

Sleepy Hollow High School

Course Selection Guide

2026-2027



Sleepy Hollow High School Leadership Team & Guidance Staff

Administration

Dr. Debbie M. Brand, Principal	332-6200
Mr. Dan Larkin, Assistant Principal	332-6203
Ms. Jessica Perez, Assistant Principal	332-6262

Attendance

Ms. Marjorie Maia	332-6205
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Department Chairpersons/Directors

Mr. Michael Arias, Athletic Director	332-3664
Mr. Jason Choi, Science	332-6226
Mr. John Cincotta, Social Studies	332-6228
Mrs. Mary Cincotta, Art and Media	333-5981
Mrs. Lisa Djonbalic, World Languages	332-6268
Mrs. Katherine Donahue, English	332-6222
Mrs. Joan Mullin, Library-Media	332-6220
Mrs. Gail Persad, Performing Arts	332-6223
Ms. Megan Purvis, ENL	332-6227
Ms. Tawn Turnesa, Health and Physical Education	332-6301
Mrs. Denise Wagner, Special Education	366-5866
Dr. Jennifer Walsh, Mathematics	332-6225
Mr. David Ziegler, Guidance	332-6230

Guidance/Pupil Services

Mrs. Patricia Bonitatibus, School Counselor	332-6206
Mrs. Ana DeCastro, School Counselor	332-6210
Ms. Gina Donahue, Student Assistance Counselor	332-6229
Mr. Mike Genua, School Counselor	332-6208
Mrs. Amanda Green, School Counselor	332-6209
Mrs. Jennifer Barone, Psychologist	332-6218
Ms. Laura Flores, Social Worker	332-6211
Mrs. Amy Walsh, Social Worker	332-6278

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.

Table of Contents

Sleepy Hollow High School Leadership Team & Guidance Staff	2
Table of Contents	3
Planning a Course of Study	4
Roles of Participants	4
Scheduling Timetable	4
Considerations for Course Planning	5
Course Load	5
Promotional Policies	5
Graduation Requirements	5
Course Levels and Supports	5
Academic Intervention Services	6
BOCES Occupational and Educational Program Options	6
Opportunities for Advancement of Studies	6
NCAA Eligibility for Participation in College Athletics	8
Senior Athletics Option	8
Academic Eligibility	8
Program Changes – Drop/Add Policy	9
Opportunities for Credit Recovery	10
Policies Regarding Grades, Grade Reporting and Rank	10
Grading	10
Report Cards	11
Transcripts	11
Honor Roll	11
Class Rank and Course Weighting	11
Senior Exemption from Final Exams	11
Course Offerings	12
The Arts and Media	12
Music and Performing Arts	13
Visual Media Arts/STEAM/Technology	16
English	20
English as a New Language	29
Health and Physical Education	31
Mathematics	33
Science	37
Social Studies	42
Special Education	48
World Language	50
Other Courses	56
Appendix A: NYS Diploma Requirements	58
Notes	67

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 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.
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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, “Appendix A”, 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 advanced or college-level coursework 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 Cybersecurity	AP Chemistry
AP English Language	AP World History
AP English Literature	

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. AP exams are administered only for courses that are currently offered at SHHS.

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
Contemporary Mathe	ECE/Westchester Community College	3
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 Creative Non-Fiction	SUPA/Syracuse University	3
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): <http://www.supa.syr.edu>
- University in the High School (UHS): SUNY Albany: <http://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>

Syracuse University
Project Advance



UNIVERSITY AT ALBANY
State University of New York

SUNY
ONEONTA



Course Challenge Form

While Sleepy Hollow High School supports open enrollment, it is important to remember quality over quantity and to select an appropriate course load that does not overwhelm the student. This challenge agreement is designed to help students make an informed decision about their enrollment into courses that their current teacher has not recommended them for placement. Please see your SHHS Counselor for help with filling the course selection form out.

https://docs.google.com/document/d/1BknjKxJlCgIUxC14y4C_6MK8XmNQrWj68aQRp51hemQ/edit?usp=sharing

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 extracurricular 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 or here: <https://sites.google.com/tufsd.org/shhsacademiceligibility/home>.

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

Depending 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 for Credit Recovery

One online platform is accepted by SHHS for coursework – Edgenuity. 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 prerequisite 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.

All AP Courses and Science Research	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

The Arts and Media

Performing Arts – Mrs. Gail Persad, Department Chair – 332-6223
 Visual and Media Arts – Mrs. Mary Cincotta, Department Chair – 332-5981

Music and Performing Arts

ELECTIVES

Music Production & Technology
 Radio Production & Broadcasting
 Advanced Radio Production & Broadcasting
 Electronic Composition and Songwriting
 Beginning Guitar
 Piano
 Ukulele for Beginners

PERFORMING GROUPS

Concert Choir
 Select Singers
 Orchestra
 Chamber Orchestra
 Concert Band
 Wind Ensemble
 Pep Band
 Jazz Band
 Jazz Combo

COLLEGE PREP COURSE

AP Music Theory

THEATRE ARTS/TECHNOLOGY

Drama Club
 Theatre Art/Technology
 Acting for Confidence

Visual & Media Arts + Computer Science

VISUAL ARTS

Studio Art 1
 Drawing 1
 Painting 1
 Creative Crafts 1
 Pottery & Sculpture
 Traditional Photography
 Fashion 1*

MEDIA ARTS

Digital Photography
 Graphic Design 1
 3D Printing
 Intro. to Video and Film Production
 Advanced Video Production
 Digital News I and II***
 Sleepy Hollow Design & Entrepreneurship

COMPUTER SCIENCE

AP Computer Science Principles
 AP Computer Science A
 AP Cybersecurity
 Student Help Desk Technician

* 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

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

ELECTIVES

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 Multimedia 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.

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.

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. Students will also learn basic maintenance of the instrument and how to change strings, clean the ukulele's surface, and maintain strings. Throughout the course students will gather music they have learned and will create their own repertoire/setlist.

NON-MUSIC ELECTIVES

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.

PERFORMING GROUPS

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 in twice yearly 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.

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 at the SHHS," as well as a showcase performance at Kendal on Hudson, and the annual Strawberry Festival at the Historical Society. Most members of the high school Chamber Orchestra are also placed in a performing quartet, trio, or quintet as their lesson group as well.

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.

Jazz Band

0.50 Credit, 1.0 Weight

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.

COLLEGE PREP COURSES

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. This course is geared toward students who would like to major in music but not limited to. All students of interest are welcome.

THEATER ARTS/TECHNOLOGY

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

Visual and Media Arts – Mrs. Mary Cincotta, Department Chair – 333-5981

Studio Art 1

0.50 Credit, 1.00 Weight

This foundation course is designed to introduce artists to the elements of art and principles of design. 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.

