

Sleepy Hollow High School

Course Selection Guide 2024-2025



Tarrytown Union Free School District
Home of the Horsemen

Sleepy Hollow High School Leadership Team & Guidance Staff

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Our staff is always available to assist you in any way. You may call our main office number, 631-8838, or send an email by using the teacher's first initial and last name followed by @tufsd.org i.e.: dbrand@tufsd.org.

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PLANNING A COURSE OF STUDY

Planning a course of study involves input from the student, parents, teachers, and guidance counselors. Appropriate program planning is extremely important, and the choice of subjects should be given careful consideration. A balanced program including required and elective courses is strongly recommended and, in many cases, required. During the scheduling process, students will receive an overview of the course selection process, NYS Minimum Graduation Requirements guidance, feedback on a course of study which best meets their individual needs, and details on how to enroll in different courses.

Roles of Participants

Teachers	All teachers and /or department chairpersons will discuss next year's course offerings with students currently enrolled in their classes. Teachers will make recommendations for courses based on their knowledge of the individual student's ability.
Counselors	Counselors will also meet with students individually concerning their programs. Proposed course selections along with teacher recommendations will be available at these meetings. Counselors will also review requirements for graduation as well as the student's long-range plans as part of the course selection process. Parents/Guardians are always invited to be a part of the process.
Department Chairpersons	Students are encouraged to seek the advice of department chairpeople in determining course selections. This can be particularly useful in subject areas where students are not currently enrolled. Students must meet with the department chairperson when requesting a course level change.
Students/ Parents/Guardians	Students are encouraged to discuss course selections with parents/guardians. Parents/Guardians should not hesitate to contact the counselor for clarification and discussion of course selections and recommendations. Parent/Guardian signature is required on the course selection form.

Scheduling Timetable

- Enter course requests: February-March
- Teachers make recommendations: February
- Individual scheduling conferences: February-March (parents are welcome—contact the Guidance Office)
- Adjustments made during the summer
- Schedules mailed home in late August

Considerations for Course Planning

Course Load

Each student in grades 9 through 12 is required to take a minimum of 6 courses (5 ½ units of credit) including physical education. Students are encouraged to select additional courses to enrich their program. All students are required to attend a minimum of 5 classes in addition to physical education. Please note

that prerequisites must be completed where noted unless special permission is granted by the department chairperson and/or SHHS administration. Permission will only be granted in limited circumstances.

Promotional Policies

- To be a 9th grader, a student must have successfully completed an 8th grade program in an accredited junior high, middle, or elementary school.
- To be a 10th grader, a student must have successfully earned a minimum of 5.5 units of credit.
- To be an 11th grader, a student must have successfully earned a minimum of 11 units of credit.
- To be a 12th grader, a student must have successfully earned a minimum of 16 units of credit and/or be able to demonstrate the ability to complete core courses and meet elective requirements for graduation.

Graduation Requirements

All students who enter 9th grade are required to score 65 or higher on Regents examinations in English Language Arts, science, mathematics, US History and Government, Global History and Geography, and fulfill additional course requirements to attain a Regents diploma. A local diploma option for students scoring between 55 and 64 on exams is available for students with disabilities. (*See section on Graduation Requirements for full details.*)

Course Levels and Supports

Students with limited English proficiency receive intense preparation in ENL at levels I, II and III, along with specialized content area classes in math, science, social studies, music, English and technology. ENL students receive native language instruction aligned to the ELA curriculum.

Students with disabilities receive services in accordance with their Individualized Education Programs (IEP), as designed by the Committee on Special Education. These might include self-contained and co-teach classes, resource and “push-in” mainstream support, speech and language, counseling or other special services, testing accommodations, and/or a 504 Accommodation Plan.

Students requiring academic intervention services are provided with extended class time, school day, and school year programs. For students experiencing difficulty completing required Regents course work, accommodations are made.

Courses in occupational education are available to high school students through Southern Westchester BOCES. Alternative education programs, which require approval by the principal, are available on an as-needed basis.

Through our Career Success program, we design workshops and presentations in partnership with community professionals to afford students opportunities to explore a wide array of career options. Individualized Senior Experience (ISE) provides 12th graders with customized internships.

Academic Intervention Services

Extended time, school-day, and school-year opportunities are afforded students who fall below state performance cut-points. Support classes and the ENL Center offer content area and skills support for students who meet eligibility requirements. Students falling below state cut-off points on 8th grade assessments and those failing high school Regents examinations receive targeted support to supplement classroom instruction.



BOCES Occupational and Educational Program Options

A number of students recognize the value of acquiring marketable skills in specific professions or occupations. The Southern Westchester Center for Occupational Education offers opportunities for students to gain these skills. Students in BOCES programs attend regular classes at school for half a day and attend a BOCES Occupational Center in Elmsford or Valhalla for half a day. A complete list of BOCES Occupational Educational offerings is available in the Department of Counseling and Guidance Services.

Opportunities for Advancement of Studies

As a policy, all courses are open to any students who want to take Honors, AP, or College-level classes. Any student who wishes to challenge themselves to do college-level course work is encouraged to do so, though we strongly suggest that students consider the recommendations of their teachers and counselors. We offer the following AP and College-Level Courses (Honors courses are listed later in the course catalogue under each specific subject area):

AP Course Offerings

AP American History	AP Music Theory
AP 2-D Art & Design	AP Spanish Language
AP Biology	AP Government & Politics
AP Calculus AB	AP Spanish Literature
AP Calculus BC	AP French Language
AP Computer Science A	AP Environmental Science
AP Computer Science Principles	AP Physics I & II
AP English Language	AP Chemistry
AP English Literature	AP World History

Advanced Placement Exams take place each school year in May. Specific AP exam testing dates are available on the College Board website (www.collegeboard.org). AP Exam fees are adjusted each year and the SHHS AP Coordinator distributes this information each fall. All students enrolled in AP courses must sit for the AP exam in May to maintain the weighted credit for that course.

College-Level Courses

Students may enroll in select courses for college credit while here at Sleepy Hollow High School; we have ongoing partnerships with SUNY WCC, SUNY Albany, SUNY Oneonta, SUNY New Paltz and Syracuse University.

SHHS Course Name	College Program	College Credits
French IV UHS	University in the HS/SUNY, New Paltz	3
Italian IV ECE	ECE/Westchester Community College	3
Italian V ECE	ECE/Westchester Community College	3
Spanish IV ECE	ECE/Westchester Community College	3
Pre-Calculus ECE	ECE/Westchester Community College	4
Statistics ECE	ECE/Westchester Community College	4
Medical Terminology ECE	ECE/Westchester Community College	3
Geology & Climatology UHS	University in the HS/SUNY, Oneonta	4
SUPA Forensics	SUPA/Syracuse University	4
SUPA Personal Finance	SUPA/Syracuse University	3
SUPA Psychology	SUPA/Syracuse University	3
SUPA Principles of Writing	SUPA/Syracuse University	3
Science Research	University in the HS/SUNY, Albany	4
Take a Look at Teaching	Monroe College	TBD

There are course fees for the programs outlined in the chart. Rates are subject to change. Please refer to the websites below for more information on each of the programs outlined in the chart.

- Early College Experience (ECE): <https://www.sunywcc.edu/academics/office-of-high-school-partnerships/ece/>
- Syracuse University Project Advance (SUPA): www.supa.syr.edu
- University in the High School (UHS): SUNY Albany: www.albany.edu/uhs/
- SUNY New Paltz: <https://www.newpaltz.edu/extendedlearning/universityinthehighschool/>
- SUNY Oneonta: <https://suny.oneonta.edu/admissions/continuing-education/college-high-school>



NCAA Eligibility for Participation in College Athletics

If a student intends to participate in Division I or II athletics as a college freshman, the student must register and be certified by the NCAA Eligibility Center.

To be eligible, students must (1) complete a set number of CORE courses; (2) earn a minimum required grade-point average in those core courses; and (3) earn a combined SAT or ACT sum score that matches the core-course grade-point average and test score sliding scale. Refer to the NCAA's website at www.eligibilitycenter.org. NOTE: NOT all courses count as core courses. Students should make an appointment with their guidance counselor as soon as possible to do an NCAA worksheet and discuss the registration timeline.

Senior Athletics Option

Twelfth grade students who complete two seasons of varsity athletics may enroll in athletic option to satisfy their physical education requirement. Before students are allowed this option, they will be required to take a series of fitness tests. If they pass these fitness assessments, they will be allowed to take athletic option in lieu of physical education. They are still required to maintain a minimum of 5 ½ credits during the school day. Grading for this elective is on a pass/fail basis. There will be no outside or alternative programs accepted in lieu of physical education.

Academic Eligibility

To be eligible to participate in athletics and extra-curricular activities, a high school student must be enrolled in the required number of courses. Additionally, he/she must be passing a certain number of courses and be in good disciplinary standing to maintain that eligibility. The details of this policy can be found on the district website under the "Athletics" tab.

Graduation Requirements

The course credit and assessment requirements outlined below provide a general overview of our three most common diploma types: Local, Regents, and Regents with Advanced Designation. A more specific listing of NYS Diploma/Credential requirements is outlined on the pages that follow.

<i>Local Diploma (not available to all students)</i>		<i>Regents Diploma</i>		<i>Advanced Designation Regents Diploma</i>	
English	4	English	4	English	4
Social Studies	4	Social Studies	4	Social Studies	4
Math**	3	Math**	3	Math**	3
Science**	3	Science**	3	Science**	3
LOTE*	1	LOTE*	1	LOTE*	1
Art/Music	1	Art/Music	1	Art/Music	1
Health	0.5	Health	0.5	Health	0.5
Physical Education	2	Physical Education	2	Physical Education	2
Electives	3.5	Electives	3.5	Electives	3.5
Community Service	0.5	Community Service	0.5	Community Service	0.5
Total:	22.5	Total:	22.5	Total:	22.5

Local Graduation requirements include 60 hours of community service for all graduates. The Guidance department oversees the district graduation mandate that each student in grades 9-12 completes a minimum of 60 hours of volunteer community service; for this time, a student earns ½ credit. An additional ½ credit is available for students who opt to perform 120 hours of service.

<u>Required Regents Exams</u> <i>Local Diploma</i>	<u>Required Regents Exams</u> <i>Regents Diploma</i>	<u>Required Regents Exams</u> <i>Advanced Designation Regents Diploma</i>
<i>Passing score of 55 and above</i>	<i>Passing score of 65 and above</i>	<i>Passing score of 65 and above</i>
English Comprehensive Exam	English Comprehensive Exam	English Comprehensive Exam
Algebra I Exam	Algebra I Exam	Algebra I, Geometry & Algebra II
Global History Exam	Global History Exam	Global History Exam
US History Exam	US History Exam	US History Exam
Science Exam	Science Exam	(2) Science Exams*** Foreign Language Local Checkpoint B Exam (a)

* Students with a disability may be excused from the requirement for 1 unit of credit in Language Other Than English (LOTE) if so indicated on the IEP - but must still earn 22 credits to graduate.

** An integrated course in mathematics/science/technology may be used as the third required unit of credit in mathematics or science.

*** A total of two Regents exams in science, with at least one Living Environment Regents exam and at least one in Physical Science.

(a) Students acquiring 5 units in one of the following may be exempt from the LOTE requirement: The Arts or Career and Technical Education (CTE).

Please see Appendix A for outline of diploma and credential requirements

Program Changes – Drop/Add Policy

Student scheduling takes place during the spring and schedule adjustments are permitted at that time. Students are given the opportunity to design their schedules; however, the master schedule is built around these choices. As a result, students and families should make careful choices as they select their course options. In September, program changes will be permitted for the following reasons:

- Computer errors or course conflicts
- Results of summer school courses
- Fundamental shifts in curriculum choice; e.g. vocational to college preparatory program
- Adjustment of subject area group levels by recommendation of teacher, department chairperson, or at the request of parent/guardian
- Recommendation of Instructional Support Team.

Courses may be added and/or dropped only when the principal approves the change. The following guidelines apply:

- To request a schedule change that does not involve an error, pick up a Schedule Change Request Form in the Guidance office. You will need to get signatures from the teacher, your parent/guardian, your counselor, and the principal. You must follow your original schedule while a decision is being made. When in doubt, stop by the Guidance Office to inquire about the status of your request.
- A request to add a class will be considered during the first three weeks of the semester if there is room in that particular class. If the change involves modifying the rest of your schedule, there must be room in all of the classes.
- A request to drop a class requires a review of the student's overall academic situation by the counselor. Students may not drop academic courses that are required for graduation, and they must carry at least five credits plus Physical Education.
- After the first five weeks of a semester course and after the first ten weeks of a year-long course, requests to drop a course will be denied. In cases that are deemed exceptional, there will be a meeting of the student, parent/guardian, counselor, and administrator. Cases will be judged on an individual basis. For courses dropped at this point, there will be a notation of "W/P" (Withdraw Passing) or "W/F" (Withdraw Failing) and a grade note with present grade on the transcript. Requests to change schedules for teacher preference or lunch preference will be denied. Any extenuating circumstances should be discussed with a counselor or administrator.
- When a student switches a course, all prior grades will follow this student into their new class. If the course was weighted, that weight too will follow.

Course changes made after the above-listed deadlines are handled at the principal's discretion with input from teachers, counselors, and department chairs.

Opportunities for Credit Recovery

Summer School

Dependent upon enrollment and teacher availability, a summer institute is provided for high school students who have failed one or more of the following: English, Global History and Geography, US History and Government, algebra, biology, or chemistry. Students who fall below the minimum score on state assessments, and require academic intervention services, may be mandated to attend summer school. Additionally, students who fail to meet an acceptable level of attendance during the school year may not be eligible for summer institute. Decisions will be made by the administration on a case-by-case basis.

Sleepy Hollow High School students may attend an accredited summer school to enroll in courses that they have failed, for enrichment, or for advancement. Students who wish to attend summer school for enrichment or advancement must obtain approval from the principal prior to taking the course. Students may take no more than three such courses each summer for credit transfer. Teachers will notify students of failed courses and Regents examinations through the report card as well as with a failure notification letter.

Online Coursework

Two online platforms are accepted by SHHS for coursework – AccelerateU and Keystone. The courses they offer cover a wide range of choices from American History to Statistics to Digital Photography. Online classes provide students with an opportunity for students to complete courses not offered in the curriculum, in order to get on track for a particular course of study, or to recover credits needed to graduate. All coursework must be pre-approved by the administration to be considered for credit toward graduation. Typically, only credits earned in the recovery courses will be earned toward graduation; however, advanced coursework will be considered for placement in a more accelerated track or to meet pre-requisite requirements for a course.

Policies Regarding Grades, Grade Reporting and Rank

Grading

A numerical grading system is used. The minimum passing grade is 65%. A grade of 65% on Regents Examinations is considered passing for a Regents diploma. A Regents exam score of 55-64 is considered a passing score for graduation with a local diploma. The local diploma option is only available for students with a disability. A minimum grade of 50% will be assigned to students who fail. Numerical grades appear on report cards.

A+	97-100	4.0	C+	77-79	2.5
A	93-96	3.7	C	73-76	2.0
A-	90-92	3.5	C-	70-72	1.7
B+	87-89	3.3	D+	67-69	1.5
B	83-86	3.0	D	65-66	1.0
B-	80-82	2.7	F	Below 65	

Report Cards

All report cards are available quarterly on the parent portal of our student information system (approximately every 10 weeks) with interim reports available mid-semester. These dates appear on the district calendar. Teachers' electronic grade books are accessible throughout the school year on the parent portal.

Transcripts

The school Registrar works with the Guidance department to maintain student permanent records and official transcripts. Transcripts to colleges or future employers may be requested through the Registrar/Guidance secretary. Students requesting transcripts must complete a transcript request form.

Honor Roll

Sleepy Hollow recognizes outstanding scholarship through qualification for Honor Roll:

High Honor Roll – A weighted average of 90% or higher; no grade below 65.

Honor Roll – A weighted average between 85 and 89.9%; no grade below 65.

