment Operations and Diesel Repair Technology**

Located at Tracey Road Equipment in Syracuse, the two-year Heavy Equipment Operations and Diesel Repair Technology program is designed to offer students essential skills in the operation and repair of heavy equipment and heavy-duty diesel trucks using the latest techniques and computerized diagnostic equipment. Students will gain daily practical experience working with a variety of engines and equipment that will prepare them for employment opportunities or furthering their education at college and technical schools. Students may be eligible to earn industry certifications in safety training and equipment operation. A Career and Technical Endorsement on their high school diploma will signify that students have met the rigorous industry standard upon successfully passing a technical assessment.

### **Media Marketing Communications:**

Classrooms will be located at WCNY's new state of the art facility. Students will be learning from and working with: television, radio, computer graphic, and marketing professionals to develop fundamental skills and gain experience within: Television & Radio Broadcasting, Cable Television, Sound & Video Recording, Computer Graphics & Web Design, Effective Use of Social Media, Corporate Video Production, Marketing & Advertising, Documentary & Educational Programming

Earn 3 Career and Technical Education per year and up to 12 college credits through concurrent enrollment and/or college articulations.

### **Physical Therapy Professions**

The employment outlook for skilled physical therapist assistants is expected to increase over 43 percent from 2010 to 2020 in response to the healthcare needs of an aging population. This course will give the student's knowledge and technical skills that will prepare them for an entry-level position in a Physical Therapy field, as well as offer a path to entering higher education in a Physical Therapist Assistant college program. Internship opportunities are available in the second year of the program. Located at Upstate Medical University, students will study the fundamentals of therapy, including the elements of movement, anatomy and physiology.

### **BOCES NEW VISIONS**

*Application required.*

New Visions is a BOCES interdisciplinary immersion program. New Vision because it represents a new look at the senior year of high school and a new look at the delivery of certain types of occupational education. "interdisciplinary" because it combines English, social studies, and occupational education in a truly interdisciplinary approach. And, "immersion" because it immerses students into the occupational field three hours a day for forty weeks.

New Visions programs place students in actual work environments for complete learning experiences. Instructional materials are integrated into the workplace and students receive Participation in Government, Economics and senior English credit while involved in actual work placements.

### **Medical Professions**

Allied Health is the in-depth study of the health care system looking at all the technical support staff needed to provide total quality care. Students are exposed to occupational, recreational, physical and respiratory therapy, nuclear medicine, research, dental, histology, pharmacology, nursing, surgical practices and many other areas.

### **Criminal Justice**

Criminal Justice is the study of what causes crime, the law enforcement system, such as police who protect, the court system that deals with the interpreting and enforcing the law of the locality, state or nation and the many agencies who interact with this system such as probation, child protection, correction, stop DWI, battered woman, etc.

### **Engineering**

Students will explore numerous career pathways as they engage in real-world learning within an industry setting at Lockheed-Martin. Students will study the fundamentals of engineering and extend their learning as they work side by side with engineers on contracted projects in aerospace, defense, security, and advanced technologies. Upon completion, students will possess a deep understanding of the engineering profession and the design process, and be able to apply engineering tools, technologies, and techniques that are necessary to solve problems and demonstrate innovation.

### **ALMA MATER**

*Hail, LaFayette,  
We pledge allegiance to you  
This is our motto.  
We are one for all  
And All for LaFayette.*

*Here's to our school  
On long and high  
May she rule;  
Forevermore, you can find us  
Always loyal and true.*