Drawing 1

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.

Painting 1

0.50 Credit, 1.00 Weight

Students will explore foundational painting techniques through thematic, choice-based projects that encourage creativity and critical thinking. Using a range of mediums like, but not limited to, acrylic, watercolor, gouache, ink, mixed media, and oil paint alternatives, students will develop skills in color theory, composition, and brushwork while cultivating their personal artistic voice. The course balances traditional and experimental approaches, introducing both historical and contemporary painting practices.

Creative Crafts 1

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 many choice-based projects ranging from ceramics, sculpture, mosaics, stained glass, printmaking, jewelry and textile design. Exposure to contemporary and historical artists are included in the scope of the course.

Pottery and Sculpture

0.50 Credit, 1.00 Weight

The student will develop an understanding of three-dimensional forms and their functions. Students can learn various techniques from hand building, slab work, and throwing on the potter's wheel. Students will learn about the process of glazing, and firing, and spend the semester creating work that is both functional and aesthetically pleasing.. Several topics that will be covered include, but not limited to, coil pots, vases, and sculptural figures as they explore the works of global artists and sculptors.

Fashion 1

0.50 Credit, 1.00 Weight

Create art that can be worn! Using both traditional and non-traditional materials, students will learn how designers use mood boards and collaborate with clients. They will also explore sewing, embroidery, and various ways to manipulate and transform materials into wearable art. Through thematic concepts and the exploration of

mediums such as silkscreen, airbrush, sewing, jewelry design, and sneaker customization, students will delve into sculptural techniques to bring their creative visions to life.

Architecture

0.50 Credit, 1.00 Weight

This course introduces students to the foundations of architectural drawing and design through hands-on drawing, planning, and model-building practices. Students will explore how architects communicate ideas by learning key techniques in technical drawing, perspective, spatial planning, and visual problem solving. Throughout the semester, they will focus on 1 point and 2 point perspective drawings, design their own structures from initial sketches and concept diagrams. Whether students are considering a future in architecture or simply enjoy building and designing, this course offers a dynamic, immersive experience in creating spaces from imagination to physical form.

Traditional Photography: Black & White 35mm Film

0.50 Credit, 1.00 Weight

This course introduces students to analog photography as a creative form of expression. Students will learn to use a 35mm SLR camera, develop their own film, and print in the darkroom while exploring techniques to manipulate the photographic process. Through hands-on experimentation, they will build technical skills and create an individual portfolio that reflects their artistic vision.

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.

Digital Photography 1

0.50 Credit, 1.00 Weight

This course provides students with hands-on experience creating photographs through the digital lens and acquiring 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 Lightroom. 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.

Graphic Design 1

0.50 Credit, 1.00 Weight

This introductory course in graphic design is a beginner-friendly course that introduces students to the many aspects of digital media- digital art, design, and animation. Students will explore the elements of art and principles of design through projects like posters, logos, digital compositions, and creative illustrations. Using Adobe Creative Cloud programs like Photoshop, Illustrator, and Adobe Animate students will learn the basics of photo editing, digital illustration, layout design, and digital animations. By the end of the course, students will have a strong foundation in visual communication and digital creativity, preparing them for careers in design or animation. This class fulfills a half-credit in art and/or music toward the NY State graduation requirement.

3D Printing

0.50 Credit, 1.00 Weight

Get ready to unleash your creativity and think like a designer using the latest technology. In this cutting-edge STEAM course, you'll explore tools like Makerbot 3D printers, robotics kits, Makey Makeys, CAD software, and the Adobe Suite to bring your ideas to life. Build interactive art, design innovative projects, and blend art, engineering, and imagination, all while developing future-ready skills in digital creation and rapid prototyping.

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.

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.

Digital News I & II

0.50 Credit, 1.00 Weight

Prerequisite: Introduction to Video Production or Approval from Instructor

In this advanced video course, you'll bring your creativity and technical skills to life as you team up with classmates to produce Wake Up Sleepy, our bimonthly newscast. Dive into the world of news production by

designing eye-catching TV graphics, mastering camera techniques, and navigating our weekly production workflow. You'll write engaging news stories, sharpen your interviewing and anchoring skills, and gain hands-on experience with Adobe Premiere editing software and the cutting-edge equipment in our broadcast studio.

Sleepy Hollow Design & Entrepreneurship

0.50 Credit, 1.00 Weight

Welcome to Design & Entrepreneurship, where creativity meets strategy! In this course, you'll learn how to start a business while designing innovative products that make it unique. We approach business from an artistic perspective, focusing on creativity and the process of crafting ideas, products, and branding that define a business. Explore the basics of entrepreneurship, including business models, marketing, e-commerce, and effective communication. But it's more than just plans and spreadsheets—you'll unleash your creativity with design thinking, crafting standout logos, branding, merchandise, and marketing campaigns.

Computer Science

Technology – Mrs. Mary Cincotta, Department Chair – 333-5981

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.

Advanced Placement Cybersecurity

1.00 Credit, 1.10 Weight

Suggested Prerequisite: Algebra II R or completion of Computer Programming or AP Computer Science Principles

AP Cybersecurity provides students with a broad, rigorous introduction to the rapidly growing field of cybersecurity and its impact on individuals, organizations, and society. Students learn how common threats, vulnerabilities, and attacks create risk, and how risk can be mitigated through layered security controls. The course emphasizes hands-on problem solving, real-world cyber scenarios, and defense-in-depth strategies across

physical security, networks, devices, applications, and data. Students also explore the ethical, legal, and societal dimensions of cybersecurity and practice collaborating with peers and AI tools to analyze, detect, and respond to threats.

Students earning a qualifying score on the AP Cybersecurity pilot exam will receive a free voucher for Security+ test preparation and the CompTIA certification exam. The AP Cybersecurity examination is required.

Student Help Desk Technician

0.25 Credit, or Community Service Hours

Headless Help Desk technicians independently support the Technology department at Sleepy Hollow High School and Middle School. This hands-on course focuses on technology integration in education. Technicians will repair and distribute Chromebooks, contribute to technology training sessions, and troubleshoot and document tech issues. Students will engage with the IT field through a passion project centered on technology and “Help Desk Ticket” responses. They will assess problem sets and determine the best solutions. Highly motivated students with a desire to assist users with technology needs are encouraged to apply. This pass-fail course allows for multiple years of participation, though space may be limited.