Class Rank and Course Weighting

Rank in class is determined by the numerical weighted average at the end of the junior year and again in the middle of the senior year. All credit-bearing courses where a cumulative average numerical grade is assigned are included. All students enrolled for more than two years in the high school program are included in rank, but only grades earned at Sleepy Hollow High School are included in the weighted average. Failing grades are included in the average. Grades on report cards and transcripts do not show weighting.

The following weighting is added to final course grades to determine averages. Grade weighting is also used to determine High Honor Roll, and National Honor Society eligibility.

AP	1.10
Honors Courses/College Dual-Enrollment	1.05
Regents and Local Courses	1.00

Senior Exemption from Final Exams

ONLY SENIORS with an academic average of 85 or above will be eligible for exemption from final examinations in select disciplines. All exemptions must be approved by the teacher.

COURSE OFFERINGS

Art and Technology

Performing Arts – Ms. Gail Persad, Department Chair – 332-6223

Visual and Media Arts – Mrs. Angela Langston, Department Chair – 332-6921

Technology – Mrs. Mary Cincotta, Department Chair – 333-5891

Music and Performing Arts

Piano	Chamber Orchestra	AP Music Theory
Acting for Confidence	Pep Band	Ukulele for Beginners
Concert Band	Beginning Guitar	Jazz Combo
Concert Choir	Wind Ensemble	Jazz Band
Music Production & Technology	Sleepy Hollow Singers	Orchestra
Radio Production & Broadcasting	Theatre Arts Technology	Electronic Composition and Song Writing

Visual Media Arts/STEAM/Technology

Introduction to Studio Art	Digital Photography	Sleepy Hollow Design & Entrepreneurship
Introduction to Digital Art	Introduction to Video and Film Production	AP 2-D Art & Design**
Studio in Creative Crafts	Advanced Video Production	AP Drawing**
Pottery & Sculpture*	Digital News I and II***	Portfolio Seminar**
Drawing & Painting*	Broadcast News	Fashion and Wearable Art*
Photography: Traditional	Animation	AP Computer Science Principles
	STEAM: Art and Technology	AP Computer Science A
	STEAM and Robotics	
	Introduction to Computer Programming	

* It is recommended that students take Introduction to Studio Art before enrolling in this course.

** It is recommended that students take Introduction Studio Art as well as one advanced class elective before enrolling in this course. Students enrolling in AP 2-D Art & Design or AP Drawing must take Portfolio Seminar or course equivalent and a portfolio review

*** Students need to take either Video Production or Introduction to Digital Arts and/or be recommended by the teacher before enrolling in this course.

Music and Performing Arts

Jazz Band

0.50 Credit, 1.0 Weight
Meets after school

The Jazz Band experience includes many styles of jazz performed in a large group ensemble. Students study the interpretation of notes and symbols and develop skills needed to play the music. Instrumentation includes: bass, piano, drums, guitar, saxophones, trumpets, flutes, and trombones. Admission to this select group is by audition or invitation by the director. Various performances throughout the school year are required. Students must also be enrolled in band or orchestra.



Chamber Orchestra

0.50 Credit, 1.0 Weight
Meets after school

Participation in the high school Chamber Orchestra is contingent on prior approval from the instructor. Students are chosen for this ensemble based on each student's technical skill and advanced level of playing. Newly interested students should meet with the director prior to signing up for the course. A wide variety of advanced repertoire is explored each quarter and there are many performance opportunities, including the spring concert and the competition trip, as well as the performances at our own Chamber Music Evening in February and June. Most members of the high school Chamber Orchestra are also placed in a performing quartet, trio, or quintet as their lesson group as well.

Piano

0.50 Credit, 1.00 Weight

This course is for those with little or no experience who wish to learn the fundamentals of music through the practice of playing piano. Students are introduced to reading music, chords, and scales as they relate to classic and popular music.

Music Production and Technology

0.50 Credit, 1.00 Weight

This course will introduce students to elements of musical form and structure through the use of professional software and hardware. It will feature project-based learning through music composition and audio engineering. It will prepare students for 21st century career opportunities in the music industry. Students should expect to leave the course with an understanding of current recording techniques including video and audio editing. Interdisciplinary projects will include work with the Multi-Media and Computer Science programs.

Radio Production and Broadcasting 101

0.50 Credit, 1.00 Weight

This hands-on experiential class will engage students in every aspect of radio production and broadcasting. Show proposing, script writing, vocal recording, ad creation, communication, and actual broadcasting are just a short list of skills that will be learned in this course. Every student will complete this class as a participant in an actual radio show that will be broadcasted around the world on Sleepy Hollow Radio.com.

Advanced Radio Production and Broadcasting**0.50 Credit, 1.00 Weight**

Students will engage in every aspect of the full production of a live morning radio show. They will learn the basics of radio journalism, as well as all the technical aspects of live and taped recordings. The show will cover interviews, music, sports, talk, and more. Admission to this course is limited and special permission is required.

Electronic Composition and Songwriting**0.50 Credit, 1.00 Weight**

This course is designed to guide students towards developing theoretical and technical skills in the areas of electronic music composition and songwriting. Students will curate, deconstruct, and analyze music from a variety of time periods, genres, and cultures and discover the common musical ties between them. Students will be offered opportunities to realize their creative ideas using both digital composition software as well as live instrumental/vocal performance.

Beginning Guitar**0.50 Credit, 1.00 Weight**

This class is for students with no prior guitar experience. Students are introduced to chord progressions, various strumming styles, finger picking, reading music, barre chords, open string chords, and scales on the guitar. The class learns a variety of music from folk music to classic rock, to punk rock, country rock, and popular music. Students learn on acoustic guitars for most of the year and study electric guitars towards the end of the school year.

Ukulele for Beginners**0.50 Credit, 1.00 Weight**

Each student will realize that they can be a ukulele player. This course serves as an introduction to the instrument and will provide students with instant access to making music on the ukulele. The focus points will be strumming, rhythms, reading music, chord building, and beginning songwriting.

Students will be led through a half year course to introduce them to the ukulele. The course will be split into units covering aspects of music theory and understanding the instrument. Each day, students will be led through a routine of tuning, warming-up, group instruction, and independent group practicing and playing. Throughout the course students will gather music they have learned and will create their own repertoire/set list.

Wind Ensemble**1.00 Credit, 1.00 Weight**

Students in Sleepy Hollow Wind Ensemble will complete the course requirements in the Concert Band. Students must complete an audition to be placed in the Wind Ensemble. Auditions will take place in the spring of the previous school year that a student would like to be placed in the group. The Wind Ensemble will also perform at NYSSMA Majors.

Advanced Placement Music Theory**0.50 Credit, 1.00 Weight**

Students acquire the skills necessary to successfully satisfy the requirements of an AP Music Theory exam. The study of harmony, form, chord construction, figured bass, and listening skills are presented at a college level.

Concert Band**1.00 Credit, 1.00 Weight****Pep Band****0.25 Credit, 1.00 Weight**

The study and performance of standard and modern literature for band is the focus of this course. Skills on various band instruments are stressed, with ensemble playing and individual performance required. Participation in weekly instrumental class lessons and in after-school activities such as concerts, Pep Band, and Marching Band are expected of all students.

Concert Choir**1.00 Credit, 1.00 Weight**

This course is designed to allow high school students to participate in a formal vocal group consisting of soprano, alto, tenor, and bass voices. Objectives of the course include development of the voice and accompanying skills, ability to read and perform vocal score, development of self-expression, and exposure to a variety of vocal literature in varying styles. Participation in weekly vocal class lessons is expected and required. *All members are required to perform twice yearly in school concerts.*

Orchestra**1.00 Credit, 1.00 Weight**

This ensemble focuses on the study of music through performance on string instruments. The goal of the string program is to foster creativity, commitment, dedication, confidence, discipline, talent, teamwork, and the technical musical skills needed to play a string instrument. The orchestral repertoire represents many styles and eras. The development of individual proficiency and musicianship, the art of orchestral performance, and knowledge of musical styles is emphasized.

Sleepy Hollow Singers**0.50 Credit, 1.00 Weight**

Students are selected to participate in this class through audition. Objectives of the course include: development of the human voice and accompanying skills, emphasis on acapella singing with focus on the ability to hold parts in a three or more acapella selection, ability to read music on a more difficult and challenging level, development of self-expression and exposure to a variety of vocal literature. Participation in weekly vocal class lessons is expected and required.

In addition, students are required to perform in school concerts and other public-requested events. Weekly rehearsals take place after school.

Acting for Confidence**0.50 Credit, 1.00 Weight**

Acting is an improvisational class that teaches students to support each other, embrace what makes them individuals. This class will unlock your potential for boosted confidence through the art of acting. You will develop essential life skills through interactive acting exercises. Which in return will boost self-esteem, improve communication, and gain confidence in any situation. Join us for a transformative experience that goes beyond the stage.

This class will provide the opportunity for not only leadership development, but also a solid understanding and appreciation for the importance of *not* leading all the time. Acting class will help students “come out of their shell” while teaching other students the art of listening. Main requirement, but not limited to, is full participation in every class. Warning: You might enjoy yourself in this class.

Theatre Arts/Technology

Theatre Arts/Technology Lab is available for students who participate in 2 drama and/or musical productions per year and join the Theater Technology Club. Theatre Arts Lab offers advanced theatrical training and credit for active involvement in all the SHHS theatre productions during the school year. Students are required to participate in any facet of the production which includes but is not limited to acting, assistant directing, stage managing, light and set design, etc. Students will, through membership in the Theater Technology Club, be required to run auditorium lights and sound for school related events as scheduled by the advisor.

Visual Media Arts/STEAM/Technology

Introduction to Studio Art

0.50 Credit, 1.00 Weight

This foundation course is designed to introduce the student to the basic elements of art. Experimentation with mediums, such as, drawing, painting, ceramics, sculpture, and printmaking are included in the scope of the course. Emphasis is placed on the principles of design as related to portraits, landscapes, still life, 3-D form, and imaginative subject matters, along with, an exploration of both contemporary and historical art. Introduction to Studio Art is designed to serve a wide range of students with a variety of interests and abilities and satisfies a half unit of credit in art and/or music towards the NY State graduation requirement.

Introduction to Digital Art

0.50 Credit, 1.00 Weight

This introductory course in digital arts and computer graphics provides a well-rounded exposure to many aspects of media, ranging from computer generated art to digital imaging through animation. Students explore the elements of art and principles of design as related to portraits, landscapes, digital composition, graphic design and imaginative subject matters. Students will learn basic photo editing and basic illustration software, with Adobe Creative Cloud programs, including Adobe Photoshop and Adobe Illustrator.

Introduction to Digital Art is designed to serve a wide range of students with a variety of interests and abilities and satisfies a half unit of credit in art and/or music towards the NY State graduation requirement.

Studio in Creative Crafts

0.50 Credit, 1.00 Weight

This introductory course in crafts is designed to serve a wide range of students with a variety of interests and abilities. This course introduces students to an understanding of the aesthetic quality and utilitarian function of art pieces. Emphasis is placed on the principles of design, form, and function. Students will explore art making through ceramics, sculpture, mosaics, stained glass, printmaking, jewelry and textile design. Exposure to contemporary and historical artists are included in the scope of the course. Students earn a half unit of credit towards the NY State art/music requirement for graduation.

Pottery and Sculpture

0.50 Credit, 1.00 Weight

The student will develop an understanding of three-dimensional forms and their functions. Students will learn various techniques of hand building and throwing a pot from clay on the potter's wheel. Students will learn about the process of glazing, and firing, with an emphasis on creating pieces that can function and be used in everyday life. Several topics that will be covered include, but not limited to, coil pots, vases, and sculptural figures.

Drawing and Painting

0.50 Credit, 1.00 Weight

Students will explore mark-making materials and engage in a variety of thematic, choice-based projects to develop their skills. Through critical thinking and problem-solving skills, students will develop a personal artistic voice while learning traditional and contemporary methods within the visual arts. Mediums such as acrylic paint, ink and pen, pastel, graphite, charcoal, gouache, and oils will be used to explore two-dimensional and three-dimensional forms. There will be a unique balance between the exploration of traditional and experimental techniques, with an emphasis on contemporary and historical art.

Fashion Design & Wearable Art

0.50 Credit, 1.00 Weight

Create art that can be worn! Using both traditional and non-traditional materials, students will learn ways to manipulate and transform materials into wearable art. Through thematic concepts and exploration of mediums such as silkscreen, airbrush, sewing, jewelry design, and sneaker customization students explore sculptural techniques and learn to manipulate and transform materials in new and creative ways.

Traditional Photography: Black & White 35mm film

0.50 Credit, 1.00 Weight

This course is an introduction to analog photography as a means of expression. Students are familiarized with the 35mm SLR camera. They will learn how to develop film, print in the darkroom and manipulate the process to achieve their creative goals, developing an individual portfolio.

Digital Photography**0.50 Credit, 1.00 Weight**

This course provides students with hands-on experience using a digital camera to acquire skills in the basics of photo composition and photo editing software. Students will have the opportunity to learn how to express oneself through digital image creation and photo editing in Adobe Photoshop. Students will learn how to think critically to analyze their personal vision and identify areas for growth through the creation of a portfolio of work. Knowledge of professional photographers, past and present and career options in digital photography will be explored.

Portfolio Development Honors**1.00 Credit, 1.05 Weight**

Prerequisite: One introductory arts class and or portfolio review

This class is for students who have a strong passion for the arts and wish to develop their artistic voice, and skills through creating a portfolio or art supplement for college. Critical problem solving and creative risk-taking assignments are open ended in nature and explore a variety of approaches.

Students work in a teacher guided, self-directed environment to develop a body of work that visually explores a particular artistic concern, articulated, and supported by a written artist's statement. In keeping with the rigor expected in an accelerated setting, students' portfolios show personal vision and artistic growth over time, mastery of visual art skills and techniques. Projects will be the choice-based materials while also being exposed to various traditional/non-traditional media. There is heavy emphasis on writing in art.

*This course prepares students to take the AP Art & Design or Drawing courses. This course is needed prior to taking the AP Art & Design Course or Drawing.

Advanced Placement 2-D Art & Design**1.00 Credit, 1.10 Weight**

Prerequisite: One Introductory course, Portfolio seminar, and/or portfolio review with instructor

Students may choose to investigate a concentration in either AP 2-D Art and Design or AP Drawing. These AP Art courses are designed for students who are seriously interested in the practical experience of art. All students submit a portfolio to the College Board, consisting of five Selected Works as well as a 15 piece Sustained Investigation. There is a heavy focus on writing about art. These courses focus on 3 course skills: #1. Inquiry and Investigation #2. Making through Practice, Experimentation, and Revision #3. Communication and Reflection.

Students are expected to develop mastery in concept, composition, and execution of ideas, individual portfolios will be developed from students' concentration of their choosing. The structure of a portfolio requires a basic two section structure which requires a student to show a fundamental competency and range of understanding in visual concerns and methods.

The Selected Works section requires students to demonstrate skillful synthesis of materials, processes, and ideas. The Sustained Investigation section requires students to conduct a sustained investigation based on questions through practice, experimentation, and revision. Both sections of the portfolios require students to articulate information about their work.

*There is an additional fee for this course; check with the course instructor.

Introduction to Video and Film Production**0.50 Credit, 1.00 Weight**

In this introductory course, students will acquire an understanding of video and film as a communication medium through practical hands-on production skills. They will learn the pre-production, production, and post-production phases of video and film and learn Adobe Creative Cloud software. By creating short narrative videos, students will learn skills in digital storytelling, digital video editing, digital imaging, and graphic design for film. Students will view and analyze works by present day and historical filmmakers to help understand the formation of the visual text. Video camera techniques, photography and audio techniques are incorporated in the video production process to help strengthen visual storytelling skills. Students also develop the skills necessary to film school activities such as interviews, sports, performing arts and special events.

Advanced Video and Film Production**0.50 Credit, 1.00 Weight****Prerequisite: Introduction to Video and Film Production**

Students develop conceptual productions and will take on leadership roles to become project managers for the Digital News. They will also learn video art, music video, and documentary production on an individual basis, developing video portfolios and exploring career opportunities.

