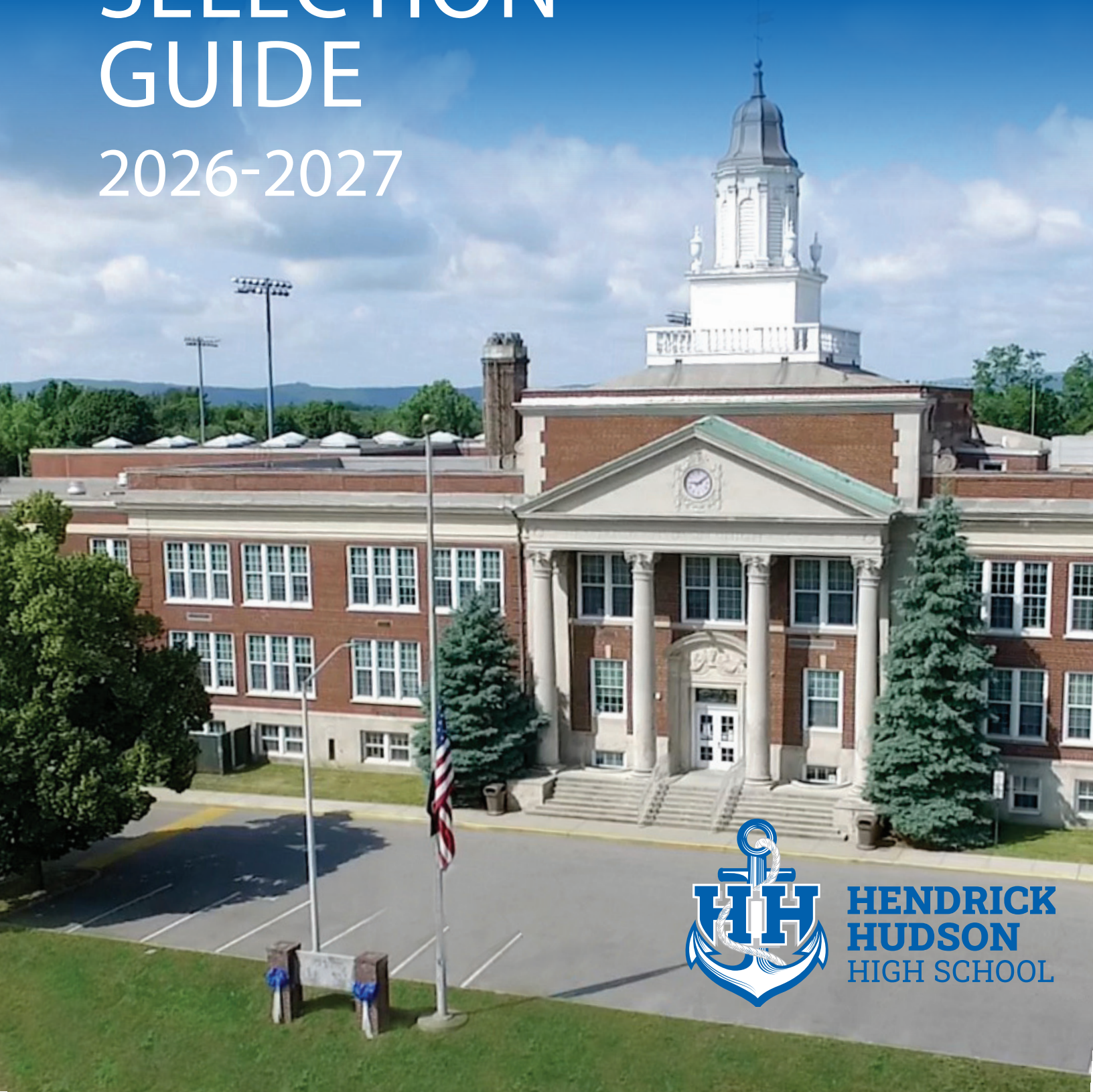


Hendrick Hudson High School

COURSE SELECTION GUIDE

2026-2027



**HENDRICK
HUDSON
HIGH SCHOOL**



Hendrick Hudson School District Mission Statement

The Mission of the Hendrick Hudson School District, a DYNAMIC, INNOVATIVE, and SUPPORTIVE educational community, is to ensure each student is an ENGAGED, PASSIONATE LEARNER who achieves his or her maximum potential and contributes to society.

This is accomplished in a system characterized by:

A culture of the HIGHEST EXPECTATIONS for all;

A rigorous, ARTICULATED CURRICULUM;

DIVERSE, EFFECTIVE instructional strategies and resources;

An educational environment that is CHALLENGING, CREATIVE, EXPLORATORY, ACCESSIBLE, and NURTURING;

A fully engaged, SUPPORTIVE COMMUNITY.

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Planning Your Schedule

Success is rarely achieved without an organized and structured plan and your high school career is no exception. In order to ensure success it is necessary for you to take time to develop goals, both long and short-term, that will lead to your graduation from Hendrick Hudson High School and beyond.

Hendrick Hudson High School is an outstanding place to learn and grow as a student. Individual experiences will be determined by the choices you make and the goals that you set throughout your four-year stay.

The following pages contain detailed descriptions of all the courses and programs offered at Hendrick Hudson High School. In order for you to make informed choices, please take the time to read about each of the required courses as well as elective courses offered. Take time to speak with your parents about your plans as well as ask questions of your school counselor in order to craft the best possible plan for your time at Hendrick Hudson High School.

We encourage you to take advantage of the opportunities afforded to you at Hendrick Hudson High School. Explore new interests, academic challenges and dedicate yourself entirely to working hard while you are at Hendrick Hudson High School to ensure the success you deserve.

Course Selection

Each student in grades 9 through 12 is required to carry a credit load of at least 6.5 credits, including physical education. Proper program planning is extremely important and the choice of subjects should be given careful consideration. Students

are encouraged to consult with their counselor, teachers and parent/guardians to help select the most appropriate course of study. A balanced program including required and elective courses is strongly recommended.

School Counseling Services

Mission Statement

All students in the Hendrick Hudson School District have access to student support staff that will assist students in developing their academic, personal/social, and career college skills. Through a comprehensive student support program, students will:

Demonstrate an understanding of their present academic status, achievement, interests, abilities, and educational requirements.

Experience greater self-awareness and responsible decision making.

Develop interpersonal and affective competencies critical to realizing and achieving their potential.

We educate our students to become respectful and responsible towards self and others.

Hendrick Hudson School Counselor Belief Statements

Counselors at Hendrick Hudson believe that students learn best when:

- Counselors serve as active, positive role models following ethical standards.
- Counselors advocate for all students.
- Students are challenged and actively involved through methods of instruction.
- Counselors are responsive to their developmental needs of all students.
- Personal responsibility for learning is

cultivated and developed.

- The subject matter is relevant and taught by motivated and well-prepared staff.
- Clear academic and behavioral expectations are communicated and understood.
- Students individual strengths and efforts are encouraged and recognized, and specific and timely feedback on their performance is provided.
- A school community where respect, appreciation of differences, and civility are modeled by all.
- Families are encouraged to take an active, supportive role in their education and ensure that basic human needs (shelter, nutrition) are met.
- Valid data is used to inform decisions.

School Counselor Assignment

Students are assigned to a counselor alphabetically by last name to a counselor who will assist them in grades 9-12. School counselors work with individual students within an integrated school counseling program that also involves parents, teachers, and administrators. The school counseling program consists of small group and individual academic counseling, the teaching of appropriate decision-making skills for personal career choices, and the dissemination of essential information about high school courses, vocational training, college placement, as well as the monitoring of individual student's personal and academic progress toward graduation. An individual interview with the school counselor is scheduled for each student to discuss appropriate course selections and timely planning for the future. School counselors are always available for students to make an appointment to discuss any matter of concern. School counseling at Hendrick Hudson High School is a developmental program. The focus of each year is unique for the individual student, yet each year continues the work of the preceding one.

Counseling Office Contact Information:

PHONE (914) 257-5867

FAX (914) 257-5861

Dr. Kleinman, Director of School Counseling

aaron.kleinman@henhudschools.org

Mrs. Balsamo, School Counselor

diana.balsamo@henhudschools.org

Mrs. Downey, School Counselor

jessica.downey@henhudschools.org

Mr. Grando, School Counselor

douglas.grando@henhudschools.org

Mrs. McGowan, School Counselor

heather.mcgowan@henhudschools.org

Student Services (School Social Workers/School Psychologist)

As school social workers in the Hendrick Hudson School District, we are committed to providing mandated counseling services to our Special Education students in the academic setting and to provide a safe space for all students to express their emotions/feelings without judgment. We strive to be positive role models and to work with integrity. We are committed to collaborating with administration, faculty, staff, families and the community to ensure equity in the academic setting for all students.

- Members of the District Wide Pupil Personnel Services Team which includes Psychologists and Social Workers.
- Provides students in crisis situations to provide safety assessments, service referrals, social emotional support and de-escalation strategies
- Provides mandated Individual and Group Counseling for Special Education students.
- Members of the Clinical and Student Services Team which provides wrap around services and support for students and families
- Assesses Building Level Crisis' and conduct risk/ threat assessments in collaboration with the School Safety Team

- Provides building level counseling interventions and assist families in providing resources for community counseling services
- Mentors for Social Work MSW and BSW Interns and provide clinical supervision
- Mentors New Faculty Members for the Pupil Personnel Services Department
- Collaborates with Administration, School Counselors, Nurse, School Resource Officer, Student Assistance Counselor and Faculty/Staff to ensure the social/emotional needs of all students are met.
- Collaborates with community resources and provides liaison services for the Department of Social Services and Child Protective Services, Probation and Police Departments, Mental Health Agencies, Hospitals and Medical Facilities.
- Collaborates with administration and attendance office to provide families support to improve outcomes for student attendance and truancy
- Ensures inclusivity, awareness and understanding when providing services for all students.

As school psychologists in the Hendrick Hudson School District, we are providers of mandated counseling services to our Special Education students in school. We offer a supportive and understanding environment for all students to express their emotions/feelings without judgment. We endeavor to be a positive influence for our students, facilitating social-emotional and behavioral growth. We instill tools, strategies, and skills in our students, based on their individual needs. School psychologists are also involved in assessing/testing students' functioning and evaluating educational/learning needs. After evaluation, we provide supportive recommendations as appropriate. In all that we do, we strive to work with integrity. We are committed to collaborating with administration, faculty, staff, families and the community to ensure equity in the academic setting for all students.

- Members of the District Wide Pupil Personnel

Services Team which includes Psychologists and Social Workers.

- Provides students in crisis situations to provide safety assessments, service referrals, social emotional support and de-escalation strategies
- Provides mandated Individual and Group Counseling for Special Education students
- Members of the Clinical and Student Services Team which provides wrap around services and support for students and families
- Assesses Building Level Crisis' and conduct risk/threat assessments in collaboration with the School Safety Team
- Assist families in connecting them with resources for community counseling services
- Psychological, educational, social-emotional-behavioral assessments and educational planning/recommendations
- Collaborates with Administration, School Counselors, Nurse, School Resource Officer, Student Assistance Counselor and Faculty/Staff to ensure the social/emotional needs of all students are met.
- Ensures inclusivity, awareness and understanding when providing services for all students.

Student Services Contact Information:

PHONE (914) 257-5868

FAX (914) 257-5861

Ms. Brenner, School Social Worker
megan.brenner@henhudschools.org

Ms. Burns-Dobson, School Social Worker
diane.burnsdobson@henhudschools.org

Mr. Ghelarducci, School Psychologist
nicholas.ghelarducci@henhudschools.org

Ms. Levine, School Social Worker
dana.levine@henhudschools.org

Add/Drop Course Process

The add/drop policy at Hendrick Hudson High School allows students to make schedule adjustments for the the following reasons: course conflicts, results of summer school courses, change of curriculum (e.g. adding new electives/academic intervention services if schedule permits), change in level of academic rigor only with the knowledge and approval of Parent/Guardian.

Fall semester courses that are dropped after the 1st marking period progress reports (5 weeks) are subject to the DP (Drop Pass – student was passing course at the time it was dropped) or DF (Drop Fail student was failing the course at the time it was dropped) designation on their student transcript.

Spring semester courses that are dropped after the 3rd marking period progress reports (5 weeks) are subject to the DP Drop Pass – student was passing course at the time it was dropped) or DF(Drop Fail student was failing the course at the time it was dropped) designation on their student transcript.

Full year courses dropped after the 1st marking period are subject to the DP (Drop Pass – student was passing course at the time it was dropped) or DF (Drop Fail student was failing the course at the time it was dropped) designation on their student transcript.

Students that wish to add/drop a course must have parental consent in the form of a signed schedule change consent form.

Graduation Requirements

Diploma Requirements:

In New York State, students are required to complete a minimum 22 units of credit in order to receive a diploma. Within the New York State guidelines Students must fulfill units of credit as follows:

- 4 credits in English
- 4 credits in Social Studies
- 3 credits in Math
- 3 credits in Science
- 2 credits in Physical Education (½ credit per year)
- ½ credit Health education
- 1 credit in a Language other than English
- 1 credit Art/Music
- 3 ½ elective credits

Regents Exams

The NYS Board of Regents has revised the requirements for a Regents diploma (as of January 2015). As in the past, students need to pass five (5) Regents exams in order to meet graduation requirements. However, students now have a “4+1” option that creates alternate tracks towards earning a Regents diploma:

Required

Students must obtain passing marks on the following four (4) exams:

- ELA Regents exam
- (1) Math Regents exam
- (1) Science Regents exam
- (1) Social Studies Regents exam (Global History or U.S. History)

+ 1 Option

Students need a 65 or higher on any one (1) of the following assessments:

- additional Math Regents exam in a different course
- additional Science Regents exam in a different course
- additional Social Studies Regents exam in a

- different course
- additional English assessment in a different course selected from the NYS Department Approved Alternative list
- NYS Department approved CTE pathway assessment, following successful completion of an approved CTE program
- NYS Department approved pathway assessment in the Arts
- NYS Department approved pathway assessment in a Language other than English (LOTE)
- NYS CDOS Credential (see Non-Diploma Credentials)

Compensatory Safety Net for Students with Disabilities

For students with disabilities a score of 45-54 on a required Regents exam (except ELA and Math) can be compensated by a score of 65 or above on another required Regents exam. In all cases, students must achieve a score of 55 or above on ELA and math. In addition the student must pass the course in which s/he earned a score of 45-54 and have satisfactory attendance.

*For students with disabilities, a score of 55 may satisfy graduation requirements.

*There are additional exams and courses required for the Regents with Advanced Designation.

*Graduation requirements may change based on New York State Department of Education

Non-Diploma Credentials

New York State Career Development and Occupational Studies Commencement Credential (available to all students except those who take the NYS Alternate Assessment)

The NYS CDOS Commencement Credential is a credential recognized by the NYS Board of Regents as a certificate that the student has the knowledge and skills necessary for entry level employment. This credential will recognize each individual student's preparation and skills for post-school employment. Most students with disabilities will be able to graduate with the CDOS Commencement Credential

as a supplement to their regular diploma (Regents or local diploma).