English

Mrs. Katherine Donahue, Department Chair – 332-6222

Recommended Course Sequence

Core Curriculum:

GRADE 9	GRADE 10	GRADE 11	GRADE 12
English 9	English 10	English 11	<i>One full-Year English Course</i>
<i>or</i>	<i>or</i>	<i>or</i>	SUPA Practices of Academic Writing*
			SUPA Creative Nonfiction*
English 9H	English 10H	English 11H	AP Literature and Composition
		<i>or</i>	<i>or</i>
		AP Language and Composition	<i>Two [2] Semestered English Selectives:</i>
			English 12**
			Literature and Film (H)
			Literature for Social Justice & Humanatarism (H)
			Sports Literature and Media
			Contemporary Literature
			Legends & Mythology
			Genre Study

Electives:

Creative Writing; Career Success; Public Speaking & Debate; Journalism; Media Literacy; Take a Look at Teaching

* Students may earn college credit through Syracuse University's Project Advance program (SUPA).

**Designed to be a full-year or half-year course. At least one semester is required for all seniors who must still prepare for the New York State English Language Arts Exam.

English 9: Literary Foundations and Perspectives

1.00 Credit, 1.00 Weight

This course provides a foundational study of literature across diverse genres, including short stories, novels, poetry, personal narratives, full-length plays, and essays. Through a social justice lens, students will explore how literature reflects personal and cultural identities and its role in society. Interpretive reading is emphasized alongside expository, analytical, argumentative, and creative writing to develop critical thinking and communication skills.

Core texts may include *The House on Mango Street*, *The Color of Water*, *To Kill a Mockingbird*, *Romeo and Juliet*, and *With the Fire on High*. These works are supplemented by additional readings and online platforms like CommonLit and No Red Ink to reinforce literary themes, writing strategies, and grammar instruction.

English 9R students engage in the research process, investigate course-related topics, and explore independent reading selections to enrich their understanding of literature and its connection to their lives. Regular writing assignments will help students apply grammar, usage, and punctuation skills, preparing them for future academic challenges.

English 9H: Literary Foundations and Perspectives

1.00 Credit, 1.05 Weight

This course builds on foundational skills in literary analysis, focusing on genres such as the short story, novel, poetry, full-length play, essay, and non-fiction. Students will engage in interpretive and critical reading while exploring literature through the lens of social justice and its impact—or absence—in society. Key readings may include *Romeo and Juliet*, *The Color of Water*, *To Kill a Mockingbird*, *The Poet X*, and *The Bookwoman of Troublesome Creek*. These works are supplemented by additional readings and online platforms like CommonLit and No Red Ink to reinforce literary themes, writing strategies, and grammar instruction.

Students will compose several research-based projects related to the literature, which will help them develop their ability to analyze texts and articulate insights in writing. PSAT/SAT preparation is integrated throughout the course to strengthen test-taking strategies.

Independent reading is required each marking period, encouraging sustained reading habits and deeper engagement with diverse voices and perspectives. In the second semester, students will complete an independent unit of study. Each student will choose a book from the approved list and analyze it through a series of structured activities. Students will also develop, create, and present a self-directed passion project that connects meaningfully to their chosen text. Writing assignments, including expository and analytical essays, are integrated throughout the curriculum to support the development of essential academic skills.

English 10: Building Critical Literacies

1.00 Credit, 1.00 Weight

Building on the skills introduced in English 9, this course emphasizes the development of strong expository writing, composition, and critical analysis skills while providing comprehensive preparation for the English Regents Exam. Students will refine their grammar, spelling, vocabulary, and speech abilities through targeted instruction and practice.

The curriculum includes a variety of short fiction, non-fiction, and poetry, supplemented by major works such as *The Pearl*, *Night*, *Of Mice and Men*, *In the Heights*, *Clap When You Land*, Shakespeare's *Julius Caesar*, and *Dear Martin*. Class discussions and assignments focus on analyzing these texts for themes, literary elements, and their relevance to contemporary life.

Regular SAT/ACT preparation and skill-building are incorporated to support college readiness. Independent reading is required each marking period, encouraging students to explore diverse perspectives and deepen their appreciation for literature. This course equips students with the tools needed for academic success and lifelong learning.

English 10H: Building Critical Literacies

1.00 Credit, 1.05 Weight

This course builds on the skills introduced in English 9, with a focus on advancing grammar, spelling, vocabulary, literary analysis, and speech. Students will deepen their understanding of expository writing and research skills, while also preparing for the PSAT, SAT, and Regents exams.

The curriculum includes an array of short fiction, non-fiction, poetry, and full-length works, such as *Of Mice and Men*, *The Catcher in the Rye*, *A Separate Peace*, *In the Heights*, *The Kite Runner*, *Wuthering Heights*, *Night*, *Clap When You Land*, and *Julius Caesar*. Emphasis is placed on critical thinking, analytical reading, and writing about literature with clarity and precision.

Independent reading outside of class is a required component each marking period, fostering a love for reading and reinforcing key skills. Through regular practice and targeted instruction, students will strengthen their ability to analyze texts, construct well-supported arguments, and prepare for the challenges of upper-level coursework.

English 11: The American Literary Experience

1.00 Credit, 1.00 Weight

This course explores American literature in its many forms—memoirs, novels, short stories, poetry, essays, non-fiction, and drama—through the lens of the human experience. Students will engage in critical reading and analysis of core texts, supplemented by paired readings designed to prepare them for the New York State English Regents Examination.

The curriculum emphasizes annotation, analysis, and targeted writing skills to enhance comprehension and strengthen students' ability to craft thoughtful, evidence-based responses. Focus will be placed on understanding literary elements and devices, analyzing an author's purpose, and connecting the themes and messages of the literature to students' own lives and the modern world.

By examining works from diverse writers and perspectives, students will gain a broader understanding of cultural experiences while reflecting on the timeless relevance of these texts. Through this study, students will explore how literature mirrors society, teaches valuable lessons, and remains meaningful in today's context.

English 11H: The American Literary Experience

1.00 Credit, 1.05 Weight

English 11 Honors offers a comprehensive survey of American literature, exploring its diverse voices, themes, and cultural influences. Through novels, plays, poetry, short fiction, and nonfiction, students examine the connections between literature, history, and contemporary society while considering how these works resonate with their own experiences. The course emphasizes the development of the American identity and the varied conditions that have shaped its narrative.

Core works may include *The Crucible*, "The Legend of Sleepy Hollow," "The Yellow Wallpaper," *The Great Gatsby*, *A Raisin in the Sun*, *Fences*, *Death of a Salesman*, and *The Things They Carried*. Each unit is supported by supplementary readings and media to deepen understanding and provide broader context.