SH Digital News I & II**0.50 Credit, 1.00 Weight****Prerequisite: Video Production or approval from instructor**

Advanced video students will develop the creative and technical skills needed to work with peers in collaborative groups to create and produce our bimonthly newscast, *Wake Up Sleepy*, which focuses on school events, news, life at the Hollow, sports, classes, and clubs. Students will develop skills in all aspects of news production – designing graphics for TV, camera fundamentals, understanding weekly production workflow, writing for the news, interviewing techniques, and anchoring skills. Students will gain expertise in Adobe Premiere editing software and the equipment in our state-of-the art broadcast room.

Animation**0.50 Credit, 1.00 Weight**

In this course, you'll learn the fundamentals of digital drawing using Adobe Illustrator, where you'll craft stunning illustrations and graphics. Discover the magic of character animation using Adobe Animate, and explore the endless possibilities of storytelling through movement and visual effects. This course is designed for beginner/intermediate animators eager to understand the magic behind the screen, exploring the core principles that breathe life into every frame. As you venture into the realm of animation, Adobe After Effects will become your playground for creating motion graphics and visually captivating animations. From concept to execution, you'll embark on hands-on projects that let your creativity soar. Whether you're designing characters, crafting digital landscapes, or animating your own short films, you'll gain valuable skills that blend technology with artistic expression. Get ready to unleash your inner animator and digital artist as you navigate the exciting features of Adobe Suite, setting the stage for a future where your creativity knows no bounds.

Broadcast News**0.50 Credit, 1.00 Weight**

This course is a professionally-oriented media course that is focused on the "On-the-air experience" including announcing skills and broadcasting production techniques using the Tricaster. Students will learn lighting, audio and camera skills in the broadcast room. The goal of this course is for students to professionally produce the news segment of *Wake Up Sleepy*, as well as, other school related news segments. This course is taught exclusively in our Broadcast Studio.

Sleepy Hollow Design & Entrepreneurship**0.50 Credit, 1.00 Weight**

Welcome to "Entrepreneurship and Design," where business meets creativity, and dreams meet strategy! This course is your way of learning how to start a business, but also, generate innovative ideas and products that would make your business unique. Get ready to ignite your imagination, design innovative products, and learn the skills needed to turn your entrepreneurial visions into reality. You'll dive into the fundamentals of entrepreneurship, exploring various business models and gaining insights into finance, marketing, e-commerce and the art of effective communication. But here's where it gets exciting – we're not just talking business plans and spreadsheets. You'll also unleash your creative genius through design thinking, crafting products and business ideas that stand out in a competitive market, by diving into company logos, branding, merchandising, and marketing campaigns.

STEAM: Art & Technology**0.50 Credit, 1.00 Weight**

Welcome to our STEAM course. Using the latest technology and 3D printing students will get to learn how to think and create like designers. By using the 3D printer, students make their designs come to life. This course covers topics in architecture, engineering, designing and art. 3D printing includes units on construction, home design, and jewelry. Construction using common materials, like cardboard, tape, and other found materials. This course is an introductory comprehensive studio art class, in which students can earn a half unit of credit towards the NY State art requirement for graduation.

STEAM and Robotics**0.50 Credit, 1.00 Weight**

If you're into technology, creativity, and making a difference, this is the course for you! Our STEAM and Robotics course will unleash your inner innovator and explore the unlimited potential of mixing Science, Technology, Engineering, Art, and Math (STEAM). In this course, you'll build robots, write code, and even tackle real-world issues with the power of innovative thinking, design thinking, and technology with an artistic twist. Some samples of overarching topics include Artificial Intelligence, 3D Printing for prototyping, Coding for Creativity, Interactive Art Installations, and introduction to Virtual Reality and Augmented Reality. There is no need for previous technology knowledge--just your willingness to take risks, experiment, and a passion for creating with art and technology.

Introduction to Computer Programming**0.50 Credit, 1.00 Weight**

The goal of this introductory computer science course is to expose students to the world of computer programming. Focus will be on logical and algorithmic thinking. Students will learn the fundamental concepts of modern programming languages like Java and C++ through design and animation. A local final examination is required.

Advanced Placement Computer Science Principles**1.00 Credit, 1.10 Weight****Suggested Prerequisite: Algebra II R or completion of Computer Programming**

AP Computer Science Principles introduces students to the foundational concepts of computer science and challenges them to explore how computing and technology can impact the world. There is heavy emphasis on problem solving and applications. The course does not focus on just one specific language but rather focuses on using programming and computing in general to solve computational problems. Students will use an iterative process to design their solutions. There is also focus on ethics and cyber security. The Computer Science Principles Advanced Placement examination is required.

Advanced Placement Computer Science A**1.00 Credit, 1.10 Weight****Suggested Prerequisite: AP Computer Science Principles**

The AP Computer Science A course is an introductory course in computer science. Because the design and implementation of computer programs to solve problems involve skills that are fundamental to the study of computer science, a large part of the course is built around the development of computer programs that correctly solve a given problem. AP Computer Science A Exam requires the use of Java. The Computer Science Advanced Placement A examination is required.

English

Ms. Judith Kelly, Department Chair – 332-6222

Recommended Course Sequence

Core Curriculum:

GRADE 9

English 9R

English 9H

GRADE 10

English 10R

English 10H

GRADE 11

English 11R

English 11H

or

AP English Language
and Composition

GRADE 12

English 12 Transitions
Or

English 12H

Or

AP English Literature

Or

SUPA Principles of
Academic Writing**

Electives:

Public Speaking & Debate, Journalism, Career Success, Creative Writing

**Required for all seniors who must still prepare for the New York State English Language Arts Exam*

***College credit available through Syracuse University's Project Advance program (SUPA)*

English 9R

1.00 Credit, 1.00 Weight

This course continues to build on the foundation in the following literary genres: the short story, the novel, poetry, memoir, the full-length play, and the essay. Students in English 9R will explore the role of literature in society and their own lives; texts will be examined through a social justice lens and as a representation of personal and cultural identities. To this end, interpretive reading is stressed in conjunction with expository, analytical, argumentative, and creative writing. Core works include: *The House on Mango Street*, *The Color of Water*, *To Kill a Mockingbird*, *Romeo and Juliet*, *Sanctuary*, and *Bite of the Mango*. Core textbooks and workbooks include: *English Essentials* and *No Red Ink*. Additional texts will be incorporated to underscore themes, writing strategies, and authors' purpose. Students will be required to engage in the research process on course topics and are encouraged to choose independent reading selections throughout the school year. Grammar, usage, and punctuation rules will be studied and applied through regular writing assignments.

English 9H

1.00 Credit, 1.05 Weight

This course continues to build on the foundation in the following literary genres: the short story, the novel, poetry, mythology, the full-length play, the essay, and non-fiction. Interpretive and critical reading is stressed in conjunction with expository writing as students analyze the literature through a social justice lens and the effects of social justice, or the lack thereof, . Students will be required to compose several research projects related to the literature they will read throughout the year. PSAT/SAT preparation and practice is a cornerstone of this course. Grammar, spelling, and punctuation rules are studied and applied in writing assignments. Independent reading is required for each marking period, and required readings may include *Romeo and Juliet*, *Lord of the Flies*, *To Kill a Mockingbird*, and *The Bookman of Troublesome Creek*. Core workbooks and resources may include: *English Essentials* and *NoRedInk*. Writing is a regular component of this course.

English 10R**1.00 Credit, 1.00 Weight**

This course continues to build upon those skills taught in English 9. There is extensive work in the expository essay, in compositions, and comprehensive preparation for the English Regents Exam. Fundamentals of grammar, spelling, vocabulary, and speech are stressed. In addition to an array of short fiction, non-fiction, and poetry from the core textbook, students will study such literary works as *The Pearl*, *Night*, *Of Mice and Men*, *In the Heights*, Shakespeare's *Julius Caesar*, and *Dear Martin*. SAT/ACT preparation and related skills are regular components of this course. Outside, independent reading is also a course requirement for each marking period.

English 10H**1.00 Credit, 1.05 Weight**

This course continues to build upon those skills taught in English 9. Fundamentals of grammar, spelling, vocabulary, speech, and literary analysis are stressed. In addition, there is extensive work in the expository essay, research skills, PSAT preparation, and Regents preparation. In addition to an array of short fiction, non-fiction, and poetry, students will study such works as *Of Mice and Men*, *The Catcher in the Rye*, *A Separate Peace*, *In the Heights*, *The Kite Runner*, *Wuthering Heights*, *Night*, and *Julius Caesar*. PSAT/SAT preparation and related skills are regular components of this course. Outside, independent reading is also a course requirement for each marking period.

English 11R**1.00 Credit, 1.00 Weight**

This course is designed to focus on American Literature and the Human Experience, where students will read various forms of literature: the memoir, novel or novel excerpts, short stories, poetry, essays, non-fiction, and drama. These core works will be supplemented through paired readings that prepare students for the State Assessment: the Common Core English Regents Exam. Focus will be placed on annotation, analysis, and targeted writing skills in order to further develop students' reading and comprehension skills, while strengthening their ability to write about what they have read. Students will focus primarily on analysis and the use of literary elements and devices to create particular effects, comprehending the work's content, discovering the writer's purpose, and making connections between the literature being studied and students' lives. Students will also address the relevancy of these works today, the lessons that can be learned from them, and how the works reflect current times. The curriculum includes writers that represent a variety of cultures and perspectives in order for students to see themselves in what is read and to learn more about the experiences of their classmates.

English 11H**1.00 Credit, 1.05 Weight**

A survey course in the American literary tradition, English 11 Honors covers an expansive range of literary works and movements. Through a variety of genres, students examine the thematic links between literature and other texts, cultures, societies, and their own lives. Additionally, students explore the diverse voices and conditions that contribute to the expanding and evolving American narrative and identity. Core works include: *The Crucible*, "The Legend of Sleepy Hollow," *The Adventures of Huckleberry Finn*, *The Great Gatsby*, *Death of a Salesman*, *A Raisin in the Sun*, *Fences*, and *The Things They Carried*. Poetry, short fiction, and nonfiction are studied in the context of each core unit.

English 11 Honors is designed to hone students' reading, writing, and language skills as they develop the academic skills necessary for post-secondary education and the professional world. Students articulate their understanding, ideas, and analysis both in the academic discourse of the classroom and in written form through analytical, expository, argumentative, and creative writing. Project-based assessments and skills development are regular components of this course. A full-length research paper is required. Students take a mid-term examination in January and the New York State Regents Examination in English Language Arts in June.

Advanced Placement English Language and Composition**1.00 Credit, 1.10 Weight**

AP English Language and Composition is a college-level course designed to engage students in becoming skilled readers of prose from a variety of periods, disciplines, and rhetorical contexts. Students taking this course are expected to become skilled writers who compose for a variety of purposes. During the course of reading and writing, students become aware of the connections between the writer's purpose, audience, subject, and how the conventions and resources of language contribute to the effectiveness of professional and personal writing.

The curriculum has a broad academic emphasis: the study of non-fiction prose, fiction, drama, and poetry written by American and English writers, and non-fiction texts in English by non-native speakers, from various time periods, prepare students to write effectively for the Advanced Placement examination in May, the ELA examination in June, and for the SAT/ACT writing section. These works demonstrate strong writing from a diverse population who represent a varied point of view. The exposure to a wide range of reading provides students with models and ideas for their own writing, and will broaden their tastes, levels of appreciation, and enjoyment of reading. Students take a mid-term exam in January, the AP English Language and Composition examination in May, and the English Regents examination in June.

Advanced Placement English Literature**1.00 Credit, 1.10 Weight**

This college level course covers the 16th century to the present, with a focus on mostly British and American literature. AP Literature begins with a summer reading/writing assignment on Thomas Hardy's *Tess of the d'Urbervilles* and includes all genres of literature including *Macbeth*, *A Prayer for Owen Meany*, *A Streetcar Named Desire*, *A Doll's House*, *The Awakening*, *Their Eyes Were Watching God*, memorization of poetry, reading/writing poetry, a group project on the Romantic writers, a research paper, and an independent reading project. The purpose of this course is twofold: (1) to make students sophisticated readers through intense analysis of literature and (2) to produce in students responsible adult writing by exploring the many dimensions of deeply studied works of literature. Stress will be placed upon in-depth analysis of a few rather than many pieces. Students in this college-level course are required to take the AP English Literature examination in May.

English 12H**1.00 Credit, 1.05 Weight**

This course is designed to focus on social justice and humanitarianism, drawing on classical and modern literature that include the novel, non-fiction, memoir, drama, and multimedia. In particular, the course focuses on writing in various forms, on the use of literary devices, and on how writers use these devices to enhance meaning, to portray messages, and to help readers comprehend the work's meaning in addition to the writer's purpose. English 12H focuses on the relevancy of the literature read today and how the central themes reflect current times and have vitally important lessons to teach regarding making sense of the world, discovering oneself, and determining one's future. The studied works will be organized thematically, and participants are expected to work individually and in groups. The course requires a summer assignment, a college level research paper with an analytical slide presentation that focuses on a selected individual who has fought for social justice and addresses the impact that person has made and assigned outside reading assignments. At the end of the year, a Senior Project is required for which a Senior Last Lecture and a Flipgrid video are composed. The goal of this course is to provide a solid literary and writing foundation for post-secondary success and encourage course participants to better understand who they are prior to graduating high school.

Journalism**0.50 Credit, 1.00 Weight**

Students will learn to publish a newspaper and all the elements intrinsic to its production. They will learn to write news articles, feature stories, sports stories, editorials, columns, and headlines. Students will write a feature article for our student newspaper, *Hoofprints*, and collaborate with the *Hoofprints'* editors throughout the semester. This half credit will go towards senior English.

Public Speaking and Debate**0.50 Credit, 1.00 Weight**

This is an introductory course to public speaking and debate. Students will develop skills in researching, writing, and presenting speeches. Debate preparation will include working with a group to find resources and to develop a position on various topics and issues of interest. The focus of the class is on providing many varied speech opportunities. This half credit will go towards senior English.

Career Success**0.50 Credit, 1.00 Weight**

Career Success provides students with an opportunity to explore their interests, strengths, and learning styles as they prepare for post-high school life. Students hone various skills necessary for college readiness and career success. These include: time management, personal organization, critical thinking, and communication in various forms. Students in Career Success explore career options and pathways while maintaining a focus on the nature and purpose of meaningful work. Students will write cover letters and résumés and will conduct mock interviews to simulate the job application process. The course will feature assistance with college and employment applications. Former graduates and individuals in the workforce will serve as liaisons and be regularly invited to share their post-high school experiences. The course will culminate in a professional portfolio project. Course texts include *Discovering Careers*, 8th edition and *Callings*, by David Isay. Students will make frequent use of platforms such as *Virtual Job Shadow/Pathful Explore* and *Naviance* as they prepare for life after graduation.

Creative Writing**0.50 Credit, 1.00 Weight**

This course is designed for students who have a genuine interest in developing as creative writers. In this course, students will examine how written and spoken language can serve as vehicles for creative expression and social change. Students will read and study mentor texts as they establish their individual voice. There will be a focus on one's identity as a writer, on the techniques of successful authors/poets, and on the following genres: poetry, short fiction, and creative nonfiction. Students will use writing prompts and mentor texts to generate original pieces that will be developed and refined through the writing process and workshop model. Students will keep a digital writing portfolio of their in-progress and completed works. Students will be encouraged to write for publication and will be required to complete a multi-genre project at the culmination of the course.

Take a Look at Teaching**1.00 Credit, 1.05 Weight**

This Dual Enrollment program enables high school students to take introductory college-level courses designed to meet the needs of pre-college learners, while offering the rigor and learning assessment of college-level coursework. This class is made for students who are considering a career in teaching. While preparing to be college students and experiencing what a college classroom feels like, students will explore different theories and methodologies of teaching while practicing these methods by working with other schools in the district. Students will observe teachers, examine how students learn and plan lessons and units to support that learning. Students will also examine themselves as learners and what their learning needs are. This will end with a culminating assignment of a reflection and a mini-unit plan at the end of the course. Students may earn three college credits through Monroe College.