Students who are unable to earn a regular diploma because of their disability may graduate with the CDOS Commencement Credential as a student's only exit credential, provided they meet the requirements for award of the credential and have attended school for at least 12 years, excluding Kindergarten. Please note that this credential is not an option for students who take the NYS Alternate Assessment.

There are two options available for students to earn this credential.

Option 1:

- The student must have developed a Career Plan that includes documentation of the student's self-identified career interests; career-related strengths and needs; career goals; and career and technical coursework and work-based learning experiences that the student plans to engage in to achieve those goals; and
- The student must have demonstrated achievement of the commencement level CDOS learning standards in the areas of career exploration and development; integrated learning; and universal foundation skills; and
- The student must have successfully completed at least 216 hours of CTE coursework and/or work-based learning experiences (of which at least 54 hours must be in work-based learning experiences); and
- The student must have at least one completed employability profile that documents the student's employability skills and experiences; attainment of each of the commencement level CDOS learning standards; and, as appropriate, attainment of technical knowledge and work-related skills, work experiences, performance on industry-based assessments and other work-related and academic achievements.

Option 2:

In lieu of a student meeting the requirements of option 1 to be awarded the NYS CDOS Commencement Credential, a district may award

a student this credential if the student has met the requirements for one of the nationally recognized work readiness credentials, including but not limited to:

- National Work Readiness Credential
- SkillsUSA WorkForce Ready Employability Assessment
- National Career Readiness Certificate WorkKeys - (ACT); and
- Comprehensive Adult Student Assessment Systems WorkforceSkills Certification System.

Grading, Report Cards, Progress Reports

All report cards are posted to the Infinite Campus Portal approximately every 10 weeks. Progress reports are posted to the portal and made available, approximately every 5 weeks. All report cards and progress reports will be available online only. The Infinite Campus Portal allows you to access real time information on your child, including attendance data, schedules, report cards and progress reports, assessments, immunization history, transportation records, and teacher grade books.

A numerical grading system is used. The minimum passing grade is 65%. The grade of "F" indicates that a student has a grade of 49 or below. "F" is calculated as a 50 in the average. The highest grade given is 100, and the minimum passing grade is 65.

Grades are computed for a semester long course by doubling the quarter grades for each quarter, adding the final examination grade and dividing that number by 5. See below.

$$\frac{(1^{\text{st}} \text{ quarter grade} + 2^{\text{nd}} \text{ quarter grade}) \times 2 + \text{final examination grade}}{5}$$

5

The final average for a full year course is determined by adding all four quarters and the final examination grade and dividing that amount by 5. Midterm grades are averaged as a test grade for the 2nd quarter average.

$$\frac{1^{\text{st}} \text{ quarter} + 2^{\text{nd}} \text{ quarter} + 3^{\text{rd}} \text{ quarter} + 4^{\text{th}} \text{ quarter} + \text{final exam grade}}{5}$$

5

Honor Roll/Select Sailors

Grades are calculated at the end of each marking period for the purpose of honor roll recognition. All subjects will be averaged, with the exception of physical education, in determining honor roll status. Honor roll recognition is achieved by earning the following:

High Honor Roll: A student must achieve an overall unweighted average of 90 percent with no grade below 85 percent.

Honor Roll: A student must achieve an overall average of 85 percent with no grade below 75 percent.

Select Sailor recognition: A student must be passing all of their classes with good attendance and have raised their overall average by 5% since the previous marking period. These students are recognized during the second, third and fourth marking periods.

Grade Weighting, Cumulative Average, Decile

Level One includes all Advanced Placement courses and College Level Courses.

The final grade in a Level One class is multiplied by a factor of 1.06 if the following:

AP Course: Upon successful completion of an AP course and the AP Exam, a weight of 1.06 will be added to the final average on your transcript. If you choose not to take the AP Exam, a weight of 1.04 will be added to your final average on your transcript.

College Level Course (CLC): Upon successful completion, including college registration and payment, a weight of 1.06 will be added to the final average on your transcript. If you choose not to register and pay for the credits, a weight of 1.04 will be added to your final average on your transcript.

Level Two includes all Honors level courses as well as some upper departmental courses.

The final grade in Level Two course is multiplied by a factor of 1.04.

Level Three courses are all other courses.

The final grade in Level Three is multiplied by 1.00.

All courses are part of a student's average except Physical Education.

Grades On Report Cards and Transcripts Do Not Show Weighting.

Three year cumulative average appears on all transcripts that are sent to colleges and universities

on the student's behalf. Both the weighted and unweighted average appears on the transcript. Hendrick Hudson policy includes the weighting of grades for deciles.

Advanced Placement (AP) & College Level Study

College Board AP

AP English Language
AP English Literature - Mercy
AP European History
AP United States History
AP World History
AP Human Geography
AP US Government & Politics
AP Microeconomics
AP Biology
AP Chemistry
AP Physics B
AP Physics C
AP Environmental Science
AP Studio Art
AP Music Theory
AP Computer Science
AP Calculus AB, Calculus BC
AP Statistics
AP Italian Language
AP French Language
AP Spanish Lang. & Culture

College/University

College Algebra - WCC
College Writing - WCC
Pre-Calculus - WCC
Spanish 4/5 - Mercy
Italian 4/5 - Mercy
SUPA French - Syracuse
Accounting - WCC

Marketing – WCC
Business Law – St. Thomas Aquinas
Science Research – SUNY Albany
Intro to Psychology – SUNY Potsdam

PLTW

Principles of Biomedical Science
Human Body Systems
Medical Intervention
Biomedical Innovations
Intro to Engineering
Principles of Engineering
Aerospace Engineering
Digital Electronics

Promotion Policy

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

Library Services

The HHHS library is a classroom in which students learn and practice skills of information and digital literacies. The library program supports students and staff in their academic pursuits with resources, instruction and services. Students engage in research, reading, studying, and project management in the library.

Students have access to print books, ebooks and other digital content through the library. All print and ebooks are listed in our [Online Library Catalog at http://bit.ly/2Dn8YzG](http://bit.ly/2Dn8YzG). If a book is not readily available because it is already checked out, see the librarian. The item can be placed on reserve (a wait- list).

Borrowing books: Students must check their books out at the library's main desk. Students may have as many as 5 books on loan at any given time. Books are loaned for a 3 week period after which time they can return or renew the book. Assuming that the book is not needed for another student or class, a student may renew a book by bringing it into the main desk to check it out again. Books are returned in the library at the main desk through the book drop.

If a student needs a book or article that we do not own, it may be possible to secure a copy from another school or library. See the librarian.

Overdues: No overdue fines are charged. The due date received at the time of the loan is the only official notice of when books are due. Reminder lists, phone calls, letters and notices are published as a courtesy only. Students with overdue items are not permitted to borrow additional items.

Lost or Damaged books: Students are responsible for items borrowed. Lost or damaged items must be replaced.

Digital resources include numerous online subscription databases and collections of ebooks. Digital resources are accessible on any Internet capable device (computers, tablets, smartphones) in school and at home. Provided to help support students with homework and school projects, links to databases and ebooks can be found on the library's website: <https://henhudschools.org/domain/86>

All students have accounts for productivity tools including NoodleTheTools, TurnItIn, and Google Apps which provide students with online workspaces for individual and group work, citation and note taking tools.

Students visit the library with classes for instruction in the research process from thesis development, identifying and evaluating sources, taking notes, organizing their ideas and information, and creating products to showcase their work. The librarian teaches in collaboration with the assigned content area teacher. Instruction is designed to meet New York State Common Core Standards, AASL 21st Century Learner Standards, and NETS for Students.

Students may seek personalized research coaching from the librarian. The librarian also provides individual reading guidance, recommending books to students based on their reading preferences.

Students may choose to visit the library from study hall, free periods or during lunch periods to do homework, study, test prep, research and/or read.

At all times, students are expected to demonstrate respect for themselves and other library users in their words and actions consistent with building and district codes of conduct.

The library is open Monday through Thursday on school days from 7:10 am to 3:20 pm and on Fridays from 7:10 am to 2:25pm.

A photograph of a classroom. In the foreground, the back of a student's head with dark curly hair is visible, wearing a red shirt. To the right, another student in a light purple shirt is seen from the side. In the background, a male teacher in a red and blue plaid shirt stands at the front of the class, facing the students. Behind him is a large projection screen displaying a presentation with circular graphics. To the left of the screen is a whiteboard with some faint writing. The text "English Language Arts Department" is overlaid in the center of the image in a white, sans-serif font.

English Language Arts Department

The English Department strives to create strategic readers and articulate users of language. It is our intent to foster a lifelong love of learning through engaging and relevant texts and activities. All students must complete four years of English in order to graduate. In 9th and 10th grade, students can select either Regents or Honors level courses. In 11th and 12th grade, students can select either Regents or Advanced Placement courses. In order to receive a Regents diploma, students must pass the NYS Regents Exam. The English department also offers a variety of enriching electives, which can be taken in addition to the required courses, during 10th, 11th and 12th grade. All honors and Advanced Placement courses are open enrollment with a suggested minimum final average from a previous year's course; we encourage all students to participate in the rigorous intellectual challenges presented in these courses.

English 9 (1001) Grade 9

Credit/Weight: 1.00/1.00

Prerequisite: None



English 9 is a program of literature and both written and oral expression, designed to broaden opportunities for reading pleasure and develop competency in writing and speaking. Prose and poetry provide varied reading experiences, with class texts including *Romeo and Juliet*, *Fahrenheit 451*, *The Odyssey*, *Of Mice and Men*, and many short stories, poems, and dramas. Preparation for the English Regents Exam starts at this grade level, where students gain a broad understanding of the literary devices employed in the literature read for class. In line with the school policy, considerable attention is paid to the development of writing skills through regularly assigned essays, compositions, journals, and letters. Emphasis is placed on grammar, punctuation, vocabulary, and spelling. Writing is done regularly and is based on literature, current events, or student experiences. Speeches are incorporated into the curriculum in a variety of ways, as well. Students are expected to become thoroughly familiar with MLA research skills and will complete several research

projects

English 9 Honors (1002) Grade 9

Credit/Weight: 1.00/1.04

Prerequisite: None



The English 9 Honors curriculum is a program that requires students to think about literature at a higher level of complexity and depth. Prose, non-fiction, and poetry provide varied reading experiences in supplement to core texts such as *Romeo and Juliet*, *Fahrenheit 451*, *The Odyssey*, *Pygmalion*, *Ethan Frome*, and *Great Expectations*. Students will also read one outside text from a provided classic list each quarter that ties into the quarter's theme and essential questions. The course places a heavy emphasis on a variety of writing skills, as well as on grammar. Preparation for the English Regents and Advanced Placement begins at this level. Students should expect an engaging, rigorous and challenging experience. This course is highly recommended for students who plan to enroll in English 10 Honors.

English 10 (1004) Grade 10

Credit/Weight: 1.00/1.00

Prerequisite: English 9



English 10 includes frequent writing assignments: vocabulary study; grammar skills reinforced through writing; in the form of short stories and several novels such as *All Quiet on the Western Front* and *A Separate Peace*; non-fiction such as *Night* or *Maus*; a literary research project; book reviews; a drama unit including a Shakespearean play (*Othello*); and speech activities.

English 10H AP Seminar (1006) Grade 10

Credit/Weight: 1.00/1.06

Prerequisite: Recommend a minimum final average of 85 in English 9 H or 90 in English 9



ELA 10 Honors: AP Seminar, serving as the ELA 10 Honors experience. This course maintains the rigor of honors-level English while emphasizing advanced skills in reading, writing, research, and analysis. In AP Seminar, students explore complex topics through multiple perspectives, develop and investigate research questions, and produce both written and oral arguments. The course prioritizes critical thinking, collaboration, and effective communication—key skills aligned with college readiness and the New York State Portrait of a Graduate.

English 11 (1007) Grade 11

Credit/Weight: 1.00/1.00

Prerequisite: English 10



Such major works as F. Scott Fitzgerald's *The Great Gatsby*, Arthur Miller's *The Crucible*, and J.D. Salinger's *The Catcher in the Rye*, various short stories, essays and poetry are read and discussed in English 11. Also, the study of Shakespeare is continued with the reading of *Macbeth*. Writing and discourse are based on literary themes. In addition, students will write creatively about their personal experiences and opinions. Grammar instruction, style development and proper structure are explored in every writing piece throughout the course. Students will delve into some preparation for the SAT exam; however, emphasis is placed on enhancing all English skills based on the New York State Standards—this includes preparation for the New York State Regents Exam.

AP Language and Composition (1008) Grade 11

Credit/Weight: 1.00/1.06

Prerequisite: Recommend a minimum final average of 85 in English 10 H or 90 in English 10



The Advanced Placement Language and Composition course trains students to become skilled readers and writers in diverse genres and modes of composition. As stated in the Advanced Placement Course Description booklet, "The purpose of AP Language and Composition course is to enable students to read complex texts with understanding and to write prose of sufficient richness and complexity to communicate effectively with mature readers." As the course progresses, students will become aware of their own composition process through self-assessment (reflection) and evaluation by peers and instructors. These skills will allow the student to read critically and write effectively in different modes, both in the college classroom and beyond. This course is highly recommended for students who plan to enroll in English 12 Advanced Placement Literature and Composition.

Students will be prepared for the reading comprehension section of the AP exam (45%) and instructed on the various types of writing tested within the free response section (55%). Central to the class' discussion will be the identification of rhetorical devices employed by writers. This recognition will assist the students within the reading comprehension portion of the exam as well as within the free response section. Students will be prepared to write the argumentative, rhetorical analysis, and the synthesis essays (three essays prepared in two hours). In addition to some fictional titles, such as Twain's *Huck Finn*, Fitzgerald's *The Great Gatsby*, and Shakespeare's *Macbeth*, the course will feature various non-fiction selections, such as Douglass's *The Narrative of the Life of Frederick Douglass*, Capote's *In Cold Blood*, Thoreau's *Walden*, Martin Luther King Jr.'s *Letter from Birmingham Jail*, and President John F. Kennedy's *Inaugural Address*.

English 12 Courses

All English 12 Courses are designed to prepare students to enter the professional and collegiate world with 21st century skills. Students have the option of registering for one of our full year English 12 offerings, AP English Language and Literature or two of the five half year English 12 Courses. All English 12 courses meet state and federal educational standards for graduation.

All 1st semester english 12 courses also provide instruction and support for the college essay.

AP Literature and Composition (1011) Grade 12

Credit/Weight: 1.00/1.06

Prerequisite: Recommend a minimum final average of 85 in AP Language & Composition or a 90 final average in English 11



Designed to be a college level course, rich in higher level thinking, AP English Literature and Composition will challenge, inspire, and enrich the eager literature student. Using works that range from the sixteenth through twenty-first century as well as several genres and modes, the reading, writing, listening, and speaking experiences will broaden human understandings about the world around us today. Besides an extensive study of poetry, students will read such works as King Lear, Hamlet, Heart of Darkness, Portrait of an Artist as a Young Man, Arcadia, and Frankenstein. Students, therefore, should expect a rigorous undergraduate English experience with intellectual challenges and a considerable workload that culminates with the AP English and Literature Exam in May.

