monroe one
EDUCATIONAL SERVICES

# eSTART

## Course Offerings

2024–2025

# Notice of Non-discrimination

The Monroe One BOCES does not discriminate on the basis of an individual's actual or perceived race, color, creed, religion, religious practice, national origin, ethnic group, sex, gender identity, gender expression, sexual orientation (the term "sexual orientation" means heterosexuality, homosexuality, bisexuality, or asexuality), political affiliation, age, marital status, military status, veteran status, disability, domestic violence victim status, arrest or conviction record, genetic information or any other basis prohibited by New York state and/or federal non-discrimination laws in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. In addition, students are also afforded protection based on weight.

For more information, please contact our Civil Rights Compliance Officers:

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## Introduction

At Monroe One BOCES we are actively engaged in fostering an environment that will empower every student to grow and thrive. Throughout this course catalog, you will find our high school course offerings for eSTART and O'Connor Academy.

All of our courses are based on New York State Learning Standards in order to prepare students for success after their high school career. Our comprehensive curriculum represents the skills, content, and competencies each student must attain in order to receive their diploma. At Monroe One BOCES, we seek to enable each individual to achieve their full potential.

Please note that some courses are dependent on enrollment in the program.

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## Art

| Studio Art | Credit(s) |
|---|---|
| Students will engage in the four artistic processes (creating, presenting, responding, and connecting) using the Art Elements and Design Principles to create and present works of art. Students will work in 2-D, 3-D, and learn digital art tools. Students will explore a variety of artists, art processes, and materials, such as pencil, watercolor, pastel, and printmaking. Students will use a variety of tools and media to broaden their experience and encourage experimentation. | 1 |

## Art Electives

| Ceramics | Credit(s) |
|---|---|
| This course provides students with a foundation in the history of ceramics, with an emphasis on critique, aesthetic inquiry, and creative production. Students will gain a knowledge of ceramic techniques (e.g. kiln firing and glazing) and processes, with a focus on creative design and craftsmanship. Students may participate in clay modeling, hand building, coil building, casting, and throwing on the potter's wheel. | 1 |

| Portfolio Preparation | Credit(s) |
|---|---|
| Portfolio Preparation incorporates individual career exploration and an examination of what artwork is needed for the student to work toward an individual goal (college acceptance, entry level art industry, personal aspiration). Students will set individual goals for their portfolio of work that they build throughout the year based on their research. Projects center on problem solving and expression while building skills in color theory, design, and composition. | 1 |

## Computer Science Discoveries

| Credit(s) | |
|---|---|
| 1 | Elective |

Computer Science Discoveries is an introductory computer science course for 9-12th grade students. Mapped to CTSA standards, the course takes a wide lens on computer science by covering topics such as problem solving, programming, physical computing, user centered design, and data, while inspiring students as they build their own websites, apps, animations, games, and physical computing systems.

## Health

| Credit(s) | |
|---|---|
| 0.5 | Health |

Health classes are designed to learn, practice, and develop skills that will help students live a healthy life. The three New York State standards for health include: Personal Health and Fitness; Safe and Healthy Environment; Resource Management. Students will understand the benefits of maintaining a healthy lifestyle and how it can impact their mental, physical, and social health. Classes will focus on physical, social, mental, intellectual, spiritual, and environmental components of health. Through a variety of learning experiences, students will explore topics that enhance their understanding of how to make healthy lifestyle choices.

## Phys Ed

| Credit(s) | |
|---|---|
| 0.25/ semester | Physical Education |

Physical Education classes are designed for students to learn, practice, and develop skills that will help them maintain fitness throughout their life. Based on the New York State standards for physical education, students will understand the benefits of regular physical activity and how it can impact their mental, physical, and social health. Through a variety of fitness activities, individual/dual sports, and team sports students are exposed to different ways of maintaining a physically active lifestyle. Lessons are designed to allow students to succeed mentally, physically, and socially.