This course emphasizes critical reading, analytical and creative writing, and academic discourse, preparing students for college-level work and professional success. Students will engage in project-based assessments and produce a full-length research paper. Students take a mid-term examination in January and the New York State English Regents Examination 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 in this course are expected to become skilled writers who compose texts for multiple purposes. Throughout their reading and writing, students develop an understanding of the connections between the writer's purpose, audience, and subject, and how the conventions and resources of language contribute to the effectiveness of both 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, as well as non-fiction texts in English by non-native speakers from various time periods, helps prepare students to write effectively for a variety of purposes and audiences. These works demonstrate strong writing from a diverse population representing varied perspectives. Exposure to such a wide range of texts provides students with models and ideas for their own writing and broadens their tastes, levels of appreciation, and overall enjoyment of reading. Students take the New York State English Regents Examination in January and the AP English Language and Composition Examination in May.

FULL-YEAR SENIOR COURSE OFFERINGS

(Students select ONE of the following courses to satisfy their English requirement.)

Advanced Placement Literature and Composition

1.00 Credit, 1.10 Weight

This college-level course covers literature from the 16th century to the present, with a focus on primarily British and American works. AP Literature begins with a summer reading and writing assignment on Thomas Hardy's *Tess of the d'Urbervilles* and includes all major genres of literature, including *Macbeth*, *A Prayer for Owen Meany*, *A Streetcar Named Desire*, *A Doll's House*, *The Awakening*, and *Their Eyes Were Watching God*. Students also complete poetry memorization, poetry reading and writing, 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 close, sustained analysis of literature, and (2) to develop mature, effective writing by exploring the many dimensions of deeply studied texts. Stress will be placed on in-depth analysis of fewer works rather than a broad survey. Students in this college-level course are required to take the AP English Literature Examination in May.

SUPA Practices of Academic Writing (WRT 105)

1.00 Credit, 1.05 Weight

Do you enjoy discussing contemporary issues and challenging your worldview? Designed for curious minds and aspiring writers, this course equips students with essential strategies to enhance critical analysis, persuasive argumentation, and academic discourse.

Practices of Academic Writing (WRT 105) is an introduction to academic writing. This course teaches students strategies of critical academic writing in various genres, including analysis, argument, and researched writing. The course challenges students to understand that effective communication requires people to be aware of the complex factors that shape every rhetorical context (including issues of power, history, difference, and community) and that writing as a process involves reflection and revision. This writing course is a site of active learning where students have responsibility for their own progress and for that of their peers. Students write formal papers for each major unit, in addition to various informal writing assignments and a culminating portfolio. Students may earn three college credits through Syracuse University's Project Advance program.

SUPA Writing Culture: Intro to Creative Nonfiction (WRT 114)

1.00 Credit, 1.05 Weight

Are you passionate about storytelling and eager to turn real-life experiences into compelling narratives? This course invites you to explore the dynamic world of creative nonfiction—a genre that blends truth with the techniques of fiction and poetry—while honing and refining your unique voice.

Writing Culture (WRT 114) focuses on the genre of creative nonfiction. Students explore varieties of creative nonfiction, such as memoir; biography; the personal essay; travel, science, and food writing; and “new journalism.” As its name suggests, creative nonfiction borrows elements from fiction and poetry (e.g., description, scene construction, dialogue, etc.) yet still aims to tell the truth. For a writer to “tell it slant,” however, is to acknowledge

the ways in which one's subjective viewpoint shapes what counts as "the truth" in telling a story about one's own or another's experiences. Students will have the opportunity to experiment with style, genre, and subject in a writing studio environment and to read varied examples of contemporary creative nonfiction. Students will craft and workshop their own creative nonfiction compositions. Students may earn three college credits through Syracuse University's Project Advance program.

ENGLISH 12 SELECTIVES

(Students select TWO of the following semester courses to satisfy their English requirement.)

English 12

**0.50 Credit, 1.00 Weight* or
1.00 Credit, 1.00 Weight**

Designed for semester or full-year enrollment, this course emphasizes the essential skills of English Language Arts: reading, writing, speaking, and listening. Guided by the Next Generation Learning Standards, students will explore and analyze a variety of texts and genres to develop critical thinking and communication skills. English 12 focuses on refining reading comprehension, oral language, and writing abilities. Students will write for a range of purposes, including defining a transformative moment, crafting an effective college essay, and composing argumentative and analytical pieces. Designed as a capstone experience, this half or full-credit course counts toward the senior English requirement, equipping students with the skills needed for post-secondary success in college, career, and life. **At least one semester of enrollment is required for students who must still prepare for the NYS English Regents Examination. A passing score on the January Regents examination is required to enroll in a second-semester "selective" course.*

Literature and Film (Honors)

0.50 Credit, 1.05 Weight

This semester-long course examines literature and film as dynamic forms of expression. Students will explore how writers and filmmakers use language and media to share their stories and to respond to—and shape—the values, struggles, and identities of their time. In turn, students will consider how they might share their own stories, both in writing and through film. Through comparative study, students will investigate the relationship between text and screen, considering how narratives are shared, adapted, preserved, or transformed across media. The course emphasizes the study of media genres and their connection to the written word, while also exploring how literary and cinematic techniques convey meaning.

In this course, students will gain insight into the ways literature and film reflect and influence society. This course cultivates skills in self-expression, critical thinking, analysis, and creative interpretation, offering a rich appreciation of storytelling as a reflection of the human experience.

Literature for Social Justice & Humanitarianism (Honors)

0.50 Credit, 1.05 Weight

This semester-long course explores the themes of social justice and humanitarianism through a broad selection of modern literature and personal stories. Students will engage with a variety of texts, including novels, nonfiction, memoirs, essays, first-person accounts, and multimedia sources. The course emphasizes the art of writing to raise awareness and inspire societal change, focusing on how writers use personal stories to convey meaning, portray messages, and engage readers in understanding a work's deeper significance.

The course examines the connection between current social issues and contemporary literature, highlighting how themes of social justice, equity, and advocacy remain relevant today. Through this lens, students will analyze how these themes help make sense of the world, support the exploration of self-identity, and influence one's future.

The curriculum is organized thematically, with opportunities for both individual and group work. Students may conduct research on social justice topics for a variety of assignments. This course is designed to provide students with a strong foundation in literacy—emphasizing reading, speaking, and writing—while preparing them for post-secondary success through self-reflection and civic readiness as they approach graduation.

Contemporary Literature: Diverse Voices, Expanding Perspectives

0.50 Credit, 1.00 Weight

This semester-long course invites students to explore the dynamic world of contemporary literature through the lens of diverse voices and perspectives. By engaging with novels, poetry, short stories, and essays from authors across various cultures, identities, and experiences, students will deepen their understanding of how literature reflects and shapes the modern world.

Through critical reading, analytical discussions, and creative projects, students will examine themes such as identity, equity, resilience, and the human experience in a globalized context. Emphasis will be placed on understanding the power of storytelling to amplify marginalized voices and to foster empathy.