Additionally, students will have the opportunity to receive college credit per Mercy University guidelines for an additional fee.

English 12 College Writing (1018) Grade 12 (CLC)

Credit/Weight: 0.50/1.06

Prerequisite: English 11



This half-year course is designed to introduce students to writing skills, formats, and style that will be expected of them in college. The course is modeled after a freshman college composition course at Manhattanville College as well as the AP Language and Composition course. Students will review grammar, style, and structure of writing assignments that are centered around current topics, issues, and areas of study. The course will help students to master the many types of essays that may be assigned in a college course including, persuasion, compare and contrast, cause and effect and synthesis. This course follows the textbook Patterns for College Writing, readings from this text, and current magazines and newspapers will be assigned. In addition, TED talks, group work, and Socratic seminars are an important part of this course.

Students should expect regular homework, as well as several essays assigned both in and out of class, a 6 to 8 page synthesis paper and a digital project that employs advanced technology. Attendance, participation, and in-class performance are an important part of the course and active involvement is required. Students taking this course have the opportunity to earn college credit through Westchester Community College

English 12 - Introduction to Science Fiction & Fantasy (1022) Grade 12

Credit/Weight: 0.50/0.50

Prerequisite: English 11



Beam me up, Scotty! Spaceships, aliens, the distant future, and the imagined past, add some swords, magic, and pixie dust and you have the worlds of Science Fiction & Fantasy. Discover your humanity

and “the meaning of life” with stories that concern themselves with questions of morality and the purpose of human existence. Discover the familiar—the unfamiliar—places, people, ideas—and yourself in the world coined Speculative Fiction. We will read, discuss, and enjoy creative, original literature and film, examining how its authors have confronted timeless questions—often from the strange and macabre perspective. Be prepared to time travel...and bring a towel.

English 12 – American Literature (1029)

Grade 12

Credit/Weight: 0.50/0.50

Prerequisite: English 11



This course is designed for the college-bound student and offers an introductory survey of American literature. If you enjoyed English 11 American literary selections you will enjoy this course. If you enjoy reading literature, poetry, plays and studying American art and cinema this is the course for you! Just what is American literature? How do we define American art? What authors should I know before I go off to college? These questions and more will be answerable once you have delved a bit deeper into our nation's literary tradition. The course offers opportunities for you to read some literature that fits into your love of great storytelling and will provide opportunities to see films with a new lens! At the same time, this course provides experience and activities in writing that will reinforce skills needed for collegiate studies. Go off next year with a strong background in what everyone should be reading

English 12 - The Short Story (1028)

Grade 12

Credit/Weight: 0.50/0.50

Prerequisite: English 11



The Short Story focuses on reading, creating,

performing and analyzing short works of literature – both classical and contemporary. These include:

- Short Stories
- Poetry
- Film/Video
- Plays

Students will conduct a thoughtful research project, as well as writing creatively.

English Electives

Journalism (1016)

Grades 10 - 12

Credit/Weight: 0.50/0.50

Prerequisite: None



The Journalism elective is intended to introduce students to the art of news writing. Members of the class will read published articles, analyze their content and style, and use what they have learned to write their own original articles, some of which may be published in Hen Hud's school paper, The Anchor, with permission. Journalism students will be assigned at least one of each of the following article types: a hard news story, a feature story, a restaurant review, a music review, a movie/television review, and an opinion piece. For each article, students will be expected to conduct interviews, collect information from secondary sources, write in journalistic style, and edit and revise their writing until it is worthy of publication. The final project will entail students assembling all of their articles into a digital newspaper format, complete with photographs, sidebars, and advertisements.

Creative Writing (1019)

Grades 11 - 12

Credit/Weight: 0.50/0.50

Prerequisite: English 10 or 10 H



This course is designed for students who enjoy writing and have a demonstrable flair for language. The purpose of the course is to expose students to different techniques of writing and various genres. It provides students with opportunities to explore personal experiences, and to learn critical thinking when analyzing their own writing and when assisting others in writing more clearly, coherently, and concisely. Storytelling as an oral art is also addressed; the student learns the elements of relating an event or feeling in an entertaining manner. Students write in a variety of genres, including poetry, creative nonfiction, prose fiction, and drama (stage play and screenplay). Students are expected to share their work with other students and to discuss it in small groups, providing each other with positive and constructive criticism in these “creative clusters.” Each student is expected to submit at least one piece of writing to the high school literary magazine.

Film Appreciation (1017)

Grades 11 - 12

Credit/Weight: 0.50/0.50

Prerequisite: None

Film is an integral part of our storytelling culture that takes a backseat to novels, short stories, and plays in most English classes. The point of Film Appreciation is to give this medium the time, respect, and recognition it truly deserves. This elective class is intended for students who want to not only watch great movies but to also understand what makes those movies great, be it the acting, the directing, the cinematography, the story, or, as is often the case, the story behind the story. In this course, we will watch, discuss, and analyze a variety of titles from a range of genres. The specific films we watch may change from semester to semester, but past titles include *The Godfather*, *The Shining*, and *Casablanca*. Film Appreciation students will be expected to take notes about films and filmmaking,

to watch the films attentively, and to show their knowledge on quizzes, tests, and creative projects related to the field of film studies.

Short Literary Works (1021)

Grades 11 - 12

Credit/Weight: 0.50/0.50

Prerequisite: None

Like short stories? Poetry? Real-life drama? Short and Sweet: Classic and Contemporary Short Works will delve into the dramatic, the romantic, the horrific, the political, the mysterious and the insane without a long commitment to a single work. In this class, short stories, essays, plays, poetry and short films will be read, analyzed, reviewed and created.

Some topics will include, but are not limited to:

- Short stories by authors such as Joyce, Hemingway, Jackson, King, Ellis, Updike, Kafka and others
- Contemporary magazine articles, from *Car and Driver*, *The New York Times Magazine*, *Vanity Fair*, *The New Yorker* and others
- Satirical essays by David and Amy Sedaris, Augusten Burroughs, James Thurber and others (they'll make you laugh)
- Anecdotal essays—stories of people's lives—ranging from strangeness to wonderment
- Short films, including previous entries (and winners) of The Hendrick Hudson Film Festival
- Poetry ranging from the contemporary (Billy Collins) to the classic (Browning, Yeats, Wordsworth, E.E. Cummings)
- Short plays—action so fast it'll make your head spin!
- Common Core aligned reading and writing skill based assignments
- May include a Portfolio assessment—requiring reflection upon and assessment of their growth throughout the year

Senior Literature (1033)

Grade 12

Credit/Weight: 1.0/1.0

Prerequisite: None

This is a course that provides two full credits in English and Social Studies, and culminates with a Work-Based Learning / Community Service Internship:

1. One credit of Senior English
2. ½ credit of Participation in Government and ½ credit in Economics
3. An internship – work or community service based

Students will study real world problems and evaluate potential solutions within existing historical, political, and economic structures in the United States through literature, the news, and various other forms of media. This rigorous study will prepare them for participation in the United States and the world, regardless of their path beyond high school.

This course will feature integrated learning opportunities between English and Social Studies and includes a work-based learning and/or community service component in the 4th quarter. Teachers will work with students to secure an out-of-school internship, and then mentor them through the experience. This experience shall enable students to garner skills to make them successful in college, their future career, and help them engage as active citizens in a democratic society.

A map of Virginia is shown, with numerous green pushpins placed along its borders and within its territory. A blue sign on the left side of the map reads "LOOK FOR THIS SIGN" and "Highway 101" and "Virginia State Route 101". The map is color-coded by region: brown for the western part, green for the central part, orange for the eastern part, and blue for the coastal area. The text "Social Studies Department" is overlaid in the center of the map.

Social Studies Department

In our diverse world an education in social studies instills knowledge of history, culture and geography that results in the student becoming an articulate lifelong learner. By educating today we build a better tomorrow.

All students must complete four units of social studies in order to graduate. In the 9th and 10th grade, students have two options. The first option is taking Global History and Geography 1 and Global History and Geography 2 in two separate years. The second option is taking AP World History over two years.

For students who wish to obtain a five year sequence in social studies, a social studies elective must be taken in addition to the required courses. This additional credit may be taken in the 10th, 11th, or 12th grade.

Global History and Geography 1 (2001)

Grade 9

Credit/Weight: 1.00/1.00

Prerequisite: None



A study following the scope and sequence of the state syllabus which examines the development of man from prehistory to the century, from the earliest civilizations to the Age of Absolution. In addition to content, social studies skill development is emphasized. Map and graph interpretation, expository and research skills, and critical thinking are included. Students are introduced to Regents level constructed response questions, essay writing and starting to develop the theme essay format for the Regents exam.

Global 9H (2003)

Grade 9

Credit/Weight: 1.00/1.06

Prerequisite: None



Global 9 Honors is an exciting and challenging course designed for high school freshmen eager to explore the foundations of world history from prehistory to the 1500s CE. With AP-style coursework, assessments, and expectations, this class encourages students to think like historians—analyzing primary sources, making connections across civilizations, and developing strong argumentative writing skills. From the rise of ancient empires to the cultural and technological transformations of the Renaissance, students will engage with the major events, ideas, and movements that shaped human history. With a focus on critical thinking and global perspectives, Global 9 Honors lays the foundation for advanced historical study while fostering curiosity and a deeper understanding of the past!

AP World History

Grade 10 (2011)

Credit/Weight: 1.00/1.06

Prerequisite: None



AP World History is an exciting and rigorous course designed for high school sophomores eager to explore the vast scope of human history. Covering key events, civilizations, and global interactions from 1200 CE to the present, this class challenges students to think critically, analyze historical sources, and draw connections across time periods and regions. With a focus on themes like trade, technology, culture, and political structures, AP World History provides a dynamic and engaging perspective on how societies have shaped the modern world. Whether you're fascinated by ancient empires, revolutions, or globalization, this course will deepen your understanding and prepare you for college-level historical analysis!

Global History and Geography 2 (2004)

Grade 10

Credit/Weight: 1.00/1.00

Prerequisite: Global History 1



This course continues where Global History and Geography I left off, 1750 to the present day. It will have a liberal arts approach; to reinforce the historical content where needed, the arts, sciences and literature will be addressed. Special emphasis will be given to test taking techniques to enhance student's skills for success on the new NYS Regents Global History & Geography exam.

United States History and Government (2007)

Grade 11

Credit/Weight: 1.00/1.00

Prerequisite: Global History 1 & 2



U.S. History is divided into two major sections. The first area is a detailed study of the structure and function of the U.S. government. Included in this section will be an overview of early U.S. History from the Articles of Confederation to the Civil War. The second section will emphasize a chronological approach to U.S. History from the Industrial Revolution to the present. Students will continue to develop their writing and reading comprehension skills concentrating on the civic literacy essay and the other changes to the new Regents exam so as to best prepare themselves for the New York State Regents in June.

AP United States History and Government (2008)

Grades 11 - 12

Credit/Weight: 1.00/1.06

Prerequisite: Global History 1 & 2



This is a college level history course. The course follows a chronological survey of U.S. History from the settlement of Jamestown, Virginia in 1607 to the present. Students must be able to interpret and analyze college level readings and primary documents. They must be able to draw analogies and reflect on issues from a variety of perspectives. The course has a much wider scope than Regents level U.S. History and Government and therefore moves at a more intense pace. Students are expected to sit for the AP exam in May and will take the NYS Regents exam in June.

AP European History (2010)

Grades 11 - 12

(This course will run on an every

other year basis.)

Credit/Weight: 1.00/1.06

Prerequisite: Global History 1 & 2



AP European History is a rigorous elective course designed for high school sophomores, juniors, and seniors eager to explore the rich and complex history of Europe from the Renaissance to the present. This course delves into major political, cultural, economic, and social developments that have shaped the modern world, from the Scientific Revolution and the rise of democratic ideals to global conflicts and contemporary European affairs. Through AP-level analysis, primary source evaluation, and historical argumentation, students will develop critical thinking skills and a deeper appreciation for the forces that have shaped European civilization.

AP Human Geography (2012) Grades 11 - 12

(This course will run on an every other year basis.)

Credit/Weight: 1.00/1.06

Prerequisite: Global History 1 & 2



AP Human Geography is an engaging and relevant elective course designed for high school sophomores, juniors, and seniors eager to explore the connections between people, places, and cultures. This course examines how humans shape—and are shaped by—the world around them through topics like population patterns, urbanization, migration, economic development, and cultural landscapes. Current events and modern history are entwined with the curriculum. Using AP-level analysis and real-world case studies, students will investigate global challenges, interpret geographic data, and develop critical thinking skills to understand complex spatial relationships. Whether you're interested in global issues, urban planning, or environmental sustainability, AP Human Geography provides a fresh and challenging perspective on how humans interact with the world surrounding us.

Intro to Psychology (2024) Grades 11 - 12

Credit/Weight: 1.00/1.06

Prerequisite: Global History 1 & 2



This college credit-bearing course is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. They also learn about the ethics and methods psychologists use in their science and practice.

American Economic Studies (2015) Grade 12

Credit/Weight: 0.50/0.50

Prerequisite: None



This course offers an understanding of our economic system. It examines the issues behind current economic problems and offers the student the opportunity to understand and use the skills of the economist. Emphasis is placed on the development of knowledge concerning key economic factors such as: money and banking credit, and capital and labor. The course offers an opportunity for informed economic citizenship.

Participation in Government (2016) Grade 12

Credit/Weight: 0.50/0.50

Prerequisite: None



An analysis of our political system is presented with an emphasis on local, state, and national levels. Students will be exposed to analytical skills in the study of public policy issues. The major goals of the course will be to present the student with the basic understandings of the system and to encourage student participation in the process of government.

AP U.S. Government & Politics (2026) Grades 11 - 12

Credit/Weight: 1.00/1.06

Prerequisite: None



AP Government and Politics is a thought-provoking course designed for high school juniors and seniors who want to deepen their understanding of the U.S. political system. This course explores the foundations of American democracy, the Constitution, political institutions, civil rights and liberties, and the role of citizens in shaping government policies. Through

AP-level readings, discussions, and real-world case studies, students will analyze key Supreme Court decisions, evaluate the impact of political ideologies, and develop strong argumentation skills. Whether you see a future in law, public policy, or just want to be more prepared for dinner table debates, AP Government and Politics provides the knowledge and critical thinking skills to navigate and influence the world!

AP Microeconomics (2031)

Credit/Weight: 0.5/1.06

Prerequisite: None



AP Microeconomics is a dynamic and engaging half year course for students interested in understanding how individuals and businesses make decisions in a world of limited resources. This course explores key economic principles such as supply and demand, market structures, consumer behavior, and government intervention, providing a strong foundation for analyzing real-world economic issues. Through interactive problem-solving and data interpretation, students will develop critical thinking skills and an appreciation for the complexities of economic systems. Whether you're planning a future in business, finance, social sciences, or public policy, AP Microeconomics offers valuable insights into the forces that shape our daily lives and the global economy.