English 12 Transitions**1.00 Credit, 1.00 Weight**

English 12 Transitions is a year-long course designed for the college-bound senior who requires intensive review of grammar and syntax. Through the completion of exercises and assignments that reinforce understanding of sentence structure, paragraph structure, paragraph linkage and test-taking skills, students will improve their proficiency in writing. Additionally, students will refine their analytical writing skills, write research-based essays, explore potential college majors and minors, and research post-high school opportunities that they may pursue in the future. The course will require students to be self-reflective through personal inventories and examining one's success as a student so far. Furthermore, students will write for a broad array of purposes: defining a transformative moment, composing an effective college essay, and writing argumentatively and analytically. Core texts to be read, analyzed and discussed include *Between the World and Me* by Ta-Nahesi Coates, *The Immortal Life of Henrietta Lacks* by Rebecca Skloot, and *The Absolute True Diary of a Part-Time Indian* by Sherman Alexie. This full credit course will go toward senior English. This course is developed and taught through a partnership with Westchester Community College but is not college credit bearing; instead, students who earn final grades of 75% or higher may be permitted to bypass the required placement exam should they choose to enroll at Westchester Community College after graduating high school.

SUPA Principles of Academic Writing (WRT 105)**1.00 Credit, 1.05 Weight**

Principles of Academic Writing (WRT 105) is an introduction to academic writing. In this class, students will write, revise, edit, and reflect on their writing with the support of their teacher and peers. They will engage critically with the opinions and voices of others to develop a greater understanding of how writing can have an effect on oneself and one's environment. Students will have regular opportunities not just to write, but also to reflect on writing situations and their own development as a writer. In the first unit of study, students examine how language and dominant culture creates identity. Unit two focuses on ideas of gender, misogyny, and toxic masculinity. The third unit analyzes notions of sexuality, and the course concludes with a unit in argument. The course will engage students in analysis and argument, practices that are interdependent and that carry across academic disciplinary lines and into professional and civic writing. Students may earn three college credits through Syracuse University's Project Advance program.

English as a New Language

Ms. Meg Purvis, Department Chair – 332-6227

English as a New Language I

2.00 Credits, 1.00 Weight

Suggested Prerequisite: Screening and placement by ENL Department based on English Language assessment

This is a course of intensive English language study, through both large and small group instruction, for English language learners. Focus will be on the development of basic interpersonal communication skills and cognitive-academic language in the areas of listening, speaking, reading, and writing. Students successfully completing the high school course will earn two credits

English as a New Language II

1.00 Credits, 1.00 Weight

Suggested Prerequisite: Recommendation of the ENL Department based on assessment of English Language proficiency

This is a course of intensive English language study, through both large and small group instruction, for English language learners. Students will master complex English structures and develop an extensive vocabulary in both oral and written form. They will develop research skills, expository writing, and creative writing. They will also build an appreciation of literature written in English through the reading of short stories, poetry, plays, non-fiction works, and abridged novels. Students successfully completing this course will earn two credits, one of which will be applicable toward the English graduation requirement. The students will also be placed in a co-taught English course with an ENL teacher to support their English development.

English as a New Language III

1.00 Credit, 1.00 Weight

Suggested Prerequisite: Screening and placement by ENL Department based on English Language assessment

This is a course of intensive English language study for students who are nearly proficient in oral and written English. This class serves as a bridge between ENL/mainstream English classes. Emphasis will be on refining listening, speaking, reading, and writing skills; further vocabulary development; writing mechanics; and an appreciation of all genres of literature. Students successfully completing this course will earn one credit. The students will also be placed in a co-taught English Language Arts class with an ENL teacher to support their English development in a content course.

Spanish Language High School Equivalency (HSE) Program

This half-day program is designed for recently arrived English language learners who speak Spanish as a first language and for those Spanish-speaking ENL students who, despite their best efforts, will age out of high school before they are able to meet the requirements for a Regents diploma. The program will prepare the students for successfully completing the requirements for a diploma. In addition, they will develop oral and written proficiency in the English language.

HSE Math

This course prepares students for the math portion of the HSE exam. Students develop skills in algebra, geometry, numeric operations, and data analysis. Students in HSE may take this course.

HSE English

This course prepares TASC students for the reading and writing portion of the HSE exam. Students focus on sentence structure, organization, grammar, and mechanics.

Health and Physical Education

Ms. Tawn Turnesa, Department Chair – 332-6301



Health Education

0.50 Credit, 1.00 Weight

This course is a state-mandated requirement for graduation, strongly recommended for the sophomore year. Through classroom discussion, projects, self-assessments, and interactive classroom activities, issues related to personal health and wellness are addressed with an emphasis on individual decision-making. The curriculum is broken down into seven health education skills. These areas include: Self-management, Relationship Management, Stress Management, Communication, Decision Making, Planning and Goal Setting, and Advocacy.

Physical Education 9, 10, 11, and 12

0.50 Credit, 1.00 Weight

A variety of courses are offered to students at the high school level that provide an opportunity to extend their knowledge and proficiency in sports and related activities, along with developing skills and habits that promote lifetime fitness. Students are required to take a minimum of four courses to satisfy their graduation requirement. All courses are designed to give students the necessary knowledge to lead a healthy and active lifestyle. Appropriate skill and cognitive assessments are required.

Team Sports and Outdoor Games

The focus of the course is to develop lifetime activity through team sports and games. The course builds upon the knowledge and skills acquired in traditional physical education courses and includes units such as volleyball, badminton, pickleball, softball, football, basketball, floor hockey, handball, ultimate frisbee, and outdoor games. The structure of the class is similar to a team sports practice. A typical class includes a daily warm-up, skill progression, and discussion of the fundamentals and strategies of the specific sports studied. It also includes modified games and competitive game play. As part of each unit studied, students will participate in team tournaments.

Mountain Biking

This course covers all aspects of mountain biking including turning, balancing, ascents, descents, braking, and obstacle clearing. Bicycle repair and maintenance are also part of the course. In addition, participating students will be introduced to local bicycling organizations, including the Westchester Mountain Biking Association (WMBA) that hold competitive races and organized rides. Students who choose to enroll in this elective should be prepared to mountain bike outside, even during cold weather. This is a physically demanding class. When experiencing serious inclement weather conditions such as snow or heavy rain, students will be expected to participate in alternate physical fitness activities indoors.

Fitness for Life

Through Fitness for Life, students will learn to become informed consumers on matters related to lifelong physical activity and fitness, taking responsibility for setting individualized goals, and making their own plans for active living. To accomplish this overarching goal, students will learn a variety of self-management skills. Students will learn how to assess their own fitness and other health and wellness factors

to determine personal needs and assess progress resulting from healthy lifestyle planning. Students will learn self-management skills (e.g., goals setting, self-monitoring) for adopting healthy lifestyles.

Yogalates

The benefits of Yoga and Pilates can be found in Yogalates, an exercise method combining the strength of Pilates and the flexibility of Yoga. The workout integrates Yoga and Pilates training using a mind-body connection for improved physical, emotional, and mental health. The non-impact resistance program eliminates stress on joints, realigns muscle imbalances, and focuses on maintaining alignment. Yoga offers various breathing techniques, poses to increase flexibility and strength, journal reflections, visualizations, and relaxation. Through deep breathing, flowing movements, and challenging poses, students will gain strength, flexibility, endurance, and learn the art of relaxation. Students will also learn how to use mindfulness exercises in their daily life to help reduce stress, anxiety, and depression.

Body Sculpt

This class is an aerobic, muscle-toning class, focused on core strength. This sculpting class will use weighted body bars, exercise bands, free-weights, Pilates rings, jump ropes, step aerobic boxes, and yoga bands to provide the most effective workouts. Students will gain strength, endurance, and flexibility through a combination of workout sessions. Students will also learn relaxation techniques, mindfulness activities, and visualization exercises to promote an overall positive well-being, and to learn coping strategies for stress and anxiety.

Fitness Walking & Trail Hikes

This course is designed to provide an opportunity for students to develop a fitness workout plan through the activities of walking and other forms of aerobic exercise. Flexibility, cardiovascular and muscular endurance, as well as muscular strength will be emphasized. Students will experience conditioning through the use of walking/hiking routes off campus. Routes vary from 1.5 to 4.0 miles in radius from campus. There are approximately ten hiking trails we use in this class. The instructor will be with the students at all times. Students are required to go on all routes and will not be allowed to stay behind on campus when they are not dressed in physical education clothes. Other forms of aerobic exercise will be used on campus to improve the student's cardiovascular fitness level. These activities may include: jump roping, plyometric exercises, step aerobics, weight training, yoga, and Pilates.

Outdoor Adventures

This course is designed to provide an opportunity for students to develop basic outdoor education skills including Orienteering, First Aid and Safety, Outdoor Survival Skills, Knot Tying, Camping, and Trail Hiking. Students will partake in outdoor activities that will teach fundamental skills that can be utilized in recreational camping, hiking, and climbing. The surrounding area within walking distance of the high school campus will be utilized including the trails, upper field, and possibly the Tarrytown lakes. The focus of this curriculum is to provide a better understanding of outdoor skills and safety. The instructor will be with the students at all times. Students are required to go on all outdoor trips and should dress accordingly. When indoors, students will be involved in fitness activities to promote overall health.

Mathematics and Technology

Mrs. Jennifer Walsh, Mathematics Department Chair – 332-6225

Mathematics

Recommended Course Sequence

GRADE 9	GRADE 10	GRADE 11	GRADE 12
Geometry (H)	Algebra II (H)	Pre Calc H	AP Calc BC w/Statistics ECE* and/or AP Computer Science A or Principles
Algebra I (H)	Geometry (H)	Algebra II (H) Pre Calc 3 in 2 (H)	AP Calc AB w/ Statistics ECE* and/or AP Computer Science A or Principles
Algebra I (R)	Geometry (R)	Algebra II (R) or Algebra II	Pre-Calculus ECE* and/or Statistics ECE* w/AP Computer Science A or Principles
Fundamentals of Algebra	Algebra I (R)	Geometry (R) or Geometry	Algebra II (R) or Algebra II or Math 12

*College credit available through SUNY WCC ECE program

Computer Science Discoveries and Computer Programming are elective options for all students.

Fundamentals of Algebra

1.00 Credit, 1.00 Weight

This course introduces students to the topics of number and quantity, algebra, functions, modeling, and probability and statistics as measured by the New York State Common Core Learning Standards. The course also reviews the content standards appropriate for grade 8. A local final exam is required.

ENL Fundamentals of Algebra

1.00 Credit, 1.00 Weight

This course introduces students to the topics of number and quantity, algebra, functions, modeling, and probability and statistics as measured by the New York State Common Core Learning Standards. The course also reviews the content standards appropriate for grade 8. A local final exam is required.

Algebra I

1.00 Credit, 1.00 Weight

The purpose of this course is to develop student proficiency at the entry level in the areas of number and quantity, algebra, functions, modeling, and probability and statistics as measured by the New York State Common Core Learning Standards. The Algebra I Regents is required.

ENL Algebra I

1.00 Credit, 1.00 Weight

This course develops student proficiency at the entry level in the areas of number and quantity, algebra, functions, modeling, and probability and statistics as measured by the New York State Common Core Learning Standards. The Algebra I Regents is required.

Algebra I H**1.00 Credit, 1.05 Weight**

The purpose of this course is to develop student proficiency at the honors level in the areas of number and quantity, algebra, functions, modeling, and probability and statistics as measured by the New York State Common Core Learning Standards. The Algebra I Regents is required.

Geometry**1.00 Credit, 1.00 Weight****Suggested Prerequisite: Algebra I**

This course introduces students to the topics of geometric relationships, constructions, locus, formal and informal proofs, coordinate geometry, and transformational geometry as described by the Geometry Standard of the New York State Common Core Learning Standards. Local final exam is required.

ENL Geometry**1.00 Credit, 1.00 Weight****Suggested Prerequisite: ENL Algebra I**

This course introduces students to the topics of geometric relationships, constructions, locus, formal and informal proofs, coordinate geometry, and transformational geometry as described by the Geometry Standard of the New York State Common Core Learning Standards. Local final exam is required.

Geometry R**1.00 Credit, 1.00 Weight****Suggested Prerequisite: Algebra I**

This course develops student proficiency at the entry level in the areas of geometric relationships, constructions, locus, formal and informal proofs, coordinate geometry, and transformational geometry as described by the geometry Standards of the New York State Common Core Learning Standards. The Geometry Regents is required.

Geometry H**1.00 Credit, 1.05 Weight****Suggested Prerequisite: Algebra I H**

All topics included in Geometry R will be extended and enhanced so that each topic will require a deeper understanding of mathematical theory. The Geometry Regents is required.

Algebra II**1.00 Credit, 1.00 Weight****Suggested Prerequisite: Geometry**

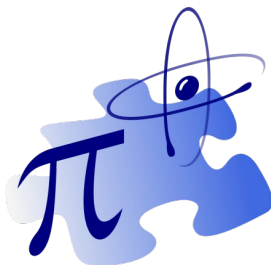
This third-year course introduces students to the topics of logic, algebra, trigonometry, and probability and statistics as described by the Algebra II Common Core Learning Standards. A local final exam is required.

Algebra II R**1.00 Credit, 1.00 Weight****Suggested Prerequisite: Geometry R**

This third-year course develops student proficiency at an advanced level in the areas of logic, algebra, trigonometry, and probability and statistics as described by the Algebra II Common Core Learning Standards. The Algebra II Regents is required.

Algebra II H**1.00 Credit, 1.05 Weight****Suggested Prerequisite: Geometry H**

All topics included in Algebra II R are extended and enhanced so that each topic will require a deeper understanding of mathematical theory. The Algebra II Regents is required.



Pre-Calculus 3 in 2 H**0.50 Credit, 1.05 Weight****Suggested Prerequisite:** Geometry H, pairs with Algebra II H for juniors

This is a half year course that is part of the second year of the two-year sequence to allow juniors to cover geometry, Algebra II, and Pre-Calculus in two years in order to accelerate. This is paired with the Algebra II H course. All remaining Pre-Calculus topics are covered to ensure that students can easily move to AP Calculus AP. A local final is required.

Pre-Calculus H**1.00 Credit, 1.05 Weight**

This full year course is designed for juniors who were accelerated in grade 8. Topics from trigonometry and higher Algebra are explored and extended. Early calculus topics including limits, continuity, derivatives, and limits are discussed. Students are well prepared for AP Calculus BC. A local final exam is required.

Statistics ECE**1.00 Credit, 1.05 Weight****Suggested Prerequisite:** Algebra II R

This course is designed to provide a general introduction to statistical methods. Topics include: descriptive methods and the presentation of data, a thorough treatment of the basic concepts of probability, techniques of statistical inference and decision-making through hypothesis testing, and the methods of correlation and regression analysis. This course is taught through a partnership with the Early College Experience (ECE) Program at Westchester Community College (WCC). Students are given the opportunity to earn college credit if they complete all required coursework, register with WCC, and pass the WCC placement exam. A local midterm and final exam (that are approved by the college) are required.

Math 12**1.00 Credit, 1.00 Weight****Suggested Prerequisite:** Geometry or Algebra II

The purpose of this fourth-year math class is to prepare students for college math. Students will review math appropriate for the SAT, focus on college level statistics and probability, and prepare for college placement exams in mathematics. A local final examination is required. Successful completion of this course will waive the math placement test for entrance to WCC.

Pre-Calculus ECE**1.00 Credit, 1.05 Weight****Suggested Prerequisite:** Algebra II R

The goal of this course is to increase student proficiency in Advanced Algebra, Analytic Geometry, trigonometry, Probability and Statistics, Functions and Limits, Sequences and Series. The course includes the use of a graphing calculator. A local final exam is required. This course is taught through a partnership with the Early College Experience (ECE) Program at Westchester Community College. Students are given the opportunity to earn college credit if they complete all required coursework, register with WCC, and pass the WCC placement test. A local midterm and final exam (that are approved by the college) are required.