This course encourages active participation, open-mindedness, and critical thinking as students grapple with complex social issues and celebrate the richness of modern literary expression. It also prepares students to think critically and compassionately in a multicultural and interconnected world.

Sports Literature and Media

0.50 Credit, 1.00 Weight

Sports Media and Literature is a semester course that explores the intersection of sports, media, and storytelling. Students will analyze and engage with various forms of sports media, including journalism, documentaries, fiction, and non-fiction literature. Student-led discussions and learning activities will center around how sports contribute to and are shaped by culture, identity, and society.

Throughout the course, students will examine how sports are represented in different media platforms, such as print, digital, film, and television, and how these representations influence public perception. The course will also highlight the role of sports literature in telling stories of perseverance, triumph, and social change, focusing on works that explore themes of identity and the human spirit. Students will analyze a variety of texts such as novels, articles, essays, and film adaptations with a focus on the techniques used to craft compelling sports stories. Students will develop writing skills in various forms and genres through a variety of writing tasks and may have the opportunity to produce their own sports-related media. An emphasis will be ethics and responsibilities of reporting on sports.

Genre Study: Exploring Dystopia, Fantasy, and Young Adult Literature

0.50 Credit, 1.00 Weight

Explore the imaginative worlds of dystopian fiction, fantasy realms, and the dynamic narratives of young adult (YA) literature in this engaging genre study course. Through thought-provoking novels, short stories, and multimedia adaptations, students will explore how these genres tackle themes like power, identity, resilience, and the human condition.

This course invites students to analyze the societal commentary of dystopian worlds, the rich symbolism and escapism of fantasy, and the coming-of-age journeys that define YA literature. Class activities include group discussions, creative writing, and projects that connect literary themes to real-world issues and personal experiences. This elective course will deepen your understanding of the stories that captivate readers of all ages.

Legends and Mythology: Stories That Shape Cultures

0.50 Credit, 1.00 Weight

In this course, students delve into myths, legends, and folklore from around the world, with a special focus on local traditions and stories unique to our region. Students will explore the timeless tales that have shaped culture

and storytelling across generations. From heroic epics and creation myths to cautionary tales and supernatural lore, students will uncover the universal themes and cultural significance behind these narratives.

Through interactive discussions, creative projects, and analysis of texts and oral traditions, we'll examine the power of storytelling in shaping identity, morality, and history. Students will also have the opportunity to research and present a myth or legend from their own heritage or community. This course will inspire a deeper appreciation for the myths and legends that connect us all while highlighting the rich tapestry of our local folklore.

ENGLISH ELECTIVES

(The following are elective courses open to students in grades 9-12. They do not count toward the four-year English requirement.)

Creative Writing

0.50 Credit, 1.00 Weight

This course is designed for students who are passionate about developing their creative writing skills. Students will explore how written and spoken language can serve as powerful tools for personal expression and social change. Through reading and analyzing mentor texts, students will learn to craft their unique voice as writers while gaining an understanding of the techniques used by successful authors and poets.

The course will focus on key genres such as poetry, short fiction, and creative nonfiction, with an emphasis on identity, style, and creative techniques. Students will engage in writing exercises and respond to prompts that encourage the development of original work, which will be refined through feedback and revision within a workshop setting.

Throughout the course, students will maintain a digital writing portfolio to track their progress, showcasing both in-progress and completed works. They will also be encouraged to write for publication and may be required to complete a multi-genre project as the final component of the course, demonstrating their growth and creativity as writers.

Career Success: Preparing for Post-High School Life

0.50 Credit, 1.00 Weight

Career Success is designed to help students explore their interests, strengths, and learning styles while preparing for life after high school. The course focuses on developing key skills necessary for both college readiness and career success, including time management, personal organization, critical thinking, and communication. Students will investigate various career options and pathways, with an emphasis on the importance and purpose of meaningful work. Practical skills such as writing cover letters, creating résumés, and participating in mock interviews will simulate the job application process. The course also offers guidance on college and employment applications.

Throughout the year, students will have the opportunity to connect with former graduates and industry professionals who will share insights about their post-high school experiences. These interactions will provide valuable networking opportunities and real-world perspectives on career success. The course will culminate in the creation of a professional portfolio project. Students will utilize resources such as *Discovering Careers, 8th Edition* and *Callings* by David Isay, as well as online platforms like Pathful Explore and Naviance to help them prepare for their future careers and educational goals.

Journalism

0.50 Credit, 1.00 Weight

In this hands-on course, students will gain a comprehensive understanding of newspaper production and all the elements involved in producing a successful publication. They will learn the essential skills needed to write various types of content, including news articles, feature stories, sports reports, editorials, columns, and headlines. Students will practice writing in different styles and tones, learning how to engage readers while maintaining journalistic integrity.

Throughout the semester, students will have the opportunity to write a feature article for **Hoofprints**, our student-run newspaper. They will collaborate closely with the **Hoofprints** editors, receiving feedback and guidance to refine their writing and improve their editorial skills. In addition to writing and editing, students will also learn about layout, design, and the importance of deadlines in a real-world newsroom setting. This course will provide students with practical experience that enhances both their writing and collaboration skills.

Public Speaking and Debate

0.50 Credit, 1.00 Weight

Public Speaking and Debate is an interactive elective designed to develop students' communication, critical thinking, and argumentation skills. Students will refine their speaking skills as they learn how to craft and deliver speeches, engage in structured debates, and effectively present ideas in a variety of contexts.

The course focuses on the fundamentals of public speaking, including speech organization, verbal delivery, and nonverbal communication. Students will practice crafting persuasive, informative, and impromptu speeches while learning strategies to engage and persuade an audience. In the debate portion of the course, students will explore the art of constructing arguments, using evidence, and responding to opposing viewpoints. They will work collaboratively to prepare for and participate in debates on contemporary issues, honing their ability to think critically, listen actively, and communicate persuasively. By the end of the course, students will have developed the skills to confidently express their ideas in public, defend their viewpoints with clarity and logic, and engage in meaningful discourse on a range of topics.

Media Literacy & Digital Publication

0.50 Credit, 1.00 Weight

This course empowers students to be critical consumers and ethical creators of media. Through the study of news, advertising, social media, film, and emerging digital platforms, students will learn how media messages are constructed, how they influence audiences, and how bias, ownership, and perspective shape meaning. Students will develop skills in source evaluation, fact-checking, and digital citizenship while exploring how media impacts identity, culture, and society.

Throughout the course, students will analyze media across formats, recognize their role as both consumers and creators, and produce original content such as videos, podcasts, or blogs. Designed for today's media-saturated world, this elective prepares students to be informed, thoughtful, and responsible participants in the modern media landscape.