Social Studies Electives

Sixties Culture (2014)

Grades 10 - 12

Credit/Weight: 0.50/0.50

Prerequisite: None



This course will take an in-depth look at the dramatic changes that American society underwent in the

decade referred to as the 'Sixties'. In the midst of war and social strife, America experienced the flowering of the 'counterculture' movement. This movement transformed all aspects of American life; beginning with pop-culture. In addition, challenges were made to the social mores of society that resulted in changes in such far-reaching areas as politics, education, race relations, ecology and marriage.

Philosophy (2017)

Grades 10 - 12

Credit/Weight: 0.50/0.50

Prerequisite: None



This course will introduce students to the love of wisdom: philosophy. The class will grapple with timeless ideas and new ways of perceiving and thinking. A search for the truth and the meaning of human existence will be conducted through class discussion and debate. Inquiries and propositions will be made into an examination of –the good life as students hone their reasoning, questioning, and problem solving strategies. The masters of classical and contemporary philosophy will be investigated along with the meaning and role of ethics, logic, esthetics, and metaphysics in society.

Anthropology (2018)

Grades 10 - 12

Credit/Weight: 0.50/0.50

Prerequisite: None



This course is dedicated to the study of humans and especially their physical characteristics, their origins and the distribution of races, their environment and social relations, and their culture. The course will include but not be limited to the examination of the following topics in the form of mini units: Physical Anthropology and Human Evolution, Primatology, Cultural Anthropology, and Anthropology of Art. Active participation for presentations and hands on activities is required.

Sociology (2019)

Grades 10 - 12

Credit/Weight: 0.50/0.50

Prerequisite: None



This course is dedicated to the study of society, its social institutions, and social relationships. The course will include but not be limited to the examination of the following topics in the form of mini units: Sociology of the Family, Sociology of Sports, Sociology of Government Systems, Sociology of Subcultures and Gangs, Sociology of Institutions, and Sociology of Race and Ethnic Relations. Active participation for presentations, Socratic Seminars and hands-on activities is required.

Criminal Law (2020)

Grades 11 - 12

Credit/Weight: 0.50/0.50

Prerequisite: None



Criminal Law is an exciting elective course designed for high school juniors and seniors interested in exploring the workings of the criminal justice system—from arrest to trial. Through a dynamic mix of lectures, movies, law articles, response essays, biographical research, and presentations, students will examine key legal principles, courtroom procedures, and the rights of individuals within the justice system. This course encourages critical thinking and real-world analysis by diving into landmark cases, cases-studies of famous criminals, legal controversies, and the roles of law enforcement, attorneys, and judges. Criminal Law offers a fascinating look at the legal system that shapes our society!

Law & Order (2021)

Grades 11 - 12

Credit/Weight: 0.50/0.50

Prerequisite: None



Law and Order is a half year course offered to junior and seniors who are interested in a hands-on approach to the law. Students will actively participate in mock trials, as they assume the roles of professionals in the legal field. Throughout the course students will have the opportunity to research cases, write opening and closing statements, prosecute, defend, judge and deliberate as members of a jury. Active participation in the course is required as students will develop and try cases before a mock court.

History Through Film (2022)

Grades 10 - 12

Credit/Weight: 0.50/0.50

Prerequisite: None

This course will use film to approach significant problems in history. Students will be asked to rethink the relationships between “reality” and “representation” and re-conceptualize the boundaries between history and film. The course will be arranged around the impact of the individual in history. A major goal of this course is determining what is valid in contemporary films and historical dramas and what do these films say about the people who create them, the politics behind their creation, and how they reflect the values, ideas, and larger historical issues of the times in which they were created.

The Civil War (2027)

Grades 11 - 12

Credit/Weight: 0.50/0.50

Prerequisite: None

The Civil War is the deadliest conflict ever fought by our country. The total casualty rate for both sides is over 730,000 combined. Still today, the war is

passionately studied, discussed, and written about over 150 years after Robert E. Lee surrendered at Appomattox Court House. This half year course will examine the lead up and causes of the war, the emergence and leadership of Abraham Lincoln, important Civil War generals, important battles, the end of slavery, Reconstruction, and the struggles for equality during the Jim Crow era. The course will also examine Civil War music and the photography of Matthew Brady. All levels of Civil War knowledge and interest are welcome in this class.

Human Rights (2028) Grades 11 - 12

Credit/Weight: 0.50/0.50

Prerequisite: None

This course will help make connections through comparing current events to historical issues regarding the human condition and how time, place and custom impact decisions made that help shape the modern world and how human beings are valued or not. The Universal Declaration of Human Rights Articles 1-30 will anchor the course. The Human Rights course will allow for both student Voice and Choice as they will bring topics and ideas through current events to the classroom which will be discussed, followed up and embedded into the curriculum. Students will have the opportunity to conduct independent research on a topic of his/her choice and create a presentation for both peers and an outside audience bringing authenticity to the table.

Senior Civics (2033) Grade 12

Credit/Weight: 1.0/1.0

Prerequisite: None

This is a course that provides two full credits in English and Social Studies, and culminates with a Work-Based Learning / Community Service Internship:

1. One credit of Senior English
2. ½ credit of Participation in Government and ½ credit in Economics

3. An internship – work or community service based

Students will study real world problems and evaluate potential solutions within existing historical, political, and economic structures in the United States through literature, the news, and various other forms of media. This rigorous study will prepare them for participation in the United States and the world, regardless of their path beyond high school.

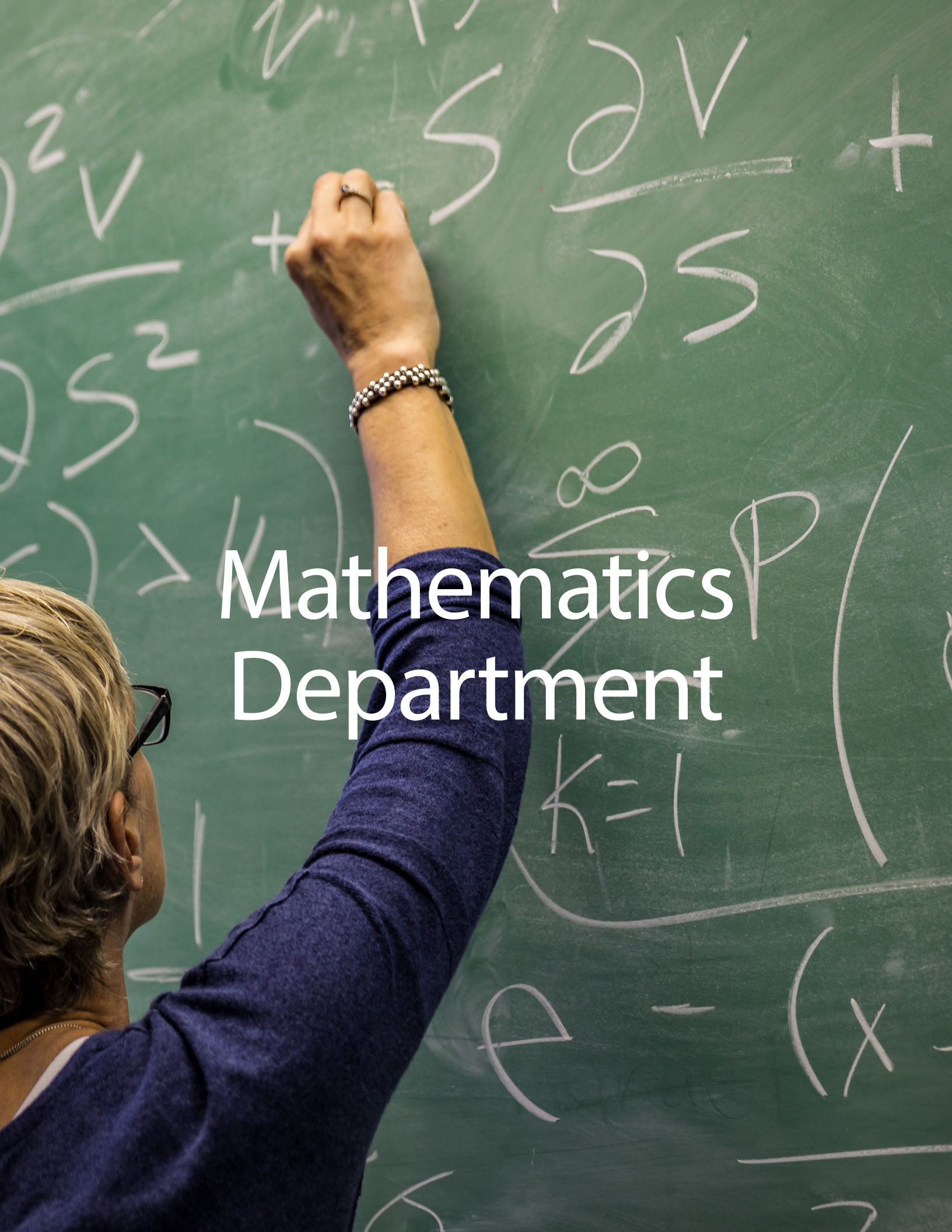
This course will feature integrated learning opportunities between English and Social Studies and includes a work-based learning and/or community service component in the 4th quarter. Teachers will work with students to secure an out-of-school internship, and then mentor them through the experience. This experience shall enable students to garner skills to make them successful in college, their future career, and help them engage as active citizens in a democratic society.

Perspectives in Global History & Geography I (2030) Grade 9

Credit/Weight: 1.0/1.0

Prerequisite: None

Perspectives in Global History & Geography I & Studio Art is a combined learning experience which encompasses both the Studio in Art and Global History and Geography I curriculums. This integrated course combines 9th grade Social Studies with visual art to help students explore history, geography, culture, and civic ideas through creative expression. Designed to be a hands-on course which include projects based learning assessments, student portfolios, presentations and exhibitions. Students will study key social studies content while using artmaking, such as drawing, painting, ceramics, and hands-on projects to deepen understanding and make meaningful connections to the world around them. Students work together, share ideas, and learn how different perspectives shape the world. This course emphasizes critical thinking, creativity, collaboration, and communication, allowing students to demonstrate learning through both written work and visual projects. A two credit course which will meet for two consecutive periods daily.

A person with blonde hair and glasses, wearing a dark blue long-sleeved shirt, is writing on a green chalkboard. Their right arm is raised, holding a piece of chalk. They are wearing a silver ring on their ring finger and a silver beaded bracelet on their wrist. The chalkboard is filled with various mathematical symbols and equations written in white chalk, including ∂V , ∂S , ∞ , P , $k=1$, (x) , z , v , s , $+$, $-$, and $\times$.

Mathematics Department

mathematics classes in high school and beyond.

All students must obtain a minimum of 3 credits of high school mathematics and pass at least 1 Regents Examination in mathematics to obtain a high school (Regents) diploma.

Each student in every mathematics course will be instructed in the use of the TI-83 Plus/ TI-84 Plus graphing calculator. The graphing calculator will be used in the classroom, on tests and assessments as deemed appropriate by the teacher, and is required for all Regents examinations. It is also permitted on all examinations offered by the College Board (PSAT's, SAT's, and AP Exams) and the ACT. The calculator model to be used in each course will be determined by the mathematics department in June and all parents and students will be informed of these choices. It is our intent to use the most appropriate models and to try to have the students utilize the same calculator for their entire high school mathematics experience.

Algebra 1R (3001)

Credit/Weight: 1.00/1.00

Prerequisite: None



Algebra 1R will be offered as a one year Regent's level course culminating in a Regents exam in June. Topics from the New York State Next Generation Standards include:

- Relationships Between Quantities and Reasoning with Equations and Their Graphs
- Descriptive Statistics
- Linear and Exponential Functions
- Polynomial and Quadratic Expressions, Equations and Functions
- A Synthesis of Modeling with Equations and Functions

A significant amount of review and enhancement of topics will be provided to all students enrolled in this class in order to ensure that all students have the algebraic fundamentals necessary for all future

Algebra 1A (3012)

Credit/Weight: 1.00/1.00

Prerequisite: None



This course is the first year of a two year sequence in Algebra 1, focusing on developing algebra concepts and skills through a multiple representations approach. The slower pacing of the sequence allows for students to develop and master skills needed to be successful in Algebra. Major topics include, but are not limited to, Solving Linear Equations and Inequalities, Writing and Graphing Linear Functions, Systems of Equations, Exponential Functions and Sequences. Upon successful completion of this course, students will be enrolled in Algebra 1B. Successful completion of Algebra 1A/1B sequence satisfies the New York State graduation requirement for Algebra 1.

Algebra 1B (3022)

Credit/Weight: 1.00/1.00

Prerequisite: None



This course is the second year of a two year sequence in Algebra 1, focusing on developing algebra concepts and skills through a multiple representations approach. The slower pacing of the sequence allows for students to develop and master skills needed to be successful in Algebra. Major topics include, but are not limited to, Polynomials & Factoring, Quadratic & Radical Functions, Data Analysis and Displays. The course ends with a New York State Regents Examination. Successful completion of the Algebra 1A/1B sequence and the Algebra 1 Regents Examination satisfies the New York State graduation requirement for Algebra 1.

Foundations for Calculus Year 1 (3002) Grade 10

Credit/Weight: 1.00/1.00

Prerequisite: Teacher Recommendation

[Per Rubric](#)



This course will address all of the Common Core Content Standards for Geometry and Mathematical Practices including the supplemental standards identified with a + symbol that are not tested on a Regents or PARCC assessment.

This course will formalize and extend students' geometric experiences from the middle grades. Students explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments and use of transformations as well as develop a collective body of knowledge that results from reasoning from a cohesive set of principles.

The Mathematical Practice Standards apply throughout the course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

Major Emphasis Clusters include:

1. Congruence Understand congruence in terms of rigid motions and prove geometric theorems
2. Similarity, Right Triangles, and Trigonometry Understand similarity in terms of similarity transformations; prove theorems using similarity; define trigonometric ratios and solve problems involving right triangles *
3. Expressing Geometric Properties with Equations Use coordinates to prove simple geometric theorems algebraically
4. Modeling with Geometry Apply geometric concepts in modeling situations

*Every effort will be made to also include in the Year 1 course Clusters #8 and 9 from the Foundations for Calculus Year 2 description below as these topics have been proposed by SED to be included earlier in the study of trigonometry.

Foundations for Calculus Year 2 (3003) Grade 11

Credit/Weight: 1.00/1.00

Prerequisite: Teacher Recommendation

[Per Rubric](#)



This course will address all of the Common Core Content Standards for Algebra II and Mathematical Practices including the supplemental standards identified with a + symbol that are not tested on a regents or PARCC assessment. It also includes PreCalculus standards identified to support the movement to Calculus AP in senior year.

Building on the work with linear, quadratic, and exponential functions from Algebra 1, students extend their repertoire of functions to include polynomial, rational, and radical functions. Students work closely with the expressions that define the functions and continue to expand and hone their abilities to model situations and to solve equations, including solving quadratic equations over the set of complex numbers and solving exponential equations using the properties of logarithms. They learn about inferences and conclusions that can be made from data using statistical trials, sampling and experiments and its relation to compound probabilities.