Advanced Placement Calculus AB**1.00 Credit, 1.10 Weight****Suggested Prerequisite:** Algebra II (H) and Pre Calc 3 in 2 (H)

The purpose of this course is to develop proficiency in differential and integral calculus via topics defined by the Advanced Placement Committee of the College Entrance Examination Board. This course includes the use of a graphing calculator. The Calculus Advanced Placement AB examination is required.

Advanced Placement Calculus BC**1.00 Credit, 1.10 Weight****Suggested Prerequisite:** Algebra II (H) and Pre Calc (H) and teacher recommendation

The purpose of this course is to develop proficiency in differential and integral calculus via topics defined by the Advanced Placement Committee of the College Entrance Examination Board. This course includes the use of a graphing calculator. The Calculus Advanced Placement BC examination is required.

Mr. Jason Choi, Science Department Chair – 332-6226



GRADE 9

GRADE 10

GRADE 11 & 12

AP Biology
AP Environmental Science
AP Physics 1: Algebra – Based
AP Physics 2: Algebra – Based
AP Chemistry
SUPA Forensics**
Medical Terminology ECE*
Advanced Geology and Climatology***

Anatomy & Physiology

Physical Setting/Chemistry

ENL Chemistry

Living Environment

Applied Physical Science

ENL Biology

Physical Setting/Physics

ENL Applied Physical Science

Science and Society
Inquiry in Science

Science Research

Science Research UHS*

**College credit available through SUNY WCC*
***College credit available through Syracuse University*
****College credit available through SUNY Oneonta*

Physical Setting/Earth Science**1.00 Credit, 1.00 Weight**

This course provides students with a detailed treatment of geology, meteorology, and astronomy through hands-on activities, whole group instruction, small group discussion, and laboratory experiences. Students must show evidence of 1200 minutes of satisfactory laboratory work to be eligible to sit for the Regents examination. The New York State Regents Examination in Physical Setting/Earth Science will be taken by all students at the end of this course.

Applied Physical Science**1.00 Credit, 1.00 Weight**

Applied Physical Science is an activity-based course in applied physics, designed for 9th grade students who wish to take a course that does not end with a Regents examination. It utilizes a constructivist approach to problem solving related to technological applications. Applications of physics principles to sports, transportation, and communication will be studied.

ENL Applied Physical Science**1.00 Credit, 1.00 Weight**

This course is designed for those students who are English Language Learners. It is very similar to the Applied Physical Science course listed above. It utilizes a constructivist approach to problem solving related to technological applications. Applications of physics principles to sports, transportation, and communication will be studied.

Physical Setting/Physics**1.00 Credit, 1.00 Weight****Prerequisite or Co-requisite: Algebra I**

This course primarily allows 11th and 12th grade students to focus on the rules that govern our universe. The student will investigate such topics as kinematics, forces, energy, momentum, electrostatics and electricity, mechanical and electromagnetic waves, and modern physics. Students will enhance their analytical skills through laboratory exercises and must show evidence of 1200 minutes of satisfactory laboratory work to be eligible to sit for the Regents examination. The New York State Regents examination in Physical Setting/Physics will be taken by students at the end of the course.

Physical Setting/Physics 9H**1.00 Credit, 1.05 Weight****Prerequisite or Co-requisite: Algebra I**

This course primarily allows 9th grade students to focus on the rules that govern our universe. The students will investigate such topics as kinematics, forces, energy, momentum, electrostatics and electricity, mechanical and electromagnetic waves, and modern physics. Students will enhance their analytical skills through laboratory exercises and must show evidence of 1200 minutes of satisfactory laboratory work in order to be eligible to sit for the Regents examination. The New York State Regents examination in Physics Setting will be taken by all students at the end of the course.

Living Environment**1.00 Credit, 1.00 Weight****ENL Biology****1.00 Credit, 1.00 Weight****Prerequisite: Earth Science or Applied Physics**

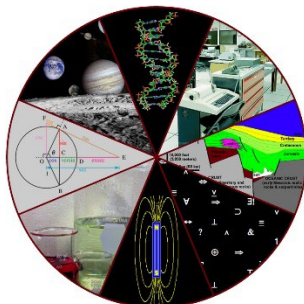
This course explores the nature of life on earth and the relationships of organisms to each other. The student will undertake a thorough study of the structure and function of plant and animal life. Emphasis will be placed on human biology, environmental issues, ecology, genetics, and evolution. Students will be required to develop analytical skills through laboratory exercises, show evidence of 1200 minutes of satisfactory laboratory work, and take the Regents examination. The New York State Regents examination in the Living Environment will be taken by all students at the end of this course.

Anatomy & Physiology

1.00 Credit, 1.00 Weight

Prerequisite: Earth Science or Applied Physics

This is a lab-based course with an emphasis on anatomy and physiology, and biotechnology. Students will explore and study the structure and function of the human body and how it compares to other organisms. Students will examine the advances in modern biology and the fundamental principles of biotechnology. The course will focus on understanding concepts, application to fields of study and careers, and developing laboratory and other important science skills.



Physical Setting/Chemistry

1.00 Credit, 1.00 Weight

ENL Physical Setting/Chemistry

1.00 Credit, 1.00 Weight

Prerequisite: Living Environment and Earth Science and Algebra I

This course provides the students with a detailed study of matter, including the chemical elements, their compounds, and their behavior in relation to one another. Students will develop analytical skills through extensive laboratory exercises. Students are required to show evidence of 1200 minutes of satisfactory laboratory work to sit for the Regents examination. The New York State Regents examination in Physical Setting: Chemistry will be taken by all students at the end of the course.

Physical Setting/Chemistry H

1.00 Credit, 1.05 Weight

Prerequisite: Physical 9H or Earth Science and Algebra I

This course provides students with a detailed and rigorous study of matter, including the chemical elements, their compounds, and their behavior in relation to one another. A great emphasis will be placed on the history of chemistry as well as the mathematical relationships in physical chemistry. The student will develop analytical skills through extensive laboratory exercises and activities. Students are required to show evidence of 1200 minutes of satisfactory lab work to sit for the Regents examination. The New York State Regents examination in Physical Setting/Chemistry will be taken by all students at the end of the course.

Science Research University in the High School (UHS)

1.00 Credit per year, 1.05 Weight

This course is designed to provide an opportunity for students to perform research in their chosen field under the mentorship of a university scholar or independent researcher in the student's chosen field. Under the guidance of teachers and mentors, students will develop a research plan, carry out the research, and communicate findings via research papers, posterboards, and slideshows. Presentations at symposia are required. Students taking this course commit to a three-year experience for 10th through 12th grade. College credit is available through SUNY Albany. Tuition is offered at a reduced rate.

Inquiry in Science

0.50 Credit, 1.00 Weight

Prerequisite: Living Env and Earth Science or Applied Physics

This is a course designed for upperclassmen. It is designed to provide students with the skills necessary to conduct and present science research projects. Students will identify a current science topic and conduct research on the topic. Students will read relevant articles, conduct surveys, lead discussions and debates, and draw research-based conclusions. Students will have the opportunity to pose questions, research topics, collect and analyze the data, and present their findings to the class.

Science and Society**0.50 Credit, 1.00 Weight****Prerequisite:** Living Env and Earth Science or Applied Physics

This is a course designed for upperclassmen. It is a survey course that examines various topics in science and how they affect society. Students will learn the scientific principles necessary to develop an understanding of the issues and how they affect our society and the world. Students will read articles, research topics, participate in class discussions, and engage in debates. Current science topics will be covered in this class which may include human population growth, diseases and epidemiology, energy production and usage, drugs and toxicology, and other science-related issues.

SUPA Forensic Science**1.00 Credit, 1.05 Weight****Prerequisite:** Physical Setting/Chemistry R or H

This course provides an introduction to the science behind crime detection. The course focuses on the analysis and processing of physical evidence such as questioned documents, blood, linguistics, fibers, hair, DNA, toxicology, fingerprints, and ecology. The course represents a synthesis of basic sciences, including biology, chemistry, and physics, and uncovers the intersection of science with the legal system. A variety of learning practices are employed, including lab activities and case studies. The course follows a curriculum prescribed by Syracuse University and is a part of the Project Advance program. Students can dual enroll with Syracuse University for college credit, with tuition offered at a reduced rate.

Medical Terminology**1.00 Credit, 1.05 Weight****Prerequisite:** Physical Setting/Chemistry R or H

This course introduces students to formal medical terminology used by healthcare professionals and to common medical practices. Emphasis is placed on systematic understanding of building and defining medical terms based upon embedded word roots and/or combining forms, prefixes, and suffixes. The anatomy and physiology of the human body, surgical and diagnostic procedures, and medical specialties will be explored. Students have an opportunity to dual enroll with Westchester Community College (WCC) for college credit, with tuition offered at a reduced rate. The course is part of WCC's Early College Enrollment (ECE) program.

Advanced Geology and Climatology**1.00 Credit, 1.05 Weight****Prerequisite:** Physical Setting/Chemistry R or H

This is a college-level geology and climatology course which follows the curriculum prescribed by the Earth Science Outreach Program through SUNY Oneonta. The objective of this course is to give students an understanding of the complexity of forces that have shaped the world around them. This course will introduce students to advanced topics in geology, volcanology, climate change, meteorology, oceanography, and astronomy. This course will provide an understanding of the causes and impacts of natural hazards. Laboratory/field-based investigations, case studies, discussions, and project-based learning will be used to promote an engaging and rigorous experience. The students have the option of earning college credit through SUNY Oneonta.

Advanced Placement Physics 1**1.00 Credit, 1.10 Weight****Prerequisite:** Physical Setting/Chemistry**Co-requisite:** Algebra 2 or Pre-Calculus Mathematics or higher

This is a college-level physics course which follows the curriculum prescribed by the College Board. The course focuses on the big ideas typically included in the first semester of an algebra-based, introductory college-level physics sequence, and provides students with enduring, foundational understandings and skills. AP Physics 1 explores the following topics: kinematics, Newton's laws, various types of motion, work and energy. Laboratory exercises and scientific inquiry will be used to promote an engaging and rigorous experience. The Advanced Placement examination in Physics 1 is required to be taken by all students in May. The students have the option of earning college credit through Westchester Community College (WCC).

Advanced Placement Physics 2: Algebra-Based**1.00 Credit, 1.10 Weight****Prerequisite:** Physical Setting/Physics H or AP Physics 1 and Physical Setting/Chemistry**Co-requisite:** Pre-Calculus Mathematics or higher

This is a college-level physics course which follows the curriculum prescribed by the College Board. The course focuses on the big ideas typically included in the second semester of an algebra-based, introductory college-level physics sequence, and provides students with enduring, foundational understandings and skills. AP Physics 2 explores the following topics: thermodynamics, electrostatics, optics, and modern physics. Laboratory exercises and scientific inquiry will be used to promote an engaging and rigorous experience for students. The Advanced Placement examination in Physics 2 is required to be taken by all students in May.

Advanced Placement Biology**1.00 Credit, 1.10 Weight****Prerequisite:** Living Environment, Physical Setting/Chemistry

This is an introductory college-level biology survey course. The curriculum for the course is designed by the College Board and includes biochemistry, cell structure and function, genetics, evolution, ecology, and quantitative analysis of data. Students will use scientific inquiry to uncover the major themes of biology with the overarching theme that evolution drives the unity and diversity of life. Emphasis is placed on the development and application of scientific thought and scientific practices. The Advanced Placement examination in Biology is required to be taken by all students in May.

Advanced Placement Chemistry**1.00 Credit, 1.10 Weight****Prerequisite:** Physical Setting/Chemistry and Physical Setting/Physics or AP Physics 1**Co-requisite:** Pre-Calculus or higher

This is a college level chemistry course that follows the curriculum prescribed by the College Board. The major area of study is inorganic chemistry with an emphasis on physical chemistry. AP Chemistry explores the following topics: atomic structure, periodic trends, chemical bonding and molecular structure, solutions, oxidation and reduction, acid base chemistry, and stoichiometry. Advanced topics which include kinetics, thermodynamics, and chemical equilibrium will be explored at greater depth. Students will use scientific inquiry to explore the major themes of chemistry and all science disciplines. The Advanced Placement examination in Chemistry is required to be taken by all students in May.

Advanced Placement Environmental Science**1.00 Credit, 1.10 Weight****Prerequisite:** Physical Setting/Chemistry

This is an interdisciplinary college-level course that follows a curriculum prescribed by the College Board. It is intended to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them. A significant amount of additional work is also required, including independent study, written reports, classroom presentations, and independent research. The Advanced Placement examination in Environmental Science is required to be taken by all students in May.

Social Studies

Ms. Jessica Hunsberger, Department Chair – 332-6228

Recommended Course Sequence

GRADE 9	GRADE 10	GRADE 11	GRADE 12
Global History and Geography I, IH, ENL	Global History and Geography II, IIH, ENL	US History and Government, H, ENL	Government and Contemporary Issues, H
	AP World History	AP American History	Generation Citizen Law Economics, H SUPA Personal Finance* AP Government and Politics SUPA Psychology* Individualized Senior Experience
ENL American Citizenship/Economics	ENL Global History and Geography I	ENL Global History and Geography II	ENL US History and Government
		Psychology	Psychology
Writing Matters	Writing Matters	Writing Matters	Writing Matters

*College Credit available through Syracuse University

Freshman Experience

0.25 Credit

The Freshman Experience is designed to ensure a smooth transition for incoming 9th graders to high school. This course provides students with the crucial skills and tools needed to be successful throughout their high school years and BEYOND! Some necessary skills students will focus on in this 45 minute every-other-day semester course are study skills, vocabulary development, technology applications, research and note-taking skills, listening/reading comprehension, self-advocacy, public speaking, and writing.

Global History and Geography I H

1.00 Credit, 1.05 Weight

Global History and Geography I

1.00 Credit, 1.00 Weight

ENL Global History and Geography I

1.00 Credit, 1.00 Weight

This course begins with a study of the world's early civilizations and ends with the Age of Exploration. Students act as historians as they learn to apply social studies practices: gathering, interpreting, using evidence, chronological and geographic reasoning, and contextualization. While events are taught chronologically, students recognize unifying themes and enduring issues. Students explore what is happening in various regions and civilizations at a given time and are able to make connections and draw conclusions between the different regions and eras based on evidence. In addition, the use of primary and secondary sources enables students to investigate issues and themes from multiple perspectives. The teaching of writing, the application of technology, and the linking to current issues are integrated into the course. Teacher recommendation is preferred for the honors course.

Global History and Geography II H**1.00 Credit, 1.05 Weight****Global History and Geography II****1.00 Credit, 1.00 Weight****ENL Global History and Geography II****1.00 Credit, 1.00 Weight**

This course builds on the skills and content learned in Global History and Geography I. Fully aligned with the New York State Social Studies Framework, students apply social studies practices, unifying themes, and enduring issues as they study global history from 1750 to the present. Students evaluate primary and secondary sources to determine causation, similarities and differences between events, and the impact of turning points. They utilize their sourcing skills to determine bias, point of view, and reliability of sources. In addition, they learn to utilize evidence to support an argument about enduring issues. At the end of the course, all students must pass the Global History and Geography Framework Regents exam. Teacher recommendation is preferred for the honors course.

Advanced Placement World History**1.00 Credit, 1.10 Weight**

AP World History is designed to be the equivalent of a two-semester introductory college or university World History course. In AP World History students investigate significant events, individuals, developments, and processes in four historical periods from 1200 C.E. to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; making historical comparisons; utilizing reasoning about contextualization, causation, and continuity and change over time; and developing historical arguments. The course provides five themes that students explore throughout the course in order to make connections among historical developments in different times and places: interaction between humans and the environment; development and interaction of cultures; state building, expansion, and conflict; creation, expansion, and interaction of economic systems; and development and transformation of social structures. Students must be able to read a college-level textbook and write analytically. An average of 85 or above in 9th grade Global History H and a teacher recommendation is preferred in addition to a summer assignment. Students are required to take the Advanced Placement examination in May and the Global History and Geography Framework Regents in June.