Take a Look at Teaching

1.00 Credit, 1.05 Weight

This Dual Enrollment program allows high school students to take introductory college-level courses tailored to their needs while providing the rigor and assessments of college coursework. Designed for those considering a career in teaching, the class offers students the opportunity to experience college life and explore various teaching theories and methodologies. Students will work with schools in the district, observing teachers, analyzing how students learn, and planning lessons and units to support that learning. The course also encourages students to reflect on themselves as learners and their individual learning needs. The course culminates in a reflective assignment and a mini-unit plan. Students may earn three college credits through Monroe College.

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 one credit, 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.

English as a New Language Foundations I

1.00 Credit, 1.00 Weight

Suggested Prerequisite: ENL 1 or Screening and placement by ENL Department based on English Language assessment

This is a course of intensive English language study, through small group instruction, for English language learners. Students will master complex English structures and develop an extensive vocabulary in both oral and written form. This course will focus on teaching students to master basic reading foundations such as decoding, phonemic awareness, and fluency in order to master English literacy skills. Students successfully completing this course will earn 1 credit. The students will also be placed in a co-taught English course with an ENL teacher to support their English development.

ENL Integrated Co-Teach Program

Students who are learning English as a New Language and have reached an intermediate or *Transitioning* level of English, receive Integrated Co-Teaching (ICT or Collaborative Team Teaching) services. These multilingual students are educated with age-appropriate peers in the general education classroom by both a general education teacher and a certified ENL teacher. ICT provides students the opportunity to be educated alongside their English proficient peers with the full support of an ENL teacher modifying instruction typically (but not limited to) their English and Social Studies courses. Ideally, each class has a heterogeneous mix of students that

includes general education students of mixed abilities, and students who are learning English as a new language of various levels of proficiency and are entitled to ENL accommodations.

Transitional Bilingual (TB) Program

Students who are learning English as a New Language are offered the opportunity to maintain their home language proficiency in Spanish while acquiring English proficiency. This method helps Multilingual Learners acquire English proficiency by providing instruction in both their native language and English, gradually increasing the amount of English instruction as their language skills develop, with the ultimate goal of transitioning them to a fully English-immersed classroom once they reach proficiency in English. We offer students official bilingual support through Native Language Arts (Spanish), Living Environment and Chemistry.

Spanish Language High School Equivalency (HSE) Program

Suggested Prerequisite: Screening and placement by ENL Department based on English Language assessment. Only open to students who are between the ages of 17-21 and have not previously graduated from high school in another country.

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. To successfully graduate from this program, students must pass the HSE exam.

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. To successfully graduate from this program, students must pass the HSE exam.

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. To successfully graduate from this program, students must pass the HSE exam.

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.

Dance: Movement Through Time and Space

Is a high-energy, inclusive, and creative physical education elective designed to help students explore movement as an expressive art form and a powerful form of physical fitness. This course invites all students (regardless of prior dance experience) to learn how to move with confidence, purpose, and creativity while developing a deeper understanding of how the body interacts with music, rhythm, and space.

Students will learn to listen to and count music with a dancer's ear, understanding rhythm, tempo, and phrasing, explore movement fundamentals such as shapes, lines, levels, and pathways that define how dancers move through time and space, develop their own original choreography, both individually and collaboratively, while gaining insight into the choreographic process—how movement sequences are created, organized, and performed, experience a variety of dance styles, including partner and social dances, while building coordination, spatial awareness, and communication skills, engage in self-expression and reflection through movement, connecting dance to emotional and social well-being, and work together to produce a culminating performance that showcases student-created choreography for the school community.

Throughout the course, students will discover how dance not only strengthens the body but also nurtures the mind and spirit. They will develop skills in teamwork, problem-solving, creative expression, and self-confidence, all while improving overall physical fitness.

Fitness for Life

Students will learn how to maintain a physically active lifestyle through cardiovascular exercise and weight training. They will develop the skills to set realistic fitness goals and design personalized plans for active living. To achieve these goals, students will learn how to create balanced fitness routines, strengthen and stretch all major muscle groups, and safely and effectively use the equipment in the fitness center. Additionally, the course will incorporate the use of off-campus trails and surrounding areas to introduce fitness walking as an important component of cardiovascular health.

Mountain Biking

This course is designed to give students hands-on experience in the fundamentals of mountain biking, with a focus on skill development, safety, and trail riding. Students will learn essential techniques including balance, turning, braking, climbing, descending, and navigating obstacles. The course will also cover basic bicycle maintenance and repair to promote rider independence and bike care.

Students will ride regularly on trails within riding distance of the school campus, including local parks and open spaces. The curriculum emphasizes safe riding practices, trail etiquette, and environmental responsibility. In addition, students will be introduced to local cycling organizations such as the Westchester Mountain Biking Association (WMBA), which offer opportunities for organized rides and community events.

This is a physically demanding course, and students should be prepared to ride in a variety of weather conditions, including cold temperatures. Proper outdoor athletic clothing and a helmet are required. On days when trail conditions are unsafe due to snow or heavy rain, students will participate in alternative indoor fitness activities to maintain overall conditioning.

The goal of this course is to build confidence, endurance, and technical ability while fostering a lifelong appreciation for outdoor cycling.

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, Angling, 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.

Recreational & Lifetime Activities

This course is designed to introduce students to a variety of physical activities that promote lifelong fitness, wellness, and recreation. Students will participate in both individual and team-based sports such as Pickleball, Badminton, Tennis, Ultimate Frisbee, Frisbee Golf, Table Tennis and Bowling. There will also be fitness-focused activities like Walking and Hiking.

The goal of this course is to encourage students to explore enjoyable and sustainable ways to stay active throughout their lives. Activities will focus on skill development, sportsmanship, and personal goal setting, with an emphasis on creating healthy habits that extend beyond high school.

Classes will be held both indoors and outdoors depending on the activity and weather. The surrounding campus, including the gymnasium, fields, and courts, will be used regularly. Students are expected to participate daily and wear appropriate athletic attire. This course is ideal for students who enjoy a variety of activities and want to learn how to stay active in fun and meaningful ways throughout their lifetime.

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, 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.

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.

Mathematics

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

Recommended Course Sequence

Core Curriculum:

GRADE 9	GRADE 10	GRADE 11	GRADE 12
Geometry (H)	Algebra II (H)	Pre Calc H	AP Calc BC w/Statistics ECE* <i>and/or</i> 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* <i>and/or</i> AP Computer Science A or Principles
Algebra I (R)	Geometry (R)	Algebra II (R) or Algebra II	Pre-Calculus ECE* or Contemporary Math ECE* or Math 12 <i>and/or</i> Statistics ECE* <i>and/or</i> 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.