From PreCalculus they extend their understanding of complex numbers to points in the complex plane, and understand that multiplying a given set of points by a complex number amounts to rotating and dilating those points in the complex plane about zero. Inverse functions are explored as students study the relationship between exponential and logarithmic functions and restrict the domain of the trigonometric functions to allow for their inverses.

The Mathematical Practice Standards apply throughout the course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

Major Emphasis Clusters include:

1. The Real Number System Extend the properties of exponents to rational exponents

2. See Structure in Expressions Interpret the structure of expressions and write expressions in equivalent forms to solve problems
3. Arithmetic with Polynomials and Rational Expressions Understand the relationship between zeros and factors of polynomials
4. Reason with Equations and Inequalities Understand solving equations as a process of reasoning and explain the reasoning and represent and solve equations and inequalities graphically
5. Interpret functions that arise in applications in terms of the context
6. Build functions that model a relationship between two quantities
7. Make Inferences and justify conclusions from sample surveys, experiments and observational studies

*Extend the domain of trigonometric functions using the unit circle and model periodic phenomena with trigonometric functions

*Apply trigonometry to general triangles and understand and apply theorems about circles

Geometry R (3036)

Credit/Weight: 1.00/1.00

Prerequisite: Algebra 1 R with a Final Average and Regents grade of 75 or higher



Geometry R will be offered as a one year course with an emphasis on proofs, culminating in a comprehensive exam in June.

Topics from the New York State Next Generation Standards include:

- Congruence, Proof, and Constructions
- Similarity, Proof, and Trigonometry
- Extending to Three Dimensions
- Connecting Algebra and Geometry through Coordinates
- Circles with and Without Coordinates
- Loci and Conics

Students who successfully completed Accelerated Algebra 1 R at the middle school will be placed in Geometry R.

Geometry (3004)

Grades 10-11

Credit/Weight: 1.00/1.00

Prerequisite: Algebra 1 R



Geometry will be offered as a one year course culminating in a final exam in June. Students will use visualization and spatial reasoning to analyze characteristics and properties of geometric shapes through the study of informal proofs.

Topics from the Common Core Standards include:

- Congruence, Proof, and Constructions
- Similarity, Proof, and Trigonometry
- Extending to Three Dimensions
- Connecting Algebra and Geometry through Coordinates
- Circles with and Without Coordinates

Algebra 2 R (3005)

Grades 10-12

Credit/Weight: 1.00/1.00

Prerequisite: Geometry R with a Final Average and Final Exam grade of 75 or higher



Algebra 2 R will be offered as a one year course culminating in a final exam in June.

Topics from the Common Core Standards include:

- Polynomial, Rational, and Radical Relationships
- A thorough algebraic investigation and analysis of functions with an emphasis on end behavior and limits.

Functions to include, but not limited to:

- Linear
- Quadratic
- Square Root
- Cubic
- Cube Root
- Absolute Value
- Step Functions
- Piecewise
- Logarithmic
- Logistical

- Exponential
- Statistics, Inferences and Conclusions from Data

Algebra 2 (3007) Grades 10 - 12

Credit/Weight: 1.00/1.00

Prerequisite: Geometry



Algebra 2 will be offered as a one year course culminating in a final exam in June. Students will use visualization to analyze characteristics of functions through a graphical approach.

Topics from the Common Core Standards include:

- Polynomial
- Rational
- Radical Relationships

An Exploratory investigation of Functions to include, but not limited to:

- Linear
- Quadratic
- Square Root
- Cubic
- Cube Root
- Absolute Value
- Step Functions
- Piecewise
- Logarithmic
- Logistical
- Exponential
- Statistics, Inferences and Conclusions from Data

Math

Requirements:

PreCalculus/ PreCalculus AB/BC/AP Calculus AB/BC

An accelerated mathematics student must earn a final average of at least 90 in Algebra 2 R, a final exam score of at least a 90, AND a final average and Algebra 2 R final exam sum of 185 to be eligible to enroll in Accelerated PreCalculus BC.

An accelerated mathematics student must earn a final average of at least 80 in Algebra 2 R, a final exam score of at least a 80, AND a final average and Algebra 2 R final exam sum of 165 to be eligible to enroll in Accelerated PreCalculus AB.

Any accelerated PreCalculus student may challenge the above placement by maintaining at least a 96 during the 1st marking period of their designated class. At that time, they may be placed in the more challenging class, where they will be expected to maintain mastery throughout the rest of the school year.

PreCalculus - (3011) Grades 11 – 12 (CLC)

Credit/Weight: 1.00/1.06

Prerequisite: Algebra 2 R



This challenging course is designed to complete the Common Core Standards for high school mathematics.

A detailed analysis of transcendental functions essential to the mastery of a follow-up course in Calculus. Topics include exponential functions, logarithmic functions, right triangle trigonometry, trigonometric functions, trigonometric identities, applications of trigonometric functions, and conic sections.

The course will also include a significant review and extension of the theory of equations and the limits of functions covered in Algebra 2 R. This course concludes with a local final examination approved by Westchester Community College. Students have the opportunity to receive college credit as per Westchester Community College guidelines for an additional fee.

Pre-Calculus AB/BC (3009, 3010) Grades 11 – 12

[Credit/Weight: 1.00/1.04](#)

[Prerequisite: Algebra 2 R and math requirements above](#)



These extremely rigorous courses are designed to complete the Common Core Standards for high school mathematics and to prepare students to take AP Calculus AB or BC during the following school year.

Topics studied include:

- Trigonometry – an in-depth study of circular functions and their applications
- Complex Numbers and Transformations
- Vectors and Matrices
- Probability

The course will also include a significant review and extension of the theory of equations and the limits of functions covered in Algebra 2R. During the second semester the study of Calculus is begun with an emphasis on limits and derivatives. This course concludes with a local final examination in June.

The determination of which Calculus class is to be taken will be made based upon the successful completion of the PreCalculus class and teacher

recommendation.

College Algebra - (3008) Grade 12 (CLC)

[Credit/Weight: 1.00/1.06](#)

[Prerequisite: Algebra 2 R or Algebra 2](#)



This course is designed to complete the Common Core Standards for high school mathematics and prepare students to take Pre-Calculus at the college level. Topics in College Algebra include: linear functions, algebra of functions, domain and range of functions, complex numbers, quadratic functions, radical and absolute value equations, linear inequalities, polynomial division, exponential and logarithmic functions, matrices, graphing calculator applications, trigonometric functions, applications of right triangles, circular functions, and graphs of trigonometric functions. This course concludes with a local final exam approved by Westchester Community College.

Students will have the opportunity to receive college credit, as per WCC guidelines, for an additional fee.

AP Calculus AB/BC (3016, 3017) Grade 12

Credit/Weight: 1.00/1.06

Prerequisite: Pre-Calculus AB/BC



Advanced Placement Calculus AB is equivalent to the first course of college level calculus with analytic geometry. Advanced Placement Calculus BC is equivalent to the second course of college level calculus with analytic geometry. Advanced Placement and/or college credit is given to students showing proficiency on an examination offered by the College Entrance Examination board at the conclusion of the course. Students are referred to the CEEB description of the Advanced Placement Calculus AB/BC Program. The AB syllabus includes the following topics: derivatives of algebraic and transcendental functions, applications of the derivatives, and the integration and applications of integration. The BC syllabus includes the same topics, each covered in more depth, along with a study of polynomial approximations and series. The use of the graphics calculator is required in this class by the College Board. Students are expected to sit for the AP exam in May. The student, with the recommendation of the Pre-Calculus teacher, will take either Calculus AB or Calculus BC. The College Board will give each BC candidate a score for both Calculus AB and Calculus BC.

AP Statistics (3019) Grades 11 - 12

Credit/Weight: 1.00/1.06

Prerequisite: Algebra 2 R



Advanced Placement (AP) Statistics is a course of college level study. Advanced Placement and/or college credit is given to those students showing proficiency on an examination offered by the College Board at the conclusion of the course. This course is intended for students that have demonstrated exceptional understanding and interest in the mathematical applications applied to statistics and

probability. AP Statistics introduces students to the major concepts and tools for collecting, analyzing and drawing conclusions from data.

There are four major themes:

- Exploring Data: Observing patterns and departures from patterns.
- Planning a Study: Deciding what and how to measure.
- Anticipating Patterns: Producing models using probability and simulations.
- Statistical Inference: Confirming models

AP Computer Science (3020) Grades 10 - 12

Credit/Weight: 1.00/1.06

Prerequisite: Algebra 2 R



Advanced Placement (AP) Computer Science A is a 1 year of college level study. Advanced Placement and/or college credit is given to those students showing proficiency on an examination offered by the College Board at the conclusion of the course. This course is intended for students that have demonstrated exceptional understanding and interest in the mathematical applications applied to computer programming, design, and problem solving. At this time, the language for this course and the AP examination is Java; however the emphasis of the course is on utilizing algorithms to solve problems. Computer Science A emphasizes programming methodology and abstraction. Algorithms, data structures and data abstraction are covered. There is a required computer lab component. There are three major labs, provided by the College Board, that will be used as a part of the instruction in this course. Students are expected to sit for the AP exam in May.

Probability & Statistics (3013)

Grades 11 - 12

Credit/Weight: 0.50/0.50

Prerequisite: Geometry R



This rigorous elective course will prepare students for AP Statistics or Statistics in college. This specialty mathematics branch is growing in importance across a wide variety of college majors.

Topics include:

- Summarize, represent, and interpret data on a single count or measurement variable
- Summarize, represent, and interpret data on two categorical and quantitative variables
- Interpret linear models
- Understand and evaluate random processes underlying statistical experiments
- Make inferences and justify conclusions from sample surveys, experiments, and observational studies
- Understand independence and conditional probability and use them to interpret data
- Use the rules of probability to compute probabilities of compound events in a uniform probability model
- Calculate expected values and use them to solve problems
- Use probability to evaluate outcomes of decisions

A consistent theme throughout the course will be the mathematical modeling of real world problems utilizing a variety of problem solving methods.

Students complete a major statistics project.

Problem Solving w/Linear Algebra (3014)

Grades 11 - 12

Credit/Weight: 0.50/0.50

Prerequisite: PreCalculus



This rigorous elective course will include a study of traditional problems as well as problems from

mathematics contests and journals. The problems will require the use of a variety of mathematical techniques in arriving at solutions focusing more on advanced algebraic topics.

Topics will include:

- Representing and modeling with vector quantities.
- Performing operations on vectors.
- Performing operations on matrices and using matrices applications.
- Solving systems of equations
- Translating between the geometric description and the equation for a conic section.

This course is intended for students who enjoy challenges and solving mathematical problems, and who are interested in learning various techniques and background information useful for problem solving. Problems will be taken from all branches of mathematics.

Problem Solving (3015)

Grades 10 - 12

Credit/Weight: 0.50/0.50

Prerequisite: Geometry or Geometry R

This elective course will include a study of traditional problems as well as problems from mathematics contests and journals. The problems will require the use of a variety of mathematical techniques in arriving at solutions. It is intended for students who enjoy challenges and solving mathematical problems, and who are interested in learning various techniques and background information useful for problem solving. Problems will be taken from all branches of mathematics. Problem solving techniques useful to the solution of mathematics problems on the SAT and ACT exams are highlighted throughout the course as well as Mathletes competition problems.

Science Department

3) H_2O	$\text{H}-2 \times 1.00$	$0-1 \times 15.99$	$+15.99$	2.00
4) Mn_2Se_7	$\text{Mn}-2 \times 54.93$	$\text{Se}-7 \times 78.5$	$+17.9$	
5) NaCl				

The Science Department of Hendrick Hudson High School offers a wide variety of science opportunities for all students including those at the AP level. Our high school science course offerings promote valuable science skills such as: observation, measurement, inferring, predicting, classifying, analysis, synthesis, application, interpretation of data, hypothesis formulation, problem-solving and experimentation. The Science Department believes that a strong science foundation is vital for all high school students who are planning to attend college or enter the workforce and, therefore offers several elective courses that supplement the core science areas of biology, earth science, chemistry, and physics.

Physical Setting Earth Science (4001)

Credit/Weight: 1.00/1.00

Prerequisite: None



This course will set the foundation for the pathway into chemistry, honor chemistry, physics, honor physics, and advanced placements. Students in this challenging course will explore the inter-related systems of our planet and others alike in our cosmic neighborhood. The Earth Science curriculum builds on the natural curiosity of students. It is designed to give students an opportunity to relate their learning to the observable phenomenon in the natural world such as the processes that shaped the amazing landforms around the globe, the geologic history of NYS, natural disasters worldwide, evidence of climate change, and the anomalies in our weather patterns. The successful student will gain skill sets in interpreting graphical models, reading weather maps, and analyzing earth's surface changes through numerous mathematical equations. The approach is less "fact" (What we know) oriented and more process oriented (how we know it). It is imperative that students perform and successfully complete all their Regents laboratory work in order to sit for the Regents Exam.

Living Environment (4002)

Credit/Weight: 1.00/1.00

Prerequisite: Earth Science



This Regents level course is designed to provide a broad understanding of the fundamental principles of Biology and to provide an extension of understanding in selected areas. Stress is placed on biological terminology, tools of biologists, historical development of biology, and learning through the application of scientific methods. Major areas of emphasis are: study of life, bio-chemistry, life activities of plants and animals, adaptations for these life activities in representative groups of plants and animals, cell division, reproduction and development of multi-cellular organisms, genetics, evolution, and ecology. In this seven period per week laboratory course, laboratory work and written reports are required.

Physical Science (4022)

Grades 10 -12

Credit/Weight: 1.00/1.00

Prerequisite: None



This course is ideal for students needing a third year of science when not taking Regents Physics or Regents Chemistry. This course will also provide students with the basic science concepts needed to better understand the many science elective courses, and may prepare them to take either Regents Physics and/or Regents Chemistry later in their high school career. Students will study Chemistry topics which include physical and chemical changes, atomic structure, the periodic table, bonding and chemical reactions. Students will study Physics topics which include the nature of science, science and technology, describing motion and Newton's laws, and the nature of energy. An opportunity also exists to explore heat and states of matter, work, power, and simple machines.

Chemistry (4005)

Grades 10 -12

Credit/Weight: 1.00/1.00

Prerequisite: Living Environment, Earth Science, or Physics and currently enrolled in Geometry



This course of study presents a theoretical as well as practical view of Chemistry, the composition of substances and the changes that take place in their composition. Seven periods a week (2 for laboratory) are devoted to the study of Chemistry. Regents Chemistry has a mandated laboratory requirement. Satisfactory written reports of laboratory experiences must be prepared by the student. A major goal of the course is to develop competency to do college level Chemistry. Students enrolled must have completed Integrated Algebra and Regents Living Environment. It is strongly recommended that a final grade of 80% be achieved in each of these courses.