US History and Government H**1.00 Credit, 1.05 Weight****US History and Government****1.00 Credit, 1.00 Weight**

This course is a chronological and thematic study of United States history that focuses on the social studies practices and unifying themes outlined in the Framework. The year begins with an analysis of the foundations and structure of the Constitution. After an in-depth look at the new government and Bill of Rights issues, students learn about events in history and critically analyze how these events have tested the Constitution. Students study the nation's economic, political, and social changes experienced during the twentieth century. They explore domestic and foreign policies in connection with current events and enduring issues. A variety of strategies are utilized to engage students in the content and to introduce various points of view. The course requires students to recognize the historical circumstances surrounding events and to analyze primary and secondary source documents, utilizing evidence to support claims about compelling questions. Students are required to take the United States History and Government Framework Regents upon completion of this course. Teacher recommendation is preferred for the honors course.



Advanced Placement American History**1.00 Credit, 1.10 Weight**

This course is designed to provide students with the analytical skills and factual knowledge necessary to think critically about the problems and issues in United States history. Demands equivalent to those made by a full-year introductory college-level course will prepare students for intermediate and advanced level college courses. Students will learn to assess historical materials and to weigh the evidence and interpretations presented in historical scholarship. The course is presented chronologically and emphasizes analytical reading, writing, and historical interpretation. Students are required to take the Advanced Placement examination in May and the US History and Government Regents in June. Teacher recommendation is preferred and successful completion of a summer reading and writing assignment are required. An 85 or above average in Global History and Geography II Honors is highly recommended.

**Contemporary Issues/
Participation in Government H****0.50 Credit, 1.05 Weight****Contemporary Issues/
Participation in Government****0.50 Credit, 1.00 Weight**

Participation in Government/Contemporary Issues is a semester course designed to prepare seniors to critically evaluate both domestic and international events that shape current policy. The role of the US regarding global concerns and foreign relations is a cornerstone of the course as is the study of the changing reality of domestic social and political progress. Topics central to the course change each year to illustrate the fluid nature of a complex world. To date, topics have included climate change, international and national law, human rights issues, terrorism, technology, and privacy. The central theme is an introduction to the post 911 world. Debates, deliberations, and discourse shape class conversation. Focus on the role of the media and the expanding significance of active participation and individual responsibility are critical. Students are expected to follow current events through multimedia and analyze various perspectives, evaluate sources, challenge one another, and refine their own world view to most effectively contribute to their future. Teacher recommendation is preferred for the honors course.

Generation Citizen**0.50 Credit, 1.00 Weight**

This course empowers students to be active participants in our democracy. Over the course of GC's in-class program, students work as a team to choose an issue they care about, develop a focused, strategic plan to address the issue, take real action, and then reflect on their successes, challenges, and plans moving forward. Through this process, students will have the opportunity to conduct research that uncovers the sources of, and solutions for, problems that affect their daily lives. They will interact with policymakers to make real change in their community.

Law**0.50 Credit, 1.00 Weight**

This course addresses the controversial balance between the enforcement of law to maintain an orderly society and the rights of individuals protected by the Bill of Rights. Through case studies, role-plays, mock-trials, and small group exercises, students learn about the criminal justice system and its effects on society. Students must be enrolled in, or have completed, US History and Government. This course meets the New York State Participation in Government requirement for seniors.



Individualized Senior Experience**0.50 Credit, 1.00 Weight**

Individualized Senior Experience gives graduating seniors the opportunity to clarify career interests while they experience working independently in an adult world under the guidance of a mentor. High school seniors design individualized experiences that may take the form of internships with community agencies or businesses, intensive research on a topic of interest, or artistic performance-based projects.

Seniors participating in the program typically take economics during the first semester of senior year, and the Senior Experience program takes the place of the Government and Contemporary Issues course in the second semester. Prior to working on their projects, students attend class in which an instructor will guide students through project formulation, journal writing, research sessions, and mini presentations. To earn a half credit in social studies, students must conduct significant research on how their area of interest is affected by the government. In doing so, students learn about the real-life impact of the levels and branches of government, in addition to gaining insights into the activities of interest groups and professional organizations. Once the students have completed the formal coursework and begin their experiences, they will devote significant time to conducting research on their topics, writing in journals, and meeting with mentors to explore and reflect upon project issues. Students are responsible for selecting their own mentors from within the school community.

The minimum hour requirement for Individualized Senior Experience is 60 hours for 0.5 credit. Students may obtain approval from the appropriate department chairperson if they choose to go beyond the 60 hours (0.5 credit) and work 120 hours to earn an additional elective (0.5) credit.

Economics H**0.50 Credit, 1.05 Weight****Economics****0.50 Credit, 1.00 Weight**

This semester course deals with the basic concepts and principles of economics. It examines the major elements of economic systems and the roles of the various components of those systems including that of consumer, various business organizations, labor, agriculture, banking, investment, and government. This portion of the course is designed to provide students with the economic knowledge and skills necessary for them to function as economically literate citizens in our society and the world. A final research and technology project requires students to demonstrate their understanding of investment strategies. Teacher recommendation is preferred for the honors course.

SUPA Personal Finance**1.00 Credit, 1.05 Weight**

This course applies the fundamental economic problem: How to efficiently allocate finite resources in order to most effectively meet infinite human wants and needs, to the study of personal finance. In this context, the course covers vocabulary, institutional structures, concepts, and issues to take on the problem of most efficiently allocating finite financial resources to effectively meet students' wants and needs as households in terms of gaining and preserving financial security, now and throughout their lives. Sample topics include budgeting and income statements, banking, saving, borrowing, using credit, investing, acquiring insurance, computing taxes, and planning for retirement. In addition, students will learn important institutional facts and fundamental economics concepts related to various types of investments and loans. This is a college course offered to seniors only through Syracuse University. Students paying the (discounted) fee for credit will receive a Syracuse University transcript.

ENL American Citizenship and Economics**1.00 Credit, 1.00 Weight**

American Citizenship is the social studies course taken by newly arriving ENL students. This course meets the requirements of our 12th grade social studies course Economics and Participation in Government/Contemporary Issues. This class will teach students social studies skills, concepts, and vocabulary necessary for success in Global History and Geography, and US History and Government courses. The content will focus on the fundamentals of geography, culture, American government, political participation, economic systems, and personal finance.

Advanced Placement US Government and Policies**1.00 Credit, 1.10 Weight**

This is a college-level course designed to give students an analytical perspective on government and politics in the United States. Students study political concepts, ideas, institutions, policies, interactions, roles, and behaviors that characterize the constitutional system and political culture of the US. Students read and analyze US foundational documents, Supreme Court decisions, and other texts and visuals to gain an understanding of the relationships and interactions between political institutions and behavior. They interpret data, develop evidence-based arguments, and use a variety of media to conduct research on current topics throughout the course. Enrollment in AP Government may be substituted for the Participation in Government and Economics requirement; this course is a full-year course. Teacher recommendation and successful completion of a summer reading and writing assignment is required. Students are expected to take the AP exam in May.

SUPA Psychology**1.00 Credit, 1.05 Weight**

This is a college-level, comprehensive, psychology course. Students will learn about the major areas of psychology including learning, memory, cognition, development, personality, and social psychology. They will become familiar with basic principles, concepts, and research findings and they will use current topics, events and real-life experiences to apply psychological theories and research. Finally, they will engage in their own research projects utilizing appropriate psychological research methods and procedures. Teacher recommendation is necessary for this course. Students will receive college credit from Syracuse University upon fulfilling course requirements. Tuition is offered at a reduced rate. This course is only offered to seniors and/or juniors upon approval.

Psychology**0.50 Credit, 1.00 Weight**

This course introduces the major concepts and theories of psychology. Students learn about current research while participating in psychological experiments. Sample topics include: Freud, cognitive development, behaviorism, learning and intelligence, therapy, disorders, and phobias. This course is only offered to juniors and seniors.

Writing Matters**0.50 Credit, 1.00 Weight**

This course is designed for 11th and 12th grade students who would like to improve their writing in the social sciences. It provides strategies to improve skills in all stages of the writing process, so that students are successful in their current classes and are prepared for writing on the college level. The class meets 45 minutes every other day all year. Students learn through modeling and practicing skills such as formulating a research question, developing a thesis, locating and organizing evidence, creating transitions and counterarguments, and concluding with analysis. Students apply these skills to papers assigned in their social studies classes and as they complete a research paper on a topic of their choosing. While all students are introduced to the same techniques, much of the class time is used for individualized reading, researching, writing, and peer review. Students will also have the opportunity to start crafting their college essays and developing their resumes.

Special Education

Mrs. Denise Wagner, Department Chair – 366-5866

Special Education at Sleepy Hollow High School is designed for students who have been identified by the District Committee on Special Education (CSE) as having a handicapping condition(s) as defined under the State Regulations on Education of Children with Handicapping Conditions. Our programs enable students to learn within the least restrictive setting while focusing on their individual needs. An Individualized Education Plan (IEP) stating annual goals, short-term objectives, and testing modifications becomes the student's mandated program. Each student's program is reviewed annually or whenever necessary during the school year to accommodate recommended changes between Special Education and mainstream programs.

Consultant Teacher Service

This program provides specially designed individual or group instruction by a special education teacher to pupils with disabilities within a regular education class. Services, which are consistent with the student's IEP, are provided for a minimum of two hours per week. These services can be direct within the regular classroom setting or indirect services through consultation with regular education staff.

Resources Program – Academic Support

Individualized or small group instruction is offered in areas of specific skill deficits. Study skills and/or compensatory learning strategies are taught and applied to students' academic courses. Students will receive supplemental instruction as well as instruction to prepare for state exams.

Integrated Co-Teach Program

Students with disabilities who receive Integrated Co-Teaching (ICT or Collaborative Team Teaching) services are educated with age-appropriate peers in the general education classroom by both a general education teacher and a special education teacher. ICT provides students the opportunity to be educated alongside their non-disabled peers with the full or part time support of a special education teacher throughout the day to assist in adapting and modifying instruction. Every classroom typically has a heterogeneous mix of students that includes general education students of mixed abilities, classified special education students, declassified special education students, and general education students receiving accommodations under Section 504.

Special Class

Special class (15:1 student to teacher ratio). A special class is a class consisting of students with an IEP who have been grouped together because of similar individual needs so that they can receive specially designed instruction. Students can receive special class instruction for all classes or a combination with ICT or general education classes depending on the specific needs of the student.

Experiential Learning Program

Experiential Learning is a 12:1:1 special class program designed for students working toward a skills and achievement commencement credential who succeed best using a "hands-on" approach to learning. The program focuses on teaching students the basic skills they will need once they leave high school. Prevocational training is also provided. Students are integrated in regular school activities to the maximum extent possible.

Project Y.O.U.

Project Youth Opportunities Unlimited is a specially designed work-study program leading to job placement and improved employability behaviors. Efforts are made to build self-esteem, positive work habits, and academic skills.

Related Services

Related Services are those that can be provided to assist students with disabilities. These can include speech-language pathology, audiology services, psychological services, physical therapy, occupational therapy, counseling services, orientation and mobility services, parent training and counseling, assistive technology services, and any other appropriate developmental or corrective services.

Declassification Support Services

During an annual review, if the IEP team should determine that a student no longer requires special education services because his/her services can be met in the general education setting without special education support, the team may recommend declassification from special education. The student can receive support services for up to one year following the declassification. These services are direct or indirect services intended to support the declassified student while she or he makes the transition from a special education program to a general education program with no other services. These services can include instructional support or remediation, instructional modifications, related services, and testing accommodations. Even after the one year has expired, the student will still be entitled to his or her program and testing accommodations within the general education setting until the student graduates.

World Language

Ms. Lauren Reisner, Department Chair – 332-6268

Exploring world languages is integral to a comprehensive high school education, providing access to diverse cultures and cultivating essential communication skills. Our program aligns with The American Council on the Teaching of Foreign Languages (ACTFL) World-Readiness Standards for learning Languages, emphasizing the development of proficiency in the 5c's: Communication, Cultures, Connections, Comparisons, and Communities.

Student placement is thoughtfully considered, taking into account individual proficiency and academic recommendations. Academic achievements and teacher recommendations guide placements for the following year, ensuring students are on a path that suits their level and goals. If a student would like an opportunity to change learning pathways, then the student is encouraged to meet with the Department Chair to discuss options.

We stress a four-year commitment to language study, fostering continuous understanding. Consider adding a second language to enrich your program and broaden your knowledge base. Our commitment is to provide a formal and structured framework for a successful and personalized language-learning experience.

Spanish Course Sequence		Spanish Native Language Arts Course Sequence		French Course Sequence	Italian Course Sequence
Spanish 1		NLA 1		French 1	Italian 1
Spanish 2	Spanish 2H	NLA 2		French 2	Italian 2
Spanish 3	Spanish 3H	NLA 3		French 3	Italian 3
Spanish 4	Spanish 4H	Spanish 4H	AP Spanish Language	French 4H	Italian 4H
Spanish 5	AP Spanish Language OR AP Spanish Literature	AP Spanish Language	AP Spanish Literature	AP French Language	Italian 5H

French

French 1

1.00 Credit, 1.00 Weight

Prerequisite: Open to all students who have not successfully completed French 1 previously

French 1 is the first course in the high school sequence. A competency-based approach is used in teaching the basic skills of a world language: listening comprehension, speaking, reading, and writing. The cultural aspects of the Francophone world are introduced through readings and supplementary materials. Students will take the French NYS Checkpoint A assessment administered in June.

This course is appropriate for those who come from another school system in which language was not taught in the middle school; those who have middle school language experience, but have been advised to start over; and those who are interested in studying a second or third language in the high school.

French 2

1.00 Credit, 1.00 Weight

Prerequisite: Successful completion of French 8th grade/HS French 1 and a passing grade on the NYS Checkpoint A French local assessment.

French 2 is the second course in the high school sequence. Continued emphasis is placed on developing speaking, listening, reading and writing skills and fostering competence in the French language. More complex grammar is presented and students learn to function in simple conversational situations. The exploration of cultural aspects extends beyond the fundamentals, offering a deeper understanding of France.

French 3

1.00 Credit, 1.00 Weight

Prerequisite: Successful completion of French 2

French 3 is the third course in the high school sequence. This course continues to improve linguistic skills already developed in earlier courses and to expand reading and writing abilities. Oral competency in functional situations is stressed. Cultural knowledge of the Francophone world is deepened. Students will take the French NYS Checkpoint B assessment administered in June.

French 4H

1.00 Credit, 1.05 Weight

Prerequisite: Successful completion of French 3 and a passing grade on the NYS Checkpoint B French local assessment.

French 4H is offered through the SUNY New Paltz University in the high school program with college credit available for the course at a reduced rate. This course is designed for students who wish to continue to develop their language skills at an advanced level and to study French cultural aspects in more depth. A variety of media is used: short stories, video, recorded materials, newspapers, etc. Reading selections include both classical and contemporary works. All instruction will be in French, and students are expected to express themselves orally and in writing with little recourse to English.

Advanced Placement French Language and Culture

1.00 Credit, 1.10 Weight

Prerequisite: Successful completion of French 4H

This course is intended for qualified students who wish to complete studies in secondary school comparable in difficulty and content to a third-year college course in French Composition and Conversation. It stresses oral skills, reading, and writing with emphasis on communication skills. Materials used will include literary texts, recordings, films, newspapers, magazines, and a review of grammar. Students should have attained the appropriate level of proficiency in listening comprehension, speaking, reading, and writing to enroll in this course. Students taking this course are required to take the corresponding national Advanced Placement exam given in May.

Italian

Italian 1

1.00 Credit, 1.00 Weight

Prerequisite: Open to all students who have not successfully completed Italian 1 previously.

Italian 1 is the first course in the high school sequence. A competency-based approach is used in teaching the basic skills of a world language: listening comprehension, speaking, reading, and writing. The cultural aspects of Italy are introduced through readings and supplementary materials. Students will take the Italian NYS Checkpoint A assessment administered in June.