## English

| English 9 | Credit(s) |
|---|---|
| The English 9 curriculum is structured using multiple themes and genres. The themes may be woven through a variety of genres, such as short stories, novels, poetry, non-fiction, and drama. Throughout the course, the New York State Next Generation English Learning Standards are taught and reinforced as students write extensively in various modes and use revising and editing strategies. Emphasis is placed on helping students to develop strategies for substantiating a central argument with evidence from the text(s). | 1 |

| English 10 | Credit(s) |
|---|---|
| English 10 allows students to sample a host of literary achievements from a wide variety of sources, promoting their understanding of literature as a reflection of society and culture. Taught from the New York State Next Generation English Learning Standards, students will understand how certain literary works are universal, in that their themes transcend time, culture, and race; how different cultures use specific literary forms to convey ideas, and how an author's use of language empowers him or her. Throughout the course, students write in expository, persuasive, and artistic modes, with emphasis on revising drafts, using complex sentences, and experimenting with more sophisticated patterns of organization. The argumentative essay, persuasive writing, and literary analysis are examples of key writing projects. | 1 |

| English 11 | Credit(s) |
|---|---|
| Based on the New York State Next Generation English Learning Standards, English 11 students will read, interpret, critique, and respond to assorted selections of literature and non-fiction. The written assignments vary, with presenting and defending an argumentative viewpoint and literary analysis as a major focus. Additionally, students focus on refining their writing style, especially diction, sentence structure, and voice. Students also work to develop ease and confidence in addressing a group through public speaking, sharing of written work, and presentations. Extensive exposure to and rehearsals for the Regents exam are also integral components. | 1 |

## English 12

Credit(s): 1

English

While studying trends in literature, visual arts, film, music, and philosophy, students will hone universal 21st century skills such as persistence, metacognition, questioning, and communicating clearly. Based on the New York State Next Generation English Learning Standards, students will engage in composition instruction that extends students' skills in creative, informational, interpretative, persuasive, and analytical writing. Students conduct class discussions and explore their own thinking abilities, while focusing on college and career readiness standards.

## Storytelling

Credit(s): 1

English Elective

This course will focus on genres and mediums used in storytelling. Multiple genres and mediums will be studied and implemented. The course will be centered around creative writing and the analysis of modes of storytelling. Students will examine movies, vignettes, short stories, books, poems, videogames in different genres, and emulate stylistic elements in vignettes, poems, short-stories, and short-films.

This English Elective meets the New York State graduation requirement for English 12.

Math

| Algebra I | Credit(s) |
|---|---|
| Algebra I is designed to give students a foundation for all future mathematic courses. The fundamentals of algebraic problem-solving are explained. Students will explore: foundations of algebra, solving equations, solving inequalities, an introduction to functions, linear functions, systems of equations and inequalities, exponents and exponential functions, polynomials and factoring, quadratic functions and equations, radical expressions and equations, statistics and interpreting data. Throughout the course, New York State Next Generation Mathematics Learning Standards are taught and reinforced as the student learns how to apply the concepts in real-life situations. This course is taught using the TI-Nspire calculator, which is provided to each student while completing class in school. This is a one-year course that prepares students for the Algebra I regents exam and teaches essential skills for Geometry. | 1 |

| Algebra I Part 1 | Credit(s) |
|---|---|
| Algebra I, Part 1 is a one-year course, developed using the New York State Next Generation Mathematics Learning Standards. This course divides the Algebra I learning standards into two, one-year courses. Topics in Algebra I Part 1 include: Algebraic Expressions and the Real Number System, Solving Systems of Linear Equations and Inequalities, Introduction to Functions, Statistics, and Interpreting Data. In Algebra I Part 1, students will analyze and describe the process of solving an equation and expand their experience with functions. The pace of this course is designed to provide students with more examples and processing time so that they have a strong foundation to be successful in passing the Algebra I regents exam at the end of Algebra I Part 2. This course is taught using the TI-Nspire calculator, which is provided for the student to use while in school.<br><br>Algebra I part 1 and Algebra I part 2 provides students with 2 credits towards the New York State mathematics graduation requirement. | 1 |

## Algebra I Part 2

Credit(s): 1

Algebra I, Part 2 is a one-year course, developed using the New York State Next Generation Mathematics Learning Standards for Algebra I. This course divides the Algebra I learning standards into two one-year courses. Topics in Part 2 include: Linear Functions and Systems of Equations, Exponential and Quadratic Functions, Comparing Functions, Statistics, and Interpreting Data. Students compare and contrast linear and exponential functions, look for structure in each, analyze using different representations, and interpret models into real-life context. They explore systems of linear and quadratic equations and linear inequalities and will work to find and interpret their solutions. The pace of this course is designed to provide students with more examples and processing time so that they have a strong foundation to be successful in passing the Algebra I regents exam and learning essential skills for Geometry. This course is taught using the TI-Nspire calculator, which is provided for the student to use while in school. The course concludes with the New York State Algebra I Regents exam.