Chemistry Honors (4006)

Grades 10 -12

Credit/Weight: 1.00/1.04

Prerequisite: Earth Science or Physics and currently enrolled in Geometry R or

85% on Algebra 1 Regents and 85% final class average in Algebra 1 R



This course of study presents a theoretical as well as practical view of Chemistry, the composition of substances and the changes that take place in their composition. Seven periods a week (2 for laboratory) are devoted to the study of Chemistry. Regents Chemistry has a mandated laboratory requirement. Satisfactory written reports of laboratory experiences must be prepared by the student. A major goal of the course is to develop competency to do college level Chemistry. Students enrolled must have completed Algebra 1 R and Regents Living Environment. It is strongly recommended that a final grade of 80% be achieved in each of these courses.

AP Chemistry (4007)

Grades 11 -12

Credit/Weight: 1.00/1.06

Prerequisite: Chemistry & Physics



Course is equivalent to a two-semester college level course in theoretical chemistry. Advanced chemical reasoning and extensive mathematical problem solving permeate the entirety of the course. Topics include advanced stoichiometry, structure, periodic trends, solutions, gasses, electrochemistry, nuclear, and organic chemistry. There is a heavy emphasis on equilibrium, kinetics and thermodynamics. Laboratory work is an essential part of the course. Students will be required to create their own investigations and write detailed lab reports. The course will prepare the student to take the Advanced Placement examination in May.

Physics (4008)

Grades 10 -12

Credit/Weight: 1.00/1.00

Prerequisite: Algebra 1 R & currently enrolled in Geometry



This Regents preparatory course is offered to those students wishing to earn additional credit in science. Those students enrolled in Physics will obtain a thorough understanding of the physical nature of matter and the relationship between matter and energy. Use of scientific reasoning skills will be stressed throughout the course. Students will develop the ability to think critically, be able to apply mathematical principles by manipulating equations, resolve vectors with trigonometry and report data, using appropriate tables and graphs. Upon completion of this course, students will sit for the New York State Regents Exam.

AP Physics C Mechanics & AP Physics C Electricity and Magnetism (4010)

Grade 11 - 12

Credit/Weight: 1.00/1.06

Prerequisite: Physics



Each Physics C course is a one-semester, calculus based, college-level physics course. They are especially appropriate for students planning to specialize or major in physical science or engineering. The Mechanics course explores topics such as kinematics; Newton's laws of motion; work, energy and power; systems of particles and linear momentum; circular motion and rotation; and oscillations and gravitation. The Electricity and Magnetism course explores topics such as electrostatics; conductors, capacitors, and dielectrics; electric circuits; magnetic fields; and electromagnetism. The courses should be paralleled or preceded by mathematics courses that include Calculus. Introductory differential and integral calculus is used throughout the course with an emphasis placed on solving a variety of challenging problems. Analysis in the laboratory as well as the classroom is required. The courses will prepare the student to take both AP Physics C exams in May.

AP Biology (4004)

Grades 11 -12

Credit/Weight: 1.00/1.06- Refer to Grade Weighting section for weighting policy

Prerequisite: Chemistry



This course is recommended for juniors in the honors science sequence and/or seniors who have met requirements of at least 85% in Regents level Living Environment and Chemistry. The course is designed to be the equivalent of a college introductory Biology course and differs significantly from the usual first introductory course in high school Biology with respect to the type of textbook used, the range and depth of the topics covered, and the time and effort required by students. The course will prepare the student for taking the AP Biology exam.

AP Environmental Science (4018)

Grades 11- 12

Credit/Weight: 1.00/1.06

Prerequisite: Living Environment or Earth Science, Chemistry



AP Environmental Science is a college-level course designed to provide students with a comprehensive understanding of the interconnectedness of the natural world. The course emphasizes the interdependence of Earth's systems, human impact on the environment, and potential solutions to environmental challenges. Students will explore scientific principles, environmental policies, and the meaning behind sustainable practices. AP Environmental Science is an academically rigorous course that challenges students to think critically about the complex issues surrounding our planet. Active participation, a genuine interest in environmental science, and willingness to write like a scholar are essential for success in this course.

AP Environmental Science 9 (4019)

Grade 9

Credit/Weight: 1.00/1.06

Prerequisite: Algebra I



Students generally experience success in this class if they averaged a grade of 90 or higher in Life Science: Biology. This advanced course follows a combined curriculum outlined by the New York State syllabus in Earth and Space Science and that of the College Board for the Advanced Placement Program in Environmental Science. The course is designed to explore environmental topics in a depth equivalent to that of a first-year college course. It contains 40% more material than a standard Regents course. Due to the fast pace and depth of material, large amounts of work outside the classroom will be required of participants. Some topics include forms of pollution, population growth, use of natural resources, genetics, evolution, biochemistry, and ecology. Students that

satisfy the NYS laboratory requirement, above, will be eligible to take the Regents exam in Earth and Space Science in June. All students are expected to take the AP Exam in early May. Successful scores on the AP exam may earn students college credit. Students need access to a scientific (not graphing) calculator for this course.

Environmental Solutions (4020) Grades 11- 12

Credit/Weight: 0.50/0.50

Prerequisite: One Life Science

This course will explore our local watershed as we delve into the properties and problems with our use of water. We will study local water systems and take a look at the features of water quality, quantity and delivery systems. Students will explore problems with providing clean water to all citizens, as well as develop solutions to these very complex problems. We will also work in the community to facilitate and educate others on the importance of a healthy watershed system. The course will contribute to the development of the students' abilities to think clearly and to express their ideas, orally and in writing, with clarity and logic.

Science Research (4024, 4027, 4029) Grade 10 (CLC)

Credit/Weight: 1.00/1.06

Prerequisite: Earth Science & Living Environment

NCAA

This 3-year program (starting in the Sophomore year) provides students with the opportunity to participate in real scientific research, as part of their high school experience. It furthers excellence in performance and achievement, scientific literacy, professional presentation and organization skills, and research experience in actual laboratories, working with top scientists on their chosen projects. Students choose and explore a topic of interest.

Their topic may come from Mathematics, Physical Sciences, Life Sciences, Social Sciences, Environmental

Science, Engineering or Psychology.

Upon completion of their real lab experiments students make presentations of their findings to their class, their school district, and at regional and statewide symposia and competitions. They write a paper of their own experiments over the course of three years and are graded based on effort and their portfolio.

Freshmen are allowed in the program on a case by case basis, allowing them an additional year to develop a Project.

Additionally, students will have the opportunity to receive undergraduate college credit per The University at Albany guidelines for an additional fee.

Forensic Science (4014) Grades 10 - 12

Credit/Weight: 0.50/0.50

Prerequisite: Living Environment

NCAA

Students who find the practical application of science to criminal investigations interesting, will enjoy this course. They are exposed to observational skills, experimental techniques, data interpretation and problem solving through systematic analysis. Possible topics include analysis of fingerprints, odontology (teeth), anthropology (bones), entomology (bugs), documents, handwriting, ballistics, art forgery, toxicology, DNA fingerprints, blood typing and spatter, fiber and hair. Students will solve crime scene scenarios using their newly acquired skills.

Oceanography (4017) Grades 10 - 12

Credit/Weight: 0.50/0.50

Prerequisite: Earth Science & Living Environment

NCAA

The Introduction to Oceanography course will concentrate on several areas of study. The course will be devoted to the teaching the basics of: Oceanic

History, Plate Tectonics, Physical and Chemical Properties of Water, Oceanic Circulation, Waves and Tides, Marine Environment, Marine Life forms, interaction of atmosphere and ocean, and human impact on the ocean.

Natural Disasters (4038)

Grades 11 - 12

Credit/Weight: 0.50/0.50

Prerequisite: Earth Science & Living Environment or Biology or Environmental Science



This half-year elective explores the science, impact, and safety of natural disasters—including thunderstorms, hurricanes, tornadoes, earthquakes, tsunamis, volcanoes, and blizzards. Students investigate the geologic and atmospheric processes behind these hazards, areas of susceptibility, and the factors that turn hazards into disasters. A core outcome is citizenship through preparedness: students learn and practice specific safety precautions for each type of disaster, gaining the skills to protect themselves and their communities. Through labs, simulations, and real-world case studies, students are empowered to make informed decisions, respond effectively, and promote public safety as responsible citizens. The course culminates in a project analyzing recent disasters and proposing solutions for safer, more resilient communities.

Astronomy (4039)

Grades 11 - 12

Credit/Weight: 0.50/0.50

Prerequisite: Earth Science & Living Environment or Biology or Environmental Science



Astronomy is a half-year course that invites students to explore the universe through observation, investigation, and hands-on activities. Students will build critical thinking and problem-solving skills by investigating the size and structure of space, the interrelationships between the Earth, Moon, and Sun, and the history of space exploration. Through collabora-

tive projects and modeling, students will develop scientific literacy and adaptability as they study the solar system, the life cycle of stars, and the structure of the universe. The course connects astronomical discoveries to technological advances and encourages students to apply evidence-based reasoning and teamwork as they investigate deep space phenomena and current scientific questions.

Environmental Science (4047)

Grades 10 - 11

Credit/Weight: 1.0/1.0

Prerequisite: Earth Science or Living Environment (passed science Regents exam)



Ecology/Environmental Science is a year-long elective that explores the dynamic relationships between humans and Earth's systems, including ecosystems, biodiversity, climate, geology, water, and land use. Students engage in hands-on labs, outdoor investigations, research, and debates to develop scientific inquiry, critical thinking, and collaborative problem-solving skills. Emphasis is placed on understanding the impact of human activities, evaluating sustainable solutions, and making informed decisions that balance environmental, economic, and social needs—preparing students to thoughtfully address real-world environmental challenges.

World Language Department

- * Desigualdad
- * Diferencia
- * Discriminación
- * Derechos.
- * Estigmatización
- * ~~Esterotipo~~
- * Estereotipo
- * Clases sociales.
- * Religiones.
- * Diferencias de
- * Pobreza - Riqueza.
- * Familia.

A World Language student is linguistically and culturally equipped to communicate successfully in multilingual communities at home and abroad. Students are able to communicate in a variety of situations for multiple purposes while developing cultural competence and understanding. In addition, World Language students draw comparisons and make connections to other disciplines in order to function within academic and career-related situations.

French Level 1 (5001) Grades 9 -12

Credit/Weight: 1.00/1.00

Prerequisite: None



Students are actively involved in the language and culture through varied activities and cooperative learning strategies. Lessons integrate the skills of listening, speaking, reading, and writing with emphasis placed on listening and speaking. Computers, audio-visual resources, and workbooks supplement the basic text. The course is developed around thematic units and projects using simple structures and basic vocabulary meeting the requirements of Checkpoint A in the New York State Curriculum.

French Level 2 (5002) Grades 9 -12

Credit/Weight: 1.00/1.00

Prerequisite: French 1



Students continue to be actively involved in the language and culture. Skills from Level 1 are further developed spiraling to a high proficiency level. Supplemental materials continue to enhance the basic text. The second level course develops additional themes using more complex structures and expanded vocabulary.

French Level 3 (5003) Grades 10 -12

Credit/Weight: 1.00/1.00

Prerequisite: French 2



Students continue to be actively involved in the language and culture. While listening and speaking remain an integral part of the course, there is an increased emphasis placed on reading and writing. Authentic literature and supplemental materials complement the basic text. Successful completion of this course and a passing grade on the FLACS CheckPoint B Exam constitute the achievement of Checkpoint B.

Syracuse University Project Advance (SUPA) French - (5005) Grades 11 -12 (CLC)

Credit/Weight: 1.00/1.06

Prerequisite: French 3



French 201 is an intensive course intended for students who have successfully completed three years of high school French and have been recommended by their high school French instructors to participate in this two-semester, four credit college course. This course allows students to rapidly review the basics of the language in preparation for intermediate-level study, while gaining a wider appreciation of how French speakers see themselves and the societies in which they live. By the end of the course, students will be able to talk about everyday things in various temporal contexts; understand face-to-face conversations; conduct short telephone communications; and deliver deliberate speech announcements. They will also be able to read texts written for a general audience, as well as meet most basic social and practical writing needs. The class is conducted entirely in French. Daily attendance is mandatory and grades will be lowered if there are too many absences.

AP French (5006)

Grade 12

Credit/Weight: 1.00/1.06

Prerequisite: SUPA French



This course is an intensive review of French grammar and language skills culminating in the AP French Language Exam. Its aim is to develop advanced reading, writing, speaking and listening skills through a literature based curriculum. Materials may also include recordings, films, newspapers and magazines. It is comparable to a fifth semester college course or the equivalent. The class will be taught in French.

Italian Level 1 (5008)

Grades 9 - 12

Credit/Weight: 1.00/1.00

Prerequisite: None



Students are actively involved in the language and culture through varied activities and cooperative learning strategies. Lessons integrate the skills of listening, speaking, reading, and writing with emphasis placed on listening and speaking. Computers, audio-visual resources, and workbooks supplement the basic text. The course is developed around thematic units and projects using simple structures and basic vocabulary meeting the requirements of Checkpoint A in the New York State Curriculum.

Italian Level 2 (5009)

Grades 9 - 12

Credit/Weight: 1.00/1.00

Prerequisite: Italian 1



Students continue to be actively involved in the language and culture. Skills from Level 1 are further developed spiraling to a high proficiency level.

Supplemental materials continue to enhance the basic text. The second level course develops additional themes using more complex structures and expanded vocabulary.

Italian Level 3 (5010)

Grades 10 - 12

Credit/Weight: 1.00/1.00

Prerequisite: Italian 2



Students continue to be actively involved in the language and culture. While listening and speaking remain an integral part of the course, there is an increased emphasis placed on reading and writing. Authentic literature and supplemental materials complement the basic text. Successful completion of this course and a passing grade on the FLACS CheckPoint B Exam constitute the achievement of Checkpoint B.

Italian 4/5 (5011)

Grades 11 – 12 (CLC)

Credit/Weight: 1.00/1.06

Prerequisite: Italian 3



Italian 4/5 is an intermediate-level course through Mercy College for students who have successfully completed at least three years of high school Italian and have been recommended by their high school Italian instructors to participate in this two-semester, six-credit, college course. This course is designed to further develop, strengthen, and refine students' language skills. Conducted in Italian, the course will review Italian grammar, polish writing and speaking skills, and offer consistent exposure to Italian language and culture. Class work will include interactive oral activities, compositions, reading and discussion of a variety of authentic texts that span current events and cultural life. In addition, students will watch films, documentaries. Students will have the opportunity to receive college credit, as per Mercy

guidelines, for an additional fee.

AP Italian - (5012)

Grade 12

Credit/Weight: 1.00/1.06

Prerequisite: Italian 4/5



The course will be based on developing students reading, writing, listening and speaking skills within a cultural frame of reference reflective of the richness of Italian language and culture. The teacher will focus on the structural aspects of the language while interweaving cultural content through the course. The course should prepare students to demonstrate their level of Italian proficiency across the three communicative modes (interpersonal, interpretive, and presentational), and throughout the five goal or topic areas (communications, cultures, connections, comparisons and communities).

Spanish Level 1 (5014)

Grades 9 - 12

Credit/Weight: 1.00/1.00

Prerequisite: None



Students are actively involved in the language and culture through varied activities and cooperative learning strategies. Lessons integrate the skills of listening, speaking, reading, and writing with emphasis placed on listening and speaking. Computers, audio-visual resources, and workbooks supplement the basic text. The course is developed around thematic units and projects using simple structures and basic vocabulary meeting the requirements of Checkpoint A in the New York State Curriculum.