This course is appropriate for those who come from another school system in which language was not taught in the middle school; those who have middle school language experience but have been advised to start over; and those who are interested in studying a second or third language in the high school.

Italian 2

1.00 Credit, 1.00 Weight

Prerequisite: Italian 1 Successful completion of Italian 8 grade/HS Italian 1 and a passing grade on the NYS Checkpoint A Italian local assessment.

Italian 2 is the second course in the high school sequence. Continued emphasis is placed on developing speaking, listening, reading and writing skills and fostering competence in the Italian language. More complex grammar is presented and students learn to function in simple conversational situations. The exploration of cultural aspects extends beyond the fundamentals, offering a deeper understanding of Italy.

Italian 3

1.00 Credit, 1.00 Weight

Prerequisite: Successful completion of Italian 2

Italian 3 is the third course in the high school sequence. This course continues to improve linguistic skills already developed in earlier courses and to expand reading and writing abilities. Oral competency in functional situations is stressed. Cultural knowledge of Italy is deepened. Students will take the Italian NYS Checkpoint B assessment administered in June.

Italian 4H

1.00 Credit, 1.05 Weight

Prerequisite: Successful completion of Italian 3 and a passing grade on the NYS Checkpoint B Italian local assessment.

Italian 4H is offered through the SUNY Westchester Community College ACE University in the high school program with college credit available for the course at a reduced rate.

This course is designed for students who wish to continue to develop their language skills at an advanced level and to study Italian cultural aspects in more depth. A variety of media is used: short stories, video, recorded materials, newspapers, etc. Reading selections include both classical and contemporary works. All instruction will be in Italian, and students are expected to express themselves orally and in writing with little recourse to English.

Italian 5H

1.00 Credit, 1.05 Weight

Prerequisite: Successful completion of Italian 4

Italian IV H is offered through the SUNY Westchester Community College ACE University in the high school program with college credit available for the course at a reduced rate. This is the second course offered in sequence and is completed in the final years of a five-year language study program.

The goal of this course is to continue to develop mastery of skills acquired through the previous years of study. The emphasis is on speaking and writing expression through advanced grammar study, interactive speaking activities and presentations, written assignments, readings and discussion of cultural life, current events, and key literary texts. Curriculum includes the study and discussion of Italian films, music, literature, and art history.

Spanish

Spanish Native Language Arts 1

1.00 Credit, 1.00 Weight

Prerequisite: Open to Native and heritage speakers of Spanish who have not successfully completed NLA 1 previously or who may have minimal experience with reading or writing in their native language.

This course is designed for those students who have grown up speaking Spanish at home, but have had little or no formal education in the Spanish language and need to develop strong literacy skills in their first language. The goal of the course is to impart literacy skills in Spanish, all of which are easily transferable to the development of skills in the area of English language arts. The main focus of this course will be to develop basic proficiency in reading and writing through exposure to age-appropriate literature of the Spanish-speaking world. Grammar and vocabulary will be taught in context through the reading of simple short stories, periodicals, and thematic essays. Upon completion of this introductory course, students will be prepared to enroll in the more advanced and demanding courses which follow, including the Advanced Placement courses.

Spanish Native Language Arts 2

1.00 Credit, 1.00 Weight

Prerequisite: Successful completion of Native Language Arts 1 and teacher recommendation

In this course students will concentrate on mastering the more sophisticated and complex structures, spelling, grammar and literary forms of the Spanish language in an effort to become truly literate in their native language. Students will spend time reading age-appropriate literature written by Latin American authors and will learn how to write literary analyses and expository essays in grammatically correct Spanish. Students will continue to develop literacy skills in Spanish, all of which are easily transferable to the development of skills in the area of English Language Arts.

Spanish Native Language Arts 2

1.00 Credit, 1.00 Weight

Prerequisite: Successful completion of Native Language Arts 1 and teacher recommendation

This course is designed for native, heritage, or dual language students. The class is conducted in the target language, and the students are expected to speak in Spanish during the class. Students will continue to develop all skill areas (listening, speaking, reading, and writing) through authentic readings in Spanish, as well as extensive grammatical study. The focus of the class will include classroom discussions and compositions based on literary, cultural, and current events topics.

Spanish Native Language Arts 3

1.00 Credit, 1.00 Weight

Prerequisite: Successful completion of Native Language Arts 2 and teacher recommendation

This course is designed for native or heritage speakers of Spanish who want to improve their literacy skills in Spanish. The goal of the course is to impart literacy skills with a heavy emphasis on advanced reading and writing. Students will learn to read fluently, competently, and proficiently. They will learn how to explain main ideas and general concepts and become better, more accurate writers by using correct spelling patterns and diacritical marks. Students will be able to write accurately for all social and personal purposes by organizing ideas, and preparing, supporting, and defending personal opinions on any topic. The course is organized around the content area of important issues and concepts, past and present, relating to the history, culture, and current events of the Spanish-speaking world.

Spanish 1**1.00 Credit, 1.00 Weight****Prerequisite:** Open to all students who have not successfully completed Spanish 1

Spanish 1 is the first course in the high school sequence. A competency-based approach is used in teaching the basic skills of a world language: listening comprehension, speaking, reading and writing. The cultural aspects of Spanish speaking countries are introduced through readings and supplementary materials. Vocabulary, conversation practice, and culture are reinforced by the use of videos, visuals, and multimedia presentations. Students will take the Spanish NYS Checkpoint A assessment administered in June.

This course is appropriate for those who come from another school system in which language was not taught in the middle school; those who have middle school language experience but have been advised to start over; and those who are interested in studying a second or third language in the high school.

Spanish 2**1.00 Credit, 1.00 Weight****Prerequisite:** Successful completion of Spanish 8th grade/HS Spanish 1 and a passing grade on the NYS Checkpoint A Spanish local assessment.

Spanish 2 is the second course in the high school sequence. Continued emphasis is placed on developing speaking, listening, reading and writing skills and fostering competence in the Spanish language. More complex grammar is presented and students learn to function in simple conversational situations. The exploration of cultural aspects extends beyond the fundamentals, offering a deeper understanding of the Spanish-speaking world.

Spanish 2H**1.00 Credit, 1.05 Weight****Prerequisite:** Spanish 8/HS Spanish 1 (based on the placement process and/or with a teacher's recommendation) Students will take the Spanish NYS Checkpoint B assessment administered in June.

The same four skills are taught as in the first year of Spanish using a competency-based approach. Grammatical structure becomes more complicated, vocabulary is extended, and the student's cultural knowledge of Spanish-speaking countries is broadened. Students are encouraged to use Spanish as much as possible. Continued emphasis is placed on developing and refining both oral and written skills.

Spanish 3**1.00 Credit, 1.00 Weight****Prerequisite:** Successful completion of Spanish 2 or Spanish 2H

Spanish 3 is the third course in the high school sequence. This course continues to improve linguistic skills already developed in earlier courses and to expand reading and writing abilities. Oral competency in functional situations is stressed. Cultural knowledge of the Spanish-speaking world is deepened. Students will take the Spanish NYS Checkpoint B assessment administered in June.

Spanish 3H**1.00 Credit, 1.05 Weight****Prerequisite:** Successful completion of Spanish 2 or Spanish 2H

This course places increased emphasis on reading and writing skills while maintaining and improving comprehension and speaking skills. Authentic resources and materials will throughout the course. The class is conducted in the target language, and the students are expected to speak in Spanish during the class.

Spanish 4**1.00 Credit, 1.00 Weight****Prerequisite:** Successful completion of Spanish 3 or 3H

Spanish 4 is the fourth course in the high school sequence. Emphasis is on maintaining reading, vocabulary and oral language skills through the use of literary texts, films and authentic cultural materials. Instruction is done primarily in Spanish and the course content varies to meet individual interests. Culture of the Spanish speaking world continues to be emphasized.

Spanish 4H**1.00 Credit, 1.00 Weight****Prerequisite:** Successful completion of Spanish 3, Spanish 3H, Spanish NLA3 or Spanish 4

Spanish 4H is offered through the SUNY Westchester Community College American Council on Education (ECE) University in the high school program with college credit available for the course at a reduced tuition rate. This course is designed for highly qualified students wishing to continue their study of Spanish at an advanced level. The activities, projects and assessments are based on the American Council on the Teaching of Foreign Languages (ACTFL) Proficiency Guidelines and Standards. These consist of the five C's; communication, cultures, connections, comparisons, and communities. Students may take a Checkpoint C examination in June.

Spanish 5**1.00 Credit, 1.05 Weight****Prerequisite:** Successful completion of Spanish 4 or 4H

This is the fifth year in the high school sequence. Conversation, literature, culture, and composition are all addressed, but the emphasis depends on the interests and abilities of students. Instruction and reading are done in Spanish, and emphasis is on maintaining and strengthening free conversation and composition and includes review and continuation of basic grammatical concepts. Topics of high student interest are studied such as film, media, music, and art and authentic reading is increased. The curriculum is focused on listening, speaking, reading, and writing.

Advanced Placement Spanish Language & Culture**1.00 Credit, 1.10 Weight****Prerequisite:** Successful completion of Spanish 4H and/or Spanish NLA 3

This course is intended for qualified students who wish to complete studies in secondary school comparable in difficulty and content to a third-year college course in Spanish composition and conversation. This course stresses oral skills, composition and grammar. Content will reflect intellectual interests shared by students and teachers (the arts, current events, literature, sports, etc.). Materials used will include literary texts, recordings, films, newspapers, magazines, and a review of grammar. The class is conducted in the target language, and students are required to speak in Spanish during class. Students taking this course are required to take the corresponding national Advanced Placement exam given in May.

Advanced Placement Spanish Literature & Culture**1.00 Credit, 1.10 Weight****Prerequisite:** Successful completion of Spanish 4H and/or Spanish NLA 3

This course is intended for qualified students who wish to complete studies in secondary school comparable in difficulty and content to a third-year college level introduction to Hispanic Literature course. This course covers all the major Hispanic literary movements from the Middle Ages to present and has a cultural and historical component. Students are required to read authentic literary works, present literary themes, write essays, and speak in the target language during class. The students will develop their literary analytical skills and continue to improve their reading and writing skills in Spanish. Students taking this course are required to take the corresponding national Advanced Placement exam given in May.

The Seal of Biliteracy: The Seal of Biliteracy is a seal placed on a student's diploma in recognition of students who have reached proficiency in two or more languages. The Seal of Biliteracy affirms a high level of mastery in more than one language. Qualifying students must complete all requirements, consisting of exams, portfolios, and exit interviews.

HIGH SCHOOL FOUR-YEAR PLANNING WORKSHEET

STUDENT _____ GRADE _____ COUNSELOR _____ DATE _____

Period	GRADE 9	Credit	GRADE 10	Credit	GRADE 11	Credit	GRADE 12	Credit
1								
2								
3								
4								
5								
6								
7								
8								
Totals								

GRADUATION REQUIREMENTS

Courses

Local Diploma Diploma

Regents

	<i>Credits</i>	<i>Credits</i>
English	4	4
Social Studies	4	4
Math	3	3
Science	3	3
Phys Ed (½ unit per yr.)	2	2
Art and/or Music	1	1
Health	.5	.5
Second Language	1	3
Electives	3.5	1.5
Community Service	<u>.5</u>	<u>.5</u>
TOTAL CREDITS	22.5	22.5

TESTING REQUIREMENTS:

5 Regents exams for Local and Regents Diploma

8 Regents exams for Regents Diploma with Advanced Designation

POST HIGH SCHOOL PLANS

____ 4 YR COLLEGE

____ 2 YR COLLEGE

____ WORK (BOCES)

____ MILITARY

____ OTHER

COMMENTS/AREAS OF INTEREST:

Appendix A

The following chart outlines the diploma and credential requirements currently in effect. The chart provides an overview of the requirements and identifies the student populations that have access to each type of diploma and non-diploma high school exiting credential. Websites are provided to offer more detailed information regarding the requirements for each diploma or credential.

New York State High School Diplomas

Diploma Type	Available to	Requirements
Regents Diploma	All student populations	<p>Credit: 22 units of credit distributed as follows: 4 ELA, 4 social studies, 3 science, 3 mathematics, ½ health, 1 arts, 1 world languages¹, 2 physical education, and 3 ½ electives</p> <p>Assessment:</p> <ul style="list-style-type: none"> 4 required Regents Exams² (one in each discipline: English, mathematics, science, social studies); successful completion of 1 Pathway³; and <ul style="list-style-type: none"> each Regents Exam with a score of 65 or better⁴ <p>Reference: Diploma Types</p>
Regents Diploma (through traditional appeal)	All student populations	<p>Credit: 22 units of credit distributed as follows: 4 ELA, 4 social studies, 3 science, 3 mathematics, ½ health, 1 arts, 1 world languages¹, 2 physical education, and 3 ½ electives</p> <p>Assessment:</p> <ul style="list-style-type: none"> 4 required Regents Exams² (one in each discipline: English, mathematics, science, social studies); successful completion of 1 Pathway³; <ul style="list-style-type: none"> 1 of the above Regents Exams (including the pathway, if a Regents Exam) with a score of 60-64 for which an appeal⁵ is granted by the local district per Commissioner's Regulation 100.5(d)(7); and remaining required Regents Exams with a score of 65 or better⁴ <p>Reference: Appeals, Safety Nets, and Superintendent Determination</p>

Diploma Type	Available to	Requirements
Regents Diploma with Honors	All student populations	<p>Credit: 22 units of credit distributed as follows: 4 ELA, 4 social studies, 3 science, 3 mathematics, ½ health, 1 arts, 1 world languages¹, 2 physical education, and 3 ½ electives</p> <p>Assessment:</p> <ul style="list-style-type: none"> 4 required Regents Exams² (one in each discipline: English, mathematics, science, social studies); successful completion of 1 Pathway³; and <ul style="list-style-type: none"> a computed average score of 90 or better on all required Regents Exams (including the pathway, if a Regents Exam) <p>Note: No more than 2 Department approved alternatives may be substituted and will not count in the computed average. The locally developed Checkpoint B examination in world languages is not included in the computed average. In instances where students received exemptions from Regents Examinations, the calculation for the honors endorsement will be dependent upon the number of scored Regents Examinations the student has.</p> <ul style="list-style-type: none"> Students with a minimum of three scored Regents Examinations applicable to the diploma <ul style="list-style-type: none"> In instances where students have at least three scored Regents Examinations to be included in the assessments required for the diploma type, exemptions due to COVID-19 would be removed from the calculation. If the computed average of the Regents Examination scores required for the diploma (not including exemptions) equals 90 or above, the student earned the honors endorsement. Students with fewer than three scored Regents Examinations applicable to the diploma <ul style="list-style-type: none"> The student's final course grade for each exempted Regents Examination will be substituted in the calculation for honors. If the computed average of the scored Regents Examinations and the final course grades for courses for which exemptions were granted equals 90 or above, the student earned the honors endorsement. <p>Reference: Regents Diploma with Honors</p>
Regents Diploma with Advanced Designation	All student populations	<p>Credit: 22 units of credit distributed as follows: 4 ELA, 4 social studies, 3 science, 3 mathematics, ½ health, 1 arts, 1 world languages¹, 2 physical education, and 3 ½ electives</p> <p>Assessment:</p> <ul style="list-style-type: none"> 7 required Regents Exams² distributed as follows: 3 mathematics, 2 science (one physical, one life), 1 English, 1 social studies; successful completion of 1 Pathway³; and <ul style="list-style-type: none"> each Regents Exam with a score of 65 or better⁴ <p>Sequence⁵: successful completion of one of the three sequence options:</p> <ul style="list-style-type: none"> earning an additional 2 units of credit in world languages and passing a locally developed Checkpoint B examination in world languages; or completing a 5 unit sequence in the Arts; or completing a 5 unit sequence in CTE <p>Reference: Diploma Types</p>