Algebra I part 1 and Algebra I part 2 provides students with 2 credits towards the New York State mathematics graduation requirement.

## Geometry

Credit(s): 1

Geometry focuses on five areas, the units include:

1. Transformations, Constructions, Congruence, and Proof
2. Similarity, Proof and Trigonometry
3. Three Dimensional Geometry
4. Coordinate Geometry, and
5. Circles.

The fundamental purpose of Geometry is to formalize and extend students' geometric experiences from the middle grades. Students explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. The 8 mathematical practice standards apply throughout Geometry and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. Students will use a school-provided graphing calculator (TI-Nspire) in this course. The course may conclude with the New York State Geometry Regents exam.

Math or Elective

| Financial Applications | Credit(s) |
|---|---|
| Math and Financial Applications focuses on real-world financial literacy, personal finance, and career exploration. Students apply what they learned in Algebra I and Geometry to topics including personal income, taxes, checking and savings accounts, credit, loans and payments, car leasing and purchasing, home mortgages, stocks, insurance, and retirement planning. Students then extend their investigations using more advanced mathematics, such as systems of equations (when studying cost and profit issues) and exponential functions (when calculating interest problems). This course is aligned with the New York State Next Generation Mathematics Learning Standards, as well as National Standards in K-12 Personal Finance Education. Students explore topics through project-based learning and real-life simulations. The course is designed to build confidence for students exiting high school through exploration, teamwork, collaboration, projects, public speaking, and learning through discovery. The goal of this course is to prepare our students for the many challenges they will face outside of high school, and to help students achieve a level of financial literacy where they are competent and confident managers of their own money. | 1 |

| Art & Math | Credit(s) |
|---|---|
| Art & Math is a standards-aligned elective math course, for students in grades 9-12, that explores the connections between mathematics, art, and nature. Students will work with algebraic and geometric concepts, mathematical vocabulary, and dynamic math software in order to create visually appealing projects. Students will explore topics including, but not limited to, stained glass, fractals, mobiles, Mobius bands, and the Golden Ratio. | 1 |

| Living Environment | Credit(s) |
|---|---|
| Living Environment is a one-year course developed using the New York State P12 Science Learning Standards. Topics in Living Environment include: Structure and Function, Matter and Energy in Organisms and Ecosystems, Interdependent Relationships in Ecosystems, Inheritance and Variation of Traits, Natural Selection and Evolution, Earth's Systems, and Engineering and Design. Emphasis is placed on 3-Dimensional learning around the Science and Engineering Practices, Disciplinary Core Ideas, and Crosscutting Concepts. Students must complete extensive lab work, including four essential lab investigations required by New York State. The required labs will be tested on the Regents exam. Students must satisfactorily complete all required laboratory experiences for 1,200 lab minutes to sit for the Regents exam. | 1 |

| Living Environment 1 | Credit(s) |
|---|---|
| Living Environment 1, is a one-year course, developed using the New York State P12 Science Learning Standards. This course divides the Living Environment learning standards into two, one-year courses. Topics in Living Environment 1 include: Structure and Function, Matter and Energy in Organisms and Ecosystems, Interdependent Relationships in Ecosystems, Earth's Systems, and Engineering and Design. Emphasis is placed on 3-Dimensional learning around the Science and Engineering Practices, Disciplinary Core Ideas, and Crosscutting Concepts. The required labs will be tested on the Regents exam. Students must satisfactorily complete all required laboratory experiences.<br>Living Environment Part 1 and Living Environment Part 2 provides students with 2 credits towards the New York State science graduation requirement. | 1 |