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 Next Gen 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 Next Gen 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 Next Gen 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 Next Gen 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 Next Gen Learning Standards. The Algebra I Regents is required.

Geometry**1.00 Credit, 1.00 Weight*****Suggested Prerequisite: Algebra 1***

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 Next Gen 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 Next Gen 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 Next Gen Learning Standards. 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 Next Gen 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 Next Gen 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.

Contemporary Mathematics ECE**1.00 Credit, 1.05 Weight*****Suggested Prerequisite: Algebra II***

This course is designed to provide a general introduction into quantitative literacy. Topics include: non-traditional problem solving techniques, personal finance utilizing a graphing calculator, organizing and analyzing data, the Normal Curve, methods of counting, applications of elementary probability, and mathematical research on the internet. Written projects will be required. 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 in Contemporary Mathematics 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.

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.

Science

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

Recommended Course Sequence

GRADE 9	GRADE 10	GRADE 11 & 12
Physical Setting/Physics H	Physical Setting/Chemistry H	AP Biology AP Environmental Science
Physical Setting/Earth and Space Science	Physical Setting/Chemistry R	AP Physics 1: Algebra – Based
	Physical Setting/Earth and Space Science	AP Physics 2: Algebra – Based
	Anatomy & Physiology	AP Chemistry SUPA Forensics** Medical Terminology ECE* Advanced Geology and Climatology*** Physical Setting/Chemistry R
Anatomy & Physiology	Biology and Life Science	ENL Chemistry
ENL Biology	ENL Biology and Life Science ENL Chemistry	Physical Setting/Physics R 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 Regents course, aligned with the New York State Science Learning Standards, explores space systems, Earth's history, Earth's systems, weather and climate, and human sustainability. It is an inquiry-based course that emphasizes scientific practices, crosscutting concepts, and core ideas. Students must complete at least 1,200 minutes of laboratory work to qualify for the exam. The new exam will be phenomena-based, integrating scientific concepts with real-world applications. All eligible students are expected to take the New York State Regents Examination at the end of the 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.

Biology and Life Science

1.00 Credit, 1.00 Weight

ENL Biology and Life Science

1.00 Credit, 1.00 Weight

This Regents course, aligned with the New York State Science Learning Standards, focuses on fundamental biology principles, including cell theory, genetics, ecology, evolution, and human impact on the environment. The course requires a minimum of 1200 minutes of lab experience and completion of at least three state-mandated labs to be eligible for the Regents exam. Students will study life from the molecular to the community level and apply scientific concepts through hands-on investigations and analysis of real-world scenarios. All eligible students are expected to take the New York State Regents Examination at the end of the 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*****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.

ENL Chemistry**1.00 Credit, 1.00 Weight*****Prerequisite: Living Environment and Earth Science and Algebra I***

This course emphasizes inquiry-based learning and the development of scientific skills and processes. Students will explore the properties of matter, the chemical elements, their compounds, and how they interact. Through hands-on laboratory investigations, students will build analytical skills, expand their scientific vocabulary, and practice effectively expressing scientific ideas.

Physical Setting/Chemistry H**1.00 Credit, 1.05 Weight*****Prerequisite: Physics 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
1.10 Weight for 12th Grade**

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, poster boards, 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******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

Mr. John Cincotta, 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 Generation Citizen Law Economics, H SUPA Personal Finance* AP Government and Politics SUPA Psychology* Individualized Senior Experience
	AP World History	AP American History	
ENL Global History and Geography I	ENL Global History and Geography II	ENL US History and Government	

Electives:

Writing Matters, Holocaust, Genocide & Human Rights, Latin American Studies, History Rewind, Psychology (*Psychology is for Grade 11 & 12 only*)

**College Credit available through Syracuse University*

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
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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 the completion of a summer assignment. Students are required to take the Advanced Placement examination in May and the Global History and Geography 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 Regents upon completion of this course. Teacher recommendation is preferred for the honors course.

Advanced Placement American History	1.00 Credit, 1.10 Weight
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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 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. This course enables students to complete the Capstone Project for the Seal of Civic Readiness, and it meets the New York State Participation in Government requirement for seniors.

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.

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

0.50 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.

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 is preferred, and successful completion of a summer reading and writing assignment is required. Students are expected to take the AP exam in May.

SOCIAL STUDIES ELECTIVES

(The following are elective courses open to students in grades 9-12. They are full credit and half-credit courses that do not count toward the four-year social studies requirement.)

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.

Latin American Studies

0.50 Credit, 1.00 Weight

This elective course will explore Latin American history and culture from colonial times to the modern era. Students will be able to examine multiple viewpoints and trends shaping Latin America's development. In addition, this course will amplify and celebrate Latino culture and understanding. This course is open to all grade levels.

Holocaust, Genocide, and Human Rights

0.50 Credit, 1.00 Weight

This elective course will explore the history of the Holocaust, other instances of genocide, and human rights movements around the world. Students will engage in an in-depth study of the social, political, and historical contexts that led to atrocities and human rights violations. They will examine the causes and consequences of genocide, the role of international law, and efforts to prevent future genocides and protect human rights. This course is open to all grade levels.

History Rewind: Heroes Villains, Landmarks and Locations

0.50 Credit, 1.00 Weight

In this elective course, students will view and discuss films that depict real events. They will explore how race and gender are portrayed in film and how famous landmarks and cities become intertwined with the story. This course is open to students in grades 10-12.

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. Lisa Djonbalic, 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 4H	Spanish 4H ECE OR AP Spanish Language	AP Spanish Literature	Spanish 4H ECE OR AP Spanish Language	French 4H UHS	Italian 4H ECE
Spanish 5H OR AP Spanish Language	Spanish 5H OR AP Spanish Language OR AP Spanish Literature	Spanish 5H OR AP Spanish Language	Spanish 5H OR AP Spanish Language OR AP Spanish Literature	AP French Language	Italian 5H ECE

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 UHS

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 UHS*

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 ECE

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 ECE 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 ECE

1.00 Credit, 1.05 Weight

Prerequisite: *Successful completion of Italian 4*

Italian IV H is offered through the SUNY Westchester Community College ECE 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

This course is designed for native, 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. Students in this course 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.

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 be throughout the course. The class is conducted in the target language, and the students are expected to speak in Spanish during the class.

Spanish 4H ECE

1.00 Credit, 1.05 Weight

Prerequisite: Successful completion of Spanish 3, Spanish 3H

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.

Spanish 5H

1.00 Credit, 1.05 Weight

Prerequisite: Successful completion of Spanish 4H ECE

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 ECE 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 ECE, Spanish NLA 3 or Advanced Placement Spanish Language & Culture

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 with a panel presentation.