Spanish Level 2 (5015)

Grades 9 - 12

Credit/Weight: 1.00/1.00

Prerequisite: Spanish 1



Students continue to be actively involved in the language and culture. Skills from Level one are further developed spiraling to a high proficiency level. Supplemental materials continue to enhance the basic text. The second level course develops additional themes using more complex structures and expanded vocabulary.

Spanish Level 3 (5016)

Grades 10 - 12

Credit/Weight: 1.00/1.00

Prerequisite: Spanish 2



Students continue to be actively involved in the language and culture. While listening and speaking remain an integral part of the course, there is an increased emphasis placed on reading and writing. Authentic literature and supplemental materials complement the basic text. Successful completion of this course and a passing grade on the FLACS CheckPoint B Exam constitute the achievement of Checkpoint B.

Spanish Level 4/5 – (5017)

Grades 11 – 12 (CLC)

Credit/Weight: 1.00/1.06

Prerequisite: Spanish 3



Spanish 4/5 is an intermediate-level course through Mercy College for students who have successfully completed at least three years of high school Spanish and have been recommended by their high school Spanish instructors to participate in this two-semester, six-credit, college course. This course is designed

to further develop, strengthen and refine students' language skills. Conducted in Spanish, the course will review Spanish grammar, polish writing and speaking skills, and offer consistent exposure to Spanish language and culture. Class work will include interactive oral activities, compositions, reading and discussion of a variety of authentic texts that span current events and cultural life. In addition, students will watch films including documentaries. Students have the opportunity to receive college credit, as per Mercy guidelines, for an additional fee.

AP Spanish Language & Culture (5024)

Grade 12

Credit/Weight: 1.00/1.06

Prerequisite: Spanish 4/5



This course will be based on developing students reading, writing, listening and speaking skills within a cultural frame of reference reflective of the richness of the Spanish Language and Culture. The teacher will focus on the structural aspects of the language while interweaving cultural content through the course. The course will prepare students to demonstrate their level of Spanish proficiency across the three communicative modes (interpersonal, interpretive, and presentational), and throughout the five goal or topic areas (communications, cultures, connections, comparisons and communities).

Heritage Spanish 9 and 10 (5025)

Credit/Weight: 1.00/1.00



This course is designed for heritage/native speakers of Spanish in 9th and 10th grades. Students will develop, maintain, and enhance proficiency through listening, speaking, reading, and writing. Students will explore the cultures of Hispanic/Latinx communities, including their own, in order to recognize the value of their language and experiences.



Project Lead the Way

Project Lead The Way (PLTW) is a national program forming partnerships among Public Schools, Higher Education Institutions and the Private Sector to increase the quantity and quality of engineers and engineering technologists graduating from our educational system. The program is partially funded by Charitable Venture Foundation, a private foundation located in Indianapolis, IN. PLTW has a support staff of experienced technology educators and college and university partners to support schools as they implement PLTW curricula. PLTW has developed a four year sequence of courses which, when combined with college preparatory mathematics and science courses in high school, introduces students to the scope, rigor and discipline of engineering, biomedical sciences, computer science and engineering technology prior to entering college.

Biomedical

Principles of Biomedical Science - PLTW, PBS (6025) Grades 9 – 12 (CLC)

[Credit/Weight: 1.00/1.06](#)

[Prerequisite: Recommend successful completion of Living Environment](#)



Students investigate the human body systems and various health conditions including heart disease, diabetes, sickle cell disease, hypercholesterolemia, and infectious diseases. They determine the factors that led to the death of a fictional person, and investigate lifestyle choices and medical treatments that might have prolonged the person's life. The activities and projects introduce students to human physiology, medicine, research processes and bioinformatics. This course is designed to provide an overview of all the courses in the Biomedical Sciences program and lay the scientific foundation for subsequent courses. College

credit can be obtained, if the required criteria are met upon successful completion of this course.

Human Body Systems - PLTW– HBS (6026)

Grades 10 – 12 (CLC)

[Credit/Weight: 1.00/1.06](#)

[Prerequisite: Principles of Biomedical Science](#)



Students examine the interactions of human body systems as they explore identity, power, movement, protection, and homeostasis. Students design experiments, investigate the structures and functions of the human body, and use data acquisition software to monitor body functions such as muscle movement, reflex and voluntary action, and respiration. Exploring science in action, students build organs and tissues on a skeletal manikin, work through interesting real world cases and often play the roles of biomedical professionals to solve medical mysteries. This course is designed for 10th, 11th or 12th grade students who have successfully completed PBS (Principles of Biomedical Sciences). College credit can be obtained, if the required criteria are met upon successful completion of this course.

Medical Interventions - PLTW MI (6030)

Grades 11 – 12 (CLC)

[Credit/Weight: 1.00/1.06](#)

[Prerequisite: Principles of Biomedical Science & Human Body Systems](#)



In the Medical Interventions course, students will investigate the variety of interventions involved in the prevention, diagnosis and treatment of disease as they follow the lives of a fictitious family. A "How-To" manual for maintaining overall health and homeostasis in the body, the course will explore how to prevent and fight infection, how to screen and evaluate the code in our DNA, how to prevent,

diagnose and treat cancer, and how to prevail when the organs of the body begin to fail. Through these scenarios, students will be exposed to the wide range of interventions related to Immunology, Surgery, Genetics, Pharmacology, Medical Devices, and Diagnostics. Each family case scenario will introduce multiple types of interventions and will reinforce concepts learned in the previous two courses, as well as present new content. Interventions may range from simple diagnostic tests to treatment of complex diseases and disorders. These interventions will be showcased across the generations of the family and will provide a look at the past, present and future of biomedical science. Lifestyle choices and preventive measures are emphasized throughout the course as well as the important role scientific thinking and engineering design play in the development of interventions of the future. College credit can be obtained, if the required criteria are met upon successful completion of this course.

Biomedical Innovations - PLTW BI (6031)

Grades 12 (CLC)

Credit/Weight: 1.00/1.06

Prerequisite: Principles of Biomedical Science,
Human Body Systems, & Medical Interventions



Students design innovative solutions for the health challenges of the 21st century. They work through progressively challenging open-ended problems, addressing topics such as clinical medicine, physiology, biomedical engineering, and public health. They may have the opportunity to work on an independent project with a mentor or advisor from a university, hospital, research institution, or the biomedical industry. Throughout the course, students are expected to present their work to an audience of STEM professionals. This course is designed for 12th grade students who have successfully completed PBS (Principles of the Biomedical Sciences), HBS (Human Body Systems), and Medical Interventions (MI). College credit can be obtained, if the required criteria

are met upon successful completion of this course.

Engineering

Introduction to Engineering - PLTW (6022)

Grades 9 – 12 (CLC)

Credit/Weight: 1.00/1.06

Prerequisite: None



Designed for 9th or 10th grade students, the major focus of the IED course is to expose students to the design process, research and analysis, teamwork, communication methods, global and human impacts, engineering standards, technical documentation, and marketing. Students use 3D solid modeling design software, specifically Autodesk Inventor, to help them design solutions to solve proposed problems and learn how to document their work and communicate solutions to peers and members of the professional community. College credit can be obtained, if the required criteria are met upon successful completion of this course.

Principles of Engineering - PLTW (6024)

Grades 10 – 12 (CLC)

Credit/Weight: 1.00/1.06

Prerequisite: Algebra 1 R, Chemistry &
Physics and enrolled or completed Geometry



This survey course of engineering exposes students to major concepts encountered in a postsecondary engineering course of study. Students employ engineering and scientific concepts in the solution of engineering design problems. They develop problem-solving skills and apply their knowledge of research and design to create solutions to various challenges, documenting their work and communicating

solutions to peers and members of the professional community. Students will use a combination of motion and electronic systems to set up specific processes to achieve a goal. The result of the course is the development of what every engineer is required to be at a minimum: A Process Engineer. College credit can be obtained, if the required criteria are met upon successful completion of this course.

Digital Electronics - PLTW (6028) Grades 10 - 12 (CLC)

Credit/Weight: 1.00/1.06

Prerequisite: Algebra 1 R required, IED recommended



Digital electronics is the foundation of all modern electronic devices such as mobile phones, MP3 players, laptop computers, digital cameras and high-definition televisions. Students are introduced to the process of combinational and sequential logic design, engineering standards and technical documentation.

Computer Science

Computer Science Essentials (6008) Grades 9 – 12

Credit/Weight: 1.00/1.00

Prerequisite: Algebra 1 R



Computer Science Essentials will require students to use visual, block-based programming and seamlessly transition to text-based programming with languages such as Python to create apps and develop websites, and learn how to make computers work together to put their design into practice. They'll apply computational thinking practices, build their vocabulary, and collaborate just as computing professionals do to create products that address topics and problems important to them.

Computer Science Essentials helps students create a strong foundation to advance to Computer Science Principles, Computer Science A, and beyond.

Cyber Security (6011) Grades 10 - 12

Credit/Weight: 0.50/0.50

Prerequisite: Computer Science Essentials or enrolled or completed Algebra 2 R



Cybersecurity introduces the tools and concepts of cybersecurity and encourages students to create solutions that allow people to share computing resources while protecting privacy. Nationally, computational resources are vulnerable and frequently attacked; in Cybersecurity, students solve problems by understanding and closing these vulnerabilities. This course raises students' knowledge of and commitment to ethical computing behavior. It also aims to develop students' skills as consumers, friends, citizens, and employees who can effectively contribute to communities with a dependable cyber-infrastructure that moves and processes information safely.

AP Computer Science Principles - PLTW (6009)

Grades 10 – 12 (CLC)

Credit/Weight: 1.00/1.06

Prerequisite: Computer Science Essentials & Algebra 1 R



Using Python® as a primary tool and incorporating multiple platforms and languages for computation, this course aims to develop computational thinking, generate excitement about career paths that utilize computing, and introduce professional tools that foster creativity and collaboration. Computer Science Principles helps students develop programming expertise and explore the workings of the Internet. Projects and problems include app development,

visualization of data, cybersecurity, and simulation. PLTW is recognized by the College Board as an endorsed provider of curriculum and professional development for AP® Computer Science Principles (AP CSP). This endorsement affirms that all components of PLTW CSP's offerings are aligned to the AP Curriculum Framework standards and the AP CSP assessment. College credit can be obtained, if the required criteria are met upon successful completion of the course.

AP Computer Science A (6007) Grades 10 – 12 (CLC)

[Credit/Weight: 1.00/1.06](#)

[Prerequisite: Computer Science Essentials
or enrolled or completed Algebra 2 R](#)

Advanced Placement (AP) Computer Science A is a 1 year of college level study. Advanced Placement and/or college credit is given to those students showing proficiency on an examination offered by the College Board at the conclusion of the course. This course is not intended for the average or even the very good student unless they have demonstrated exceptional understanding and interest in the mathematical applications applied to computer programming, design, and problem solving. At this time, the language for this course and the AP examination is Java; however the emphasis of the course is on utilizing algorithms to solve problems. Computer Science A emphasizes programming methodology and abstraction. Algorithms, data structures and data abstraction are covered. There is a required computer lab component. There are three major labs, provided by the College Board, that will be used as a part of the instruction in this course. Students are expected to sit for the AP exam in May.

A hand holding a black marker is writing on a whiteboard. The hand is positioned in the upper right quadrant of the frame. The whiteboard has some faint, handwritten text and a large, faint heart shape in the background. The text "Business Department" is overlaid in the center of the image.

Business Department

A2 x

Every year reports from reputable sources indicate Business studies continue to be the most popular and lucrative majors among college undergraduate and graduate degrees.

The Business and Computer Education department offers 11 various elective courses for students of all learning abilities and styles to discover business transactions as it affects their lives presently and in the future. Students may explore careers, learn the basics of personal finance, try problem solving through creating computer programs, or learn the essentials of marketing. Promotion of computer literacy is a priority. Select courses provide college credit and all courses challenge students to be engaged citizens and proactive consumers. Courses in this program are designed to provide students with the background for further study of business in post secondary schools and with marketable employment skills.

Accounting 1 – (6010) Grades 10 – 12 (CLC)

Credit/Weight: 1.00/1.06

Prerequisite: None

Develop your knowledge in the application of accounting theory. Accounting is a foundation course in many business programs as well as one of the fastest growing professions in our economy today. Introduce yourself to accounting concepts and procedures, accounts receivable, accounts payable, payroll, the accounting cycle, transaction analysis, and preparation and analysis of accounting reports. You will examine the accounting cycles of various business models and will also use MS Excel to develop financial reports. Develop skills you can use for further study or for part-time employment.

Additionally, students will have the opportunity to receive college credit per Westchester Community College guidelines for an additional fee.

Business Law - (6012) Grades 10 – 12 (CLC)

Credit/Weight: 1.00/1.06

Prerequisite: None

Learn the law that affects you and how to protect yourself as an active and engaged citizen. This course will examine consumer law including your rights and responsibilities. You will study historical and current cases, court systems and procedures, contracts, sales contracts, property, leasing, insurance, and employment law. This course may be used to satisfy the Participation in Government (1/2 Credit) senior requirement.

Additionally, students will have the opportunity to receive college credit per Westchester Community College guidelines for an additional fee.

Marketing - (6013) Grades 10 – 12 (CLC)

Credit/Weight: 1.00/1.06

Prerequisite: None

Bring the business world of your lives into your learning. You will examine local and popular businesses to evaluate their marketing functions. Learn the techniques to develop and market a product. Hands on marketing of a product or service that can be marketed in the school environment will be conducted. You will experience developing market research and a promotional plan. They will contain elements of advertising, sales promotion, publicity and personal selling techniques that you will create to market any product.

Additionally, students will have the opportunity to receive college credit per Westchester Community College guidelines for an additional fee.

Career and Personal Financial Management (6014) Grades 9 - 12

Credit/Weight: 1.00/1.00

Prerequisite: None

This cornerstone course in Business and Personal skill development will provide you with the tools needed to make decisions regarding your personal goals. You will analyze your interests and abilities and learn how they can lead you to explore your career choice. You will develop practical documents such as a resume and learn to become independent with your personal finances and understand the wide range of financial products that will help you budget and invest. You will develop a sophisticated purchase power as a consumer. In this class you will spend time in the computer lab engaged in online resources and simulation resources such as the Stock Market Game™.

The background of the image is a highly reflective, metallic surface, possibly a car's hubcap or a large mirror, which creates a distorted, fisheye reflection of the scene. The reflection shows a parade taking place on a street. In the lower-left portion of the reflection, a group of people in red and blue uniforms are visible, some holding flags. Several red, white, and blue flags are flying in the air. In the lower-right portion of the reflection, a building with a sign that appears to say "HOTEL" is visible. The sky is blue with scattered white clouds. The overall effect is a warped, artistic representation of a real-world event.

Art & Music Department

NYS Regents Level Courses In Art & Music

The Art and Music Programs offer courses that satisfy the New York State Regents' one-credit requirement for graduation. They are Studio in Art, Music in Our Lives Guitar, Wind Ensemble, Concert Band, Chorus, and Orchestra. These courses also serve as prerequisites and a foundation for electives that can create a sequence of courses in these disciplines.