Diploma Type	Available to	Requirements
Regents with Advanced Designation with an annotation that denotes Mastery in Mathematics	All student populations	<p>Credit: 22 units of credit distributed as follows: 4 ELA, 4 social studies, 3 science, 3 mathematics, ½ health, 1 arts, 1 world languages, 2 physical education, and 3 ½ electives</p> <p>Assessment and Sequence^{vi}: Meets all assessment and sequence requirements for the Regents diploma with advanced designation (see above) and scores 85 or better on each of 3 Regents Examinations in mathematics</p> <p>Note: Students who were exempted^{ix} from a Regents Examination in mathematics (due to COVID-19 cancellations) may earn the mastery in mathematics endorsement using one of the following conditions:</p> <ul style="list-style-type: none"> • passed 2 Regents Examinations in mathematics with a score of 85 or higher and was granted an exemption on a third Regents Examination in mathematics; or • passed 1 Regents Examination in mathematics with an 85 or higher and earned a final course grade of 85 or higher in 2 additional mathematics courses culminating in a Regents Examination for which an exemption was granted. <p>Reference: Endorsements and Seals</p>
Regents with Advanced Designation with an annotation that denotes Mastery in Science	All student populations	<p>Credit: 22 units of credit distributed as follows: 4 ELA, 4 social studies, 3 science, 3 mathematics, ½ health, 1 arts, 1 world languages, 2 physical education, and 3 ½ electives</p> <p>Assessment and Sequence^{vi}: Meets all assessment and sequence requirements for the Regents diploma with advanced designation (see above) and scores 85 or better on each of 3 Regents Examinations in science</p> <p>Note: Students who were exempted^{ix} from a Regents Examination in science (due to COVID-19) may earn the mastery in science endorsement using one of the following conditions:</p> <ul style="list-style-type: none"> • passed 2 Regents Examinations in science with a score of 85 or higher and was granted an exemption on a third Regents Examination in science; or • passed 1 Regents Examination in science with an 85 or higher and earned a final course grade of 85 or higher in 2 additional science courses culminating in a Regents Examination for which an exemption was granted. <p>Reference: Endorsements and Seals</p>

Diploma Type	Available to	Requirements
Regents with Advanced Designation with Honors	All student populations	<p>Credit: 22 units of credit distributed as follows: 4 ELA, 4 social studies, 3 science, 3 mathematics, ½ health, 1 arts, 1 world languagesⁱ, 2 physical education, and 3 ½ electives</p> <p>Assessment and Sequenceⁱⁱ: Meets all assessment and sequence requirements for the Regents diploma with advanced designation (see above) with a computed average score of 90 or better on all Regents Exams required for the diploma</p> <p>Note: No more than 2 Department approved alternatives may be substituted and will not count in the computed average. The locally developed Checkpoint B examination in world languages is not included in the computed average. In instances where students received exemptions from Regents Examinations, the calculation for the honors endorsement will be dependent upon the number of scored Regents Examinations the student has.</p> <ul style="list-style-type: none"> • Students with a minimum of three scored Regents Examinations applicable to the diploma <ul style="list-style-type: none"> ○ In instances where students have at least three scored Regents Examinations to be included in the assessments required for the diploma type, exemptions due to COVID-19 would be removed from the calculation. If the computed average of the Regents Examination scores required for the diploma (not including exemptions) equals 90 or above, the student earned the honors endorsement. • Students with fewer than three scored Regents Examinations applicable to the diploma <ul style="list-style-type: none"> ○ The student's final course grade for each exempted Regents Examination will be substituted in the calculation for honors. If the computed average of the scored Regents Examinations and the final course grades for courses for which exemptions were granted equals 90 or above, the student earned the honors endorsement. <p>Reference: Regents Diploma with Advanced Designation with Honors</p>
Local Diploma (through Traditional Appeal)	All student populations	<p>Credit: 22 units of credit distributed as follows: 4 ELA, 4 social studies, 3 science, 3 mathematics, ½ health, 1 arts, 1 world languagesⁱ, 2 physical education, and 3 ½ electives</p> <p>Assessment:</p> <ul style="list-style-type: none"> • 4 required Regents Examsⁱ (one in each discipline: English, mathematics, science, social studies); • Successful completion of 1 Pathway^{iii,v}; and <ul style="list-style-type: none"> • 2 of the above required Regents Exams (including the Pathway, if a Regents Exam) with a score of 60-64 for which an appeal^{vi} is granted by the local district per Commissioner's Regulation 100.5(d)(7); and • remaining required Regents Exams with a score of 65 or better^{iv}. <p>Reference: Appeals, Safety Nets, and Superintendent Determination</p>

Diploma Type	Available to	Requirements
Local Diploma	English Language Learners Only	<p>Credit: 22 units of credit distributed as follows: 4 ELA, 4 social studies, 3 science, 3 mathematics, ½ health, 1 arts, 1 world languagesⁱ, 2 physical education, 3 ½ electives</p> <p>Assessment:</p> <ul style="list-style-type: none"> 4 required Regents Examsⁱⁱ (one in each discipline: English, mathematics, science, social studies) Successful completion of 1 Pathway^{iii,x}; and <ul style="list-style-type: none"> the ELA Regents Exam with a score of 55-59 for which an appeal is granted by the local district per Commissioner's Regulation 100.5(d)(7); up to 1 of the above required Regents Exam with a score of 60-64 for which an appeal^{iv} is granted by the local district per Commissioner's Regulation 100.5(d)(7); remaining required Regents Exams with a score of 65 or better^{iv} <p>Note: English Language Learners (ELL) seeking an appeal for a score of 55-59 on the ELA Regents Exam are only eligible for an appeal in this area if they entered the United States in grade 9 or after and were classified as an ELL when they took the test the second time.</p> <p>Reference: Appeals, Safety Nets, and Superintendent Determination</p>
Local Diploma	Students with disabilities with an individualized education program (IEP) or if included on the student's Section 504 Accommodation Plan	<p>Credit: 22 units of credit distributed as follows: 4 ELA, 4 social studies, 3 science, 3 mathematics, ½ health, 1 arts, 1 world languagesⁱ, 2 physical education, and 3 ½ elective</p> <p>Assessment:</p> <p>a) Low Pass Safety Net Option:</p> <ul style="list-style-type: none"> 4 required Regents Examsⁱⁱ (one in each discipline: English, mathematics, science, social studies); Successful completion of 1 Pathwayⁱⁱⁱ; and <ul style="list-style-type: none"> each Regents Exam with a score of 55 or better^{iv} <p>b) Low Pass Safety Net and Appeal:</p> <ul style="list-style-type: none"> 4 required Regents Examsⁱⁱ (one in each discipline: English, mathematics, science, social studies); Successful completion of 1 Pathway^{iii,x}; and <ul style="list-style-type: none"> up to 2 Regents Exams with a score of 52-54 for which an appeal^{iv} is granted by the local district per Commissioner's Regulation 100.5(d)(7) each remaining Regents Exam with a score of 55 or better^{iv} <p>c) Compensatory Safety Net Option: scores between 45-54 on one or more of the required science, social studies, or mathematics (as a pathway) Regents Exams, but compensates the low score with a score of 65 or higher on another required Regents Exam. Note: a score of at least 55 (or an approved appeal of 52-54) must be earned on both the ELA and 1 mathematics exam. A score of 65 or higher on a single examination may not be used to compensate for more than one examination for which a score of 45-54 is earned.</p> <p>Reference: Appeals, Safety Nets, and Superintendent Determination and Information Related to Graduation Requirements for Students with Disabilities</p>

Diploma Type	Available to	Requirements
Local Diploma (through Superintendent Determination)	Students with disabilities with an IEP Does NOT INCLUDE students with a Section 504 Accommodation Plan	<p>Credit: 22 units of credit distributed as follows: 4 ELA, 4 social studies, 3 science, 3 mathematics, $\frac{1}{2}$ health, 1 arts, 1 world languages¹, 2 physical education, and 3 $\frac{1}{2}$ electives</p> <p>Assessment:</p> <ul style="list-style-type: none"> o A superintendent's determination made upon a parent's written request, based on review of documentation, as to graduation-level proficiency in the subject area in which the student was not able to demonstrate proficiency of the State's learning standards through the assessment required for graduation. <p>To be eligible for the superintendent determination:</p> <ol style="list-style-type: none"> 1. The student must have a current individualized education program (IEP) and be receiving special education programs and/or related services. 2. The student did not meet the graduation requirements through the low pass (55-64) safety net option or the compensatory option. 3. The student must have earned the required course credits and have passed, in accordance with district policy, all courses required for graduation, including the Regents courses to prepare for the corresponding required Regents Examination areas (English Language Arts (ELA), mathematics, social studies and science). 4. The student must have taken and received a minimum score of 55 on both the ELA and Mathematics Regents Examinations or successfully appealed a score between 52 and 54, except that on or after December 12, 2017, a student who was unable to achieve a minimum score of 55 or did not initiate an appeal of a score of between 52 and 54 on the English and/or Mathematics Regents Examinations may be considered an eligible student for the Superintendent Determination option, provided that the student has completed the requirements for the New York State (NYS) Career Development and Occupational Studies (CDOS) Commencement Credential. 5. There must be evidence that the student participated in all Regents Examinations required for graduation but has not passed one or more of these examinations. 6. In a subject area where the student was not able to demonstrate his/her proficiency of the State's learning standards through the Regents Examinations required for graduation (including ELA and/or mathematics if using the CDOS Commencement Credential to meet the eligibility condition(s) in #4), there must be evidence that the student has otherwise demonstrated graduation level proficiency in the subject area(s). <p>Reference: Appeals, Safety Nets, and Superintendent Determination and Information Related to Graduation Requirements for Students with Disabilities</p>

Diploma Type	Available to	Requirements
Local Diploma (through Special Determination)	All student populations (only applies to June 2022 graduates)	<p>Credit: 22 units of credit distributed as follows: 4 ELA, 4 social studies, 3 science, 3 mathematics, ½ health, 1 arts, 1 world languages, 2 physical education, and 3 ½ electives</p> <p>Assessment: To be eligible for the Special Determination, the student must otherwise meet all requirements for graduation in June of 2022 and meet one of the following criteria:</p> <ul style="list-style-type: none"> The student was enrolled in a course of study or make up program during the 2021-2022 school year leading to a June 2022 Regents Examination, earned credit in such course of study by the scheduled date of the Regents Examination, participated in such examination but did not achieve a passing score or qualify for a Special Appeal; or The student was enrolled in a course of study or make up program during the 2021-2022 school year that was intended to culminate in the student's participation in a June 2022 Regents Examination and the student earned credit in such course of study by the date of such examination but was unable to participate in such examination due to illness, including isolation restrictions due to COVID. Such illness must be documented by the student's physician, or in the case of COVID, in accordance with the Centers for Disease Control and Prevention (CDC) and or local guidelines for quarantine. A student absent due to COVID should follow the locally developed school or district procedures for reporting such absence. <p>Reference: Special Determination to Graduate with a Local Diploma in June 2022</p>
Local Diploma, Regents Diploma, Regents Diploma with Advanced Designation (with or without Honors), with a Career and Technical Education Endorsement	All student populations	<p>Credit: Completes all credit requirements as listed above for specific diploma types and successfully completes an approved career and technical education program</p> <p>Assessment: Achieves a passing score on State assessments as listed above for specific diploma types and successfully completes the 3 part technical assessment designated for the particular approved career and technical education program which the student has completed</p> <p>Reference: Endorsements and Seals</p>
Regents Diploma, Regents Diploma with Advanced Designation (with or without Honors), with a Seal of Biliteracy	All student populations	<p>Credit: Completes all credit requirements as listed above for specific diploma types (Regents or Regents with advanced designation) and meets the criteria for earning the New York State Seal of Biliteracy</p> <p>Assessment: Meets the criteria for Earning the New York State Seal of Biliteracy.</p> <p>Reference: The New York State Seal of Biliteracy (NYSSB)</p>
Local Diploma, Regents Diploma, Regents Diploma with Advanced Designation (with or without Honors), with a Seal of Civic Readiness	All student populations	<p>Credit: Completes all credit requirements as listed above for specific diploma types (Regents or Regents with advanced designation) and meets the criteria for earning the New York State Seal of Civic Readiness</p> <p>Assessment: Meets the criteria for earning the New York State Seal of Civic Readiness.</p> <p>Reference: New York State Seal of Civic Readiness</p>

Non-diploma High School Exiting Credentials

Credential Type	Available to	Requirements
Career Development and Occupational Studies (CDOS) Commencement Credential	All students other than those who are assessed using the NYS Alternate Assessment (NYSSA)	<ul style="list-style-type: none"> Completes a career plan; demonstrates attainment of the commencement level Career Development and Occupational Studies (CDOS) learning standards in the areas of career exploration and development, integrated learning and universal foundation skills; satisfactorily completes the equivalent of 2 units of study (216 hours) in Career and Technical Education coursework and work-based learning (including at least 54 hours of work-based learning); and has at least 1 completed employability profile; or Student meets criteria for a national work readiness credential <p>Note: Credential may be a supplement to a Local or Regents diploma, or, if the student is unable to meet diploma standards, the credential may be awarded as the student's exiting credential provided the student has attended school for not less than 12 years, excluding Kindergarten.</p> <p>Reference: Exiting Credentials and Commissioner's Regulations 8 CRR-NY 100.6, High school exiting credentials</p>
Skills and Achievement Commencement Credential	Students with severe disabilities that are assessed using the NYS Alternate Assessment (NYSAA)	<p>All students with severe disabilities who attend school for not less than 12 years, excluding Kindergarten exit with this credential which must be accompanied by documentation of the student's skills and strengths and levels of independence in academic, career development and foundation skills needed for post-school living, learning and working.</p> <p>Reference: Exiting Credentials, Special Education Field Advisory: Skills and Achievement Commencement Credential for Students with Severe Disabilities, and Commissioner's Regulations 8 CRR-NY 100.6, High school exiting credentials</p>

Endnotes

- i. Students with a disability may be excused from the world languages credit requirement if so indicated on the IEP but must still earn 22 units of credit to graduate.
 - ii. In all cases students may substitute an assessment from the list of Department Approved Alternative Examinations Acceptable for Meeting Requirements for a Local or Regents Diploma.
 - iii. In **addition** to passing the following 4 required Regents Exams or the corresponding [Department approved alternative examination](#), all students must complete **1** of the following pathway options:
 - earn the New York State [Seal of Civic Readiness](#); or
 - pass an additional mathematics Regents Exam in a different course or Department approved alternative; or
 - pass an additional science Regents Exam in a different course or Department approved alternative; or
 - pass an additional social studies Regents Exam in a different course or Department approved alternative; or
 - pass an additional English assessment in a different course selected from the Department approved alternative list; or
 - pass a [Department Approved Pathway Assessment in the Arts](#); or
 - pass a [Department Approved Pathway Assessment in World Languages](#); or
 - successfully complete all the requirements for the [CDOS Commencement Credential](#); or
 - successfully complete an [approved CTE program](#), including the associated 3-part technical assessment.
- The additional assessment must measure a different course than that which was measured by one of the four required exams above, or an approved pathway assessment in the Arts, CDOS, or world languages. Additional information can be referenced on the NYSED's [Multiple Pathways](#) webpage.
- iv. An assessment **exemption** may be accepted in lieu of a Regents Examination, pathway assessment, or Department approved alternative exam. Additional information can be referenced in the following FAQs: [June/August 2020](#), [January 2021](#), [June/August 2021](#), and [January 2022](#), and [FAQ on Cancellation of Regents Exam in US History and Government \(Framework\)](#). Additionally, if a school grants a **special appeal**, the student is deemed to have met the assessment requirement. Additional information can be referenced in the [Special Appeals Memo](#) and [FAQ](#).
 - v. Regents Exams used to meet the pathway requirement may be appealed.
 - vi. Non-Regents pathway assessments and Department approved alternative exams are not subject to the Appeal Process.
 - vii. Students with a disability who are excused from the world languages requirement per their IEP need not complete a sequence in world languages nor a 5 unit sequence in the Arts or CTE in order to meet the requirements for the Regents diploma with advanced designation.
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