Other Courses

Students will have other courses appear on their schedule over the course of their high school career that do not fall into any of the previous subject areas. They will include:

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.

Study Hall

0.00 Credit

Study Hall is a set time during the school day when students can study, complete homework assignments, or participate in tutoring.

SAT Prep

0.00 Credit

SAT prep classes help students prepare for the SAT, a standardized test that covers reading, writing, and math. Students will take online practice tests.

Homeroom/Community Meetings

0.00 Credit

Community meetings are typically held twice a month. A variety of matters are discussed in these classes, such as: College and Career Day readiness, restorative circles, equity, student government elections, peer mentoring, spirit week, prom safety and more.

AIS - Academic Intervention Services

0.00 Credit

Academic intervention services are intended to increase achievement for students who are struggling to meet the New York State Learning Standards. AIS is offered for English, math, science and social studies.

Student Center

0.00 Credit

Student Center is a privilege offered to juniors and seniors to be off campus (with parental permission), in the library, in the student lounge, meeting with a guidance counselor or teacher.

Attd Sign In

0.00 Credit

Juniors and seniors who do not have a class during the $\frac{2}{3}$ block, are required to sign in by 10:13 at the attendance office.

Appendix A: NYS Diploma Requirements

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	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 Assessment: 4 required Regents Examsⁱⁱ (one in each discipline: English, mathematics, science, social studies); - successful completion of 1 Pathwayⁱⁱⁱ; and - each Regents Exam with a score of 65 or better^{iv} Reference: Diploma Types
Regents Diploma (through traditional appeal)	All student populations	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 Assessment: 4 required Regents Examsⁱⁱ (one in each discipline: English, mathematics, science, social studies); - successful completion of 1 Pathwayⁱⁱⁱ; 1 of the above Regents Exams (including the pathway, if a 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); and - remaining required Regents Exams with a score of 65 or better^{iv} Reference: Appeals, Safety Nets, and Superintendent Determination

Diploma Type	Available to	Requirements
Regents Diploma with Honors	All student populations	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 Assessment: 4 required Regents Examsⁱⁱ (one in each discipline: English, mathematics, science, social studies); - successful completion of 1 Pathwayⁱⁱⁱ; and - a computed average score of 90 or better on all required Regents Exams (including the pathway, if a Regents Exam) 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. Students with a minimum of three scored Regents Examinations applicable to the diploma - 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 - 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. Reference: Regents Diploma with Honors
Regents Diploma with Advanced Designation	All student populations	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 Assessment: 7 required Regents Examsⁱⁱ distributed as follows: 3 mathematics, 2 science (one physical, one life), 1 English, 1 social studies; - successful completion of 1 Pathwayⁱⁱⁱ; and - each Regents Exam with a score of 65 or better^{iv} Sequence^{vi}: successful completion of one of the three sequence options: - 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 Reference: Diploma Types

Diploma Type	Available to	Requirements
Regents with Advanced Designation with an annotation that denotes Mastery in Mathematics	All student populations	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 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 Note: Students who were exempted^{iv} from a Regents Examination in mathematics (due to COVID-19 cancellations) may earn the mastery in mathematics endorsement using one of the following conditions: - 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. Reference: Endorsements and Seals
Regents with Advanced Designation with an annotation that denotes Mastery in Science	All student populations	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 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 Note: Students who were exempted^{iv} from a Regents Examination in science (due to COVID-19) may earn the mastery in science endorsement using one of the following conditions: - 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. Reference: Endorsements and Seals

Diploma Type	Available to	Requirements
Regents with Advanced Designation with Honors	All student populations	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 Assessment and Sequence^{vi}: 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 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. • Students with a minimum of three scored Regents Examinations applicable to the diploma ○ 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 ○ 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. Reference: Regents Diploma with Advanced Designation with Honors
Local Diploma (through Traditional Appeal)	All student populations	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 Assessment: • 4 required Regents Examsⁱ (one in each discipline: English, mathematics, science, social studies); • Successful completion of 1 Pathway^{iv,v}; and • 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}. Reference: Appeals, Safety Nets, and Superintendent Determination

Diploma Type	Available to	Requirements
Local Diploma	English Language Learners Only	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 Assessment: 4 required Regents Examsⁱⁱ (one in each discipline: English, mathematics, science, social studies) - Successful completion of 1 Pathway^{iii,v}; and - 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^{vi} 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} 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. Reference: Appeals, Safety Nets, and Superintendent Determination
Local Diploma	Students with disabilities with an individualized education program (IEP) or if included on the student's Section 504 Accommodation Plan	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 Assessment: a) Low Pass Safety Net Option: 4 required Regents Examsⁱⁱ (one in each discipline: English, mathematics, science, social studies); - Successful completion of 1 Pathwayⁱⁱⁱ; and - each Regents Exam with a score of 55 or better^{iv} b) Low Pass Safety Net and Appeal: 4 required Regents Examsⁱⁱ (one in each discipline: English, mathematics, science, social studies); - Successful completion of 1 Pathway^{iii,v}; and - up to 2 Regents Exams with a score of 52-54 for which an appeal^{vi} 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} 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. Reference: Appeals, Safety Nets, and Superintendent Determination and Information Related to Graduation Requirements for Students with Disabilities

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	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 Assessment: ○ 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. To be eligible for the superintendent determination: 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). Reference: Appeals, Safety Nets, and Superintendent Determination and Information Related to Graduation Requirements for Students with Disabilities

Diploma Type	Available to	Requirements
Local Diploma (through Special Determination)	All student populations (only applies to June 2022 graduates)	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 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: - 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. Reference: Special Determination to Graduate with a Local Diploma in June 2022
Local Diploma, Regents Diploma, Regents Diploma with Advanced Designation (with or without Honors), with a Career and Technical Education Endorsement	All student populations	Credit: Completes all credit requirements as listed above for specific diploma types and successfully completes an approved career and technical education program 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 Reference: Endorsements and Seals
Regents Diploma, Regents Diploma with Advanced Designation (with or without Honors), with a Seal of Biliteracy	All student populations	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 Assessment: Meets the criteria for Earning the New York State Seal of Biliteracy. Reference: The New York State Seal of Biliteracy (NYSSB)
Local Diploma, Regents Diploma, Regents Diploma with Advanced Designation (with or without Honors), with a Seal of Civic Readiness	All student populations	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 Assessment: Meets the criteria for earning the New York State Seal of Civic Readiness. Reference: New York State Seal of Civic Readiness

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)	- 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 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. Reference: Exiting Credentials and Commissioner's Regulations 8 CRR-NY 100.6, High school exiting credentials
Skills and Achievement Commencement Credential	Students with severe disabilities that are assessed using the NYS Alternate Assessment (NYSSA)	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. 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

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.

Notes