Art Education

All of the courses in the Art Department are designed to help students create artwork for portfolio building in case they would like to attend an arts college. However, we believe that all students can benefit from the study of art and that this study serves as an essential link in developing creative, fully educated and well- rounded learners.

Studio in Art is the Regent's level art class that can be used to meet the graduation requirement for art. It also serves as the prerequisite and foundation course for all our electives that can create a sequence of courses in this discipline. *Students who have completed Accelerated art at BMMS and completed a ½ year Studio in 9th grade can earn 1 credit at the completion of Accelerated Art in the 1st semester of their 9th grade year. Note: All art electives carry the prerequisite of Studio in Art.

Studio Art (7001) Grades 9 - 12

Credit/Weight: 1.00/1.00

Prerequisite: None

Studio in Art is an introductory, comprehensive foundation course which is a prerequisite for all other art courses. Projects include color and design studies, drawing and painting, printmaking, graphic design, sculpture and crafts. Art History and appreciation is included in the course curriculum. Coursework is divided into class projects, sketchbook and written assignments. Studio in Art satisfies the one credit mandate for graduation.

Accelerated Studio Art (7002) Grade 9

Credit/Weight: 0.50/0.50

Prerequisite: 8th Grade Accelerated Art

The Accelerated Studio Art course is designed for students who have demonstrated a high level of ability, achievement, initiative, and maturity both in art classes and throughout the school. The course takes place over two years. Students will participate in the first semester of the course in 8th grade and the second semester in 9th grade. At the high school level students will complete a half year of Accelerated Studio Art and must be completed by 10 grade. Art History, painting, drawing, book arts and printmaking make up this course.

Graphic Design (7003) Grades 10 - 12

Credit/Weight: 0.50/0.50

Prerequisite: Studio in Art or 9th Grade Accelerated Art

This course is designed to teach students the basics of visual communication through graphic design, illustration, and animation production. Students will learn how to use a drawing tablet for design with the Adobe Creative Cloud programs. Students will learn how to plan and solve production challenges and be encouraged to participate in Hendrick Hudson events and design promotional materials school events.

Digital Photo – (7004)

Grades 10 - 12

Credit/Weight: 0.50/0.50

Prerequisite: Studio in Art or 9th Grade

Accelerated Art

This course is focused on visual communication and the elements of design through the use of digital photography. Students will learn how to use digital cameras and edit photos using Adobe Photoshop among other Adobe Creative Cloud programs.

Painting - (7006)

Grades 9 - 12

Credit/Weight: 0.50/0.50

Prerequisite: Studio in Art or 9th Grade

Accelerated Art

This course is designed to provide opportunities for students to refine painting skills. Students will explore different styles of painting, historical contexts, and will develop their own style of expression. A variety of techniques and mediums will be used.

Sculpture (7007)

Grades 10 - 12

Credit/Weight: 0.50/0.50

Prerequisite: Studio in Art or 9th Grade

Accelerated Art

This class is a 3-Dimensional design class where students explore and create art objects using a 3D printer, plaster, mosaic, metal, wire, cardboard, and more. Students use craft specific tools to form different materials. Students will be introduced to basic sculpture techniques, and look at historical and multicultural examples.

Ceramics (7008)

Grades 10 - 12

Credit/Weight: 0.50/0.50

Prerequisite: 3D Design (Level 1)

Students will learn a variety of skills in working with clay, with study of hand-building sculpture and glazing techniques. Pottery wheel work may be explored.

Advanced Drawing & Painting (7010)

Grades 11 - 12

Credit/Weight: 1.00/1.00

Prerequisite: Studio Art, Drawing, Painting

In this course students will explore a variety of art materials and create works of art guided by personal interest and research. Students planning to take Advanced Placement Studio Art their senior year, or who wish to create a portfolio are encouraged to sign up for this course. In addition to portfolio development students will learn about visual arts careers, art majors, colleges, and applications.

AP Studio Art (7015)

Grade 12

Credit/Weight: 1.00/1.06

Prerequisite: Studio in Art, Drawing & Painting

This is a college-level course that is intended for highly motivated students interested in the in-depth study of art. All students must submit a college-level portfolio by May of their senior year. Successful completion of the portfolio will give the student the opportunity to gain college credit. A portfolio is required for acceptance into this class. Students who do not meet the prerequisites may apply and will be given a summer portfolio assignment which must be completed by the start of class. AP exam fees will be collected by the end of the first quarter.

Perspectives in Studio Art (7030) Grade 9

Credit/Weight: 1.0/1.0

Prerequisite: None

Perspectives in Global History & Geography I & Studio Art is a combined learning experience which encompasses both the Studio in Art and Global History and Geography I curriculums. This integrated course combines 9th grade Social Studies with visual art to help students explore history, geography, culture, and civic ideas through creative expression. Designed to be a hands-on course which include projects based learning assessments, student portfolios, presentations and exhibitions. Students will study key social studies content while using artmaking, such as drawing, painting, ceramics, and hands-on projects to deepen understanding and make meaningful connections to the world around them. Students work together, share ideas, and learn how different perspectives shape the world. This course emphasizes critical thinking, creativity, collaboration, and communication, allowing students to demonstrate learning through both written work and visual projects. A two credit course which will meet for two consecutive periods daily.

Music Education

The Music Department offers many courses for both beginning and experienced music students. Courses include performance opportunities in chorus, band, orchestra, and guitar at many levels of interest and ability. The department offerings also serve the music student who wants to create a sequence of study in applied music or music theory, creating a strong foundation for further study at the college level.

Concert Band (7021) Grades 9 - 12

Credit/Weight: 1.00/1.00

Prerequisite: Students must play a wind or percussion instrument and be able to perform at a beginner level.

Students will participate in daily rehearsals of concert music and are required to attend small group lessons. Large group rehearsal will focus on developing technique, reading music and playing with others through the study of music from different genres and styles. Small group lessons will focus on fundamental skills. Concert Band members participate in concerts, home football games, parades and competitions and may volunteer for additional performance opportunities. Attendance is mandatory at all dress rehearsals and concerts scheduled throughout the school year, as they are performed in lieu of mid-term, a final exam, term report, or any other such form of assessment.

Wind Ensemble (7022)

Grades 10 - 12

Credit/Weight: 1.00/1.00

Prerequisite: recommendation from previous year's band director and audition

The Wind Ensemble studies and performs more advanced music and is open to students who have demonstrated a high level of proficiency and a mature attitude. Wind Ensemble members participate in concerts, home football games, parades, and competitions and may volunteer for additional performance opportunities. Students are required to regularly attend small group lessons. Attendance is mandatory at all dress rehearsals and concerts scheduled throughout the school year, as they are performed in lieu of mid-term, a final exam, term report, or any other such form of assessment.

String Orchestra (7026)

Grades 9 - 12

Credit/Weight: 1.00/1.00

Prerequisite: Ability to perform on the violin, viola, cello or double bass at a level that the string orchestra repertoire requires.

The Hendrick Hudson High School String Orchestra performs a wide range of string music from the Baroque, Classical, and Romantic periods as well as string music from the twentieth and twenty-first century composers. It is open to any student who has experience performing on the violin, viola, cello, or double bass. Students learn ensemble and leadership skills through continual development of instrumental technique. The goal of the ensemble is to develop each member's ability to perform, create, and analyze music in deep and meaningful ways.

The students are required to attend a weekly lesson which will meet on a rotating basis. Attendance is mandatory at all dress rehearsals and concerts scheduled throughout the school year, as they are performed in lieu of mid-term, a final exam, term report, or any other such form of assessment.

Concert Choir (7023)

Grades 9 - 12

Credit/Weight: 1.00/1.00

Prerequisite: None

This course is a non-auditioned mixed choral ensemble open to all students. A variety of choral repertoire, including Classical, Broadway, Jazz, Folk and Contemporary styles are studied and performed throughout the school year. Students will master the basics of proper, healthy vocal technique, musicianship skills, and sight reading skills.

The students are required to attend a weekly lesson which will meet on a rotating basis. Attendance is mandatory at all dress rehearsals and concerts scheduled throughout the school year, as they are performed in lieu of mid-term, a final exam, term report, or any other such form of assessment.

Treble Chorus (7025)

Grades 9 - 12

Credit/Weight: 1.00/1.00

Prerequisite: Pre-approval by instructor is mandatory

Chorus is designed to provide more advanced vocalists with a small ensemble opportunity. Students will learn vocal techniques unique to singing production. Music literacy and musicianship skills will be developed through more advanced choral literature, vocal exercise and public performance. Choral literature will be chosen from a variety of historical time periods. Different styles and genres are chosen based on the treble range. The students are required to attend a weekly lesson which will meet on a rotating basis. Attendance is mandatory at all dress rehearsals and concerts scheduled throughout the school year, as they are performed in lieu of mid-term, a final exam, term report, or any other such form of assessment.

HenHud Harmonizers (7027)

Grades 9-12

Credit/Weight: 1.00/1.00

Prerequisite: Pre-approval by instructor is mandatory

HenHud Harmonizers is designed to provide the more advanced vocalists with a choral ensemble opportunity. Students will learn vocal techniques unique to singing production. Music literacy and musicianship skills will be developed through more advanced choral literature, vocal exercises and public performance. Choral literature will be chosen from a variety of historical time periods. Different styles and genres are chosen based on the vocal range of the students in the class.

The students are required to attend a weekly lesson which will meet on a rotating basis. Attendance is mandatory at all dress rehearsals and concerts scheduled throughout the school year, as they are performed in lieu of mid-term, a final exam, term report, or any other such forms of assessment.

Music in Our Lives Guitar (7038)

Grades 9 - 12

Credit/Weight: 1.00/1.00

Prerequisite: None

Music In Our Lives Guitar is an introductory course designed for any student who wishes to be involved in instrumental music. No musical knowledge or experience is necessary to participate. We will learn basic chording, finger picking, strumming and soloing through a varied repertoire of pop, rock, R&B, folk and other styled songs. We will also study music theory fundamentals including reading tablature, scale and chord construction, harmony, and form. Students will learn to play solo and as part of a large group. There will be several opportunities to perform throughout the year including a spring recital.

Guitar Theory 2 (7032)

Grades 10 - 12

Credit/Weight: 1.00/1.00

Prerequisite: Music in Our Lives Guitar

This class covers the same topics, but at a higher level of performance and fluency. Students are introduced to more advanced chords, picking and strumming techniques and chord progressions. This class is for students wishing to continue developing their skills and participate in a performing ensemble.

Music Theory 1 (7040)

Grades 9 - 12

(This course will run on an every other year basis.)

Credit/Weight: 1.00/1.00

Prerequisite: None

Music Theory is a course designed to explore the fundamental elements of music: melody, harmony, form, pitch, and rhythm. Students will develop written and aural musical skills through musical analysis, performance, composition, improvisation, and critical listening. Musical Elements will be examined for their distinctive roles in music from 1600 to the present day. Students will develop musical comprehension that will bolster their musical awareness and develop useful skills for instrumental/choral performance.

It is recommended that students enrolled in this course have a basic understanding of musical notation (ie: the ability to read written music) to be successful in completing course requirements. Students will develop skills through keyboard study, although prior instrumental knowledge is not required.

This course is a prerequisite for AP Music Theory.

AP Music Theory (7041)

Grades 10 - 12

(This course will run on an every other year basis.)

Credit/Weight: 1.00/1.06

Prerequisite: Music Theory 1

AP Music Theory is a course designed to introduce and develop musicianship, theory, and procedures of music ranging in genre from classical to modern. The class will integrate aspects of melody, harmony, texture, rhythm, form, musical analysis, elementary composition, and history/style. Musicianship skills such as dictation (melodic and harmonic), sight-singing, and keyboard harmony are considered an important part of this course. The student's ability to read and write musical notation is fundamental. It is also strongly recommended that the student have acquired thorough performance skills in voice or on an instrument.

Music Theory 1 is a prerequisite course for enrollment in AP Music Theory. Students who have not completed this course, but still wish to enroll, must demonstrate sufficient mastery of content from this Music Theory 1. Students are expected to take the AP Music Theory Exam in May in efforts of earning a score that will yield credit towards music theory college courses.

A close-up photograph of a basketball player's arm and hand holding an orange basketball. The player is wearing a white jersey with thin black vertical pinstripes. The basketball is a standard orange with black lines and has some text printed on it, including 'NFHS' and 'WT80000'. The background is blurred, showing hints of a green field and a crowd. Overlaid on the center of the image is the text 'Physical Education & Health Department' in a large, white, sans-serif font.

Physical
Education
& Health
Department

Physical Education is a 4 year requirement,
½ credit per year.

Healthy Lifestyles (7103) Grade 9

Credit/Weight: 0.50/0.50 - final average grade
does not get calculated into GPA

Prerequisite: None

This course is designed to provide incoming freshmen with a broad exposure to several aspects of Physical Education. Students will participate in a wide array of athletic activities, and will gain insight to the pedagogy of creating their own sports. There is also a nutrition component which will provide daily insight into the importance of proper food choices, as well as an emotional component which will be conducted by our Social Work staff. Grading will be based upon four categories: participation, preparation, social skills/teamwork, and a skills assessment

Physical Education (7102) Grades 9 - 12

Credit/Weight: 0.50/0.50 - final average grade
does not get calculated into GPA

Prerequisite: None

This course will encompass personal fitness, lifetime activities, and physical fitness training. The students will be exposed to team sports, individual sports, weight training, and aerobics. Grading is based on attendance, skills, effort, progress, assignments and exams.

Health (7106) Grades 10 - 12

Credit/Weight: 0.50/0.50

Prerequisite: None

Health Science seeks to provide learning experiences and guidance relevant to the needs, concerns, interests, and aspirations that arise from

human psycho-social development. It is intended to help young people develop positive attitudes, values, goals, and behaviors based on sound knowledge. This class is required for graduation. Grading is based on attendance, exams, journals, projects, participation, and a cumulative final exam

Peer Leadership (7202) Grades 11 - 12

Credit/Weight: 0.50/0.50 – (Pass/Fail)
final average grade does not get calculated
into GPA

Prerequisite: None

Peer Leadership is an elective course offered to juniors and seniors. There is a rigorous application process which includes an essay, 2 letters of reference, a G.P.A. of no lower than 85, an ice breaker, and a behavioral record on par with excellence. Students are then chosen by the current peer leaders and acceptance is limited and very competitive. The Peer Leaders serve as ambassadors of the school to our district in several ways. They meet regularly with freshman students, and detail and discuss various aspects of the high school experience. They also work extensively with the S.A.I.L.O.R. students at the high school, as well as conducting activities during recess at Frank G. Lindsey School. In addition, it is mandatory for Peer Leaders to volunteer throughout the year, doing community service at several outings in our area. This past year, we volunteered at “Cortlandt Family Fun Day”, “Breakfast with Frosty”, and conducted several tours for incoming freshmen and alumni. We also ran the annual school blood drive as well as hosting the third annual “Mattsters” Disc