| Living Environment 2 | Credit(s) |
|---|---|
| Living Environment 2, is a one-year course, developed using the New York State P12 Science Learning Standards. This course divides the Living Environment learning standards into two, one-year courses. Topics in Living Environment 2 include: Inheritance and Variation of Traits, Natural Selection and Evolution, and Engineering and Design. Emphasis is placed on 3-Dimensional learning around the Science and Engineering Practices, Disciplinary Core Ideas, and Crosscutting Concepts. Students must complete extensive lab work, including four essential lab investigations required by New York State. The required labs will be tested on the Regents exam. Students must satisfactorily complete all required laboratory experiences for 1,200 lab minutes to sit for the Regents exam.<br>Living Environment Part 1 and Living Environment Part 2 provides students with 2 credits towards the New York State science graduation requirement. | 1 |

Science or Elective

## Environmental Science

Credit(s): 1

In Environmental Science, students are introduced to an interdisciplinary approach to environmental issues and concerns. Students will explore human and environmental interactions from the social science lens, reflect on themes in arts and humanities, and build upon scientific foundations of environmental thought. The course covers key topics including the application of scientific process to environmental analysis; ecological structures; earth systems; atmospheric, land, and water science, and human interaction with the environment. Topics also include the management of natural resources and analysis of private and governmental decisions involving the environment.

Environmental Science meets the New York State graduation requirement for Physical Science.

LOTE

## French I

Credit(s): 1

This course is designed to provide students with an introduction to the particular language and culture, including the development of the skills basic to second language acquisition: listening/understanding, speaking, reading, and writing. Cultural and historical factors will be examined in the context of the language learning experience. Communication will focus on a variety of topics centered around family, school, and everyday life.

## Global History & Geography I

| Credit(s) |
|---|
| 1 |

In Global I, students will contemplate events spanning from the beginning of civilization through about 1750 C.E. Students will practice foundational skills such as sourcing, contextualization, corroboration, and close reading while exploring world geography and human achievements. Students will examine how humans progressed from survival to developing civilizations. They will determine what set apart the most successful groups by studying various world civilizations and by mapping their development from scattered cities into empires.

## Global History & Geography II

| Credit(s) |
|---|
| 1 |

In Global II, students will contemplate a broad array of global events spanning from 1750 C.E. through the present day. Students will encounter numerous periods such as the Enlightenment and its political consequences, the transformation of global economics during the Industrial Revolution, the influx of power due to the rise of nation-states, and the resulting effects on populations across the globe. Finally, students will contemplate how various historical themes have changed over time as humans have responded to contemporary issues such as globalization, climate change, and human rights abuses.

## US History & Government

| Credit(s) |
|---|
| 1 |

In US History and Government, students receive an overview of the history of the United States, examining Pre-Columbian America through present day issues facing our country. Students will utilize historical thinking skills in order to study the variety of political, military, scientific, and social developments of the United States. Students will understand how historical figures and events have shaped the country's development and continue to impact our current society.

## Participation in Government

| Credit(s) |
|---|
| 0.5 |

In Participation in Government, students will examine the general structure and functions of the U.S. system of government, the roles and responsibilities of citizens to participate in the political process, and the relationship of the individual to the law and legal system. Students will learn how to become an active participant as an American and Global citizen.

## Social Studies

| Economics | Credit(s) |
|---|---|
| In Economics, students will receive an overview of economics with primary emphasis on the principles of microeconomics and the U.S. economic system. These courses may also cover topics such as principles of macroeconomics, international economics, and comparative economics. Students will also learn practical economic skills to help in their post-secondary lives. | 0.5 |

## Social Studies Electives

| Film History | Credit(s) |
|---|---|
| Film History is a full year social studies elective designed for 10th-12th-grade students. Students will learn the history of film and be able to connect the themes and scope of a film to what is going on in the world at the time. Students will concentrate on looking at film as a form of art, the film trends by era and location, differing opinions on film through a variety of cultural lenses, the effect of film on society, and the effect society has had on the films being produced. | 1 |

| International Politics | Credit(s) |
|---|---|
| International Politics will explore contemporary and historical topics related to geopolitics, transnational affairs, and regional studies. Content will include but is not limited to: environmentalism, national strategy, economic development, responses to crises situations, regional/cultural studies, and related topics of student interest. | 1 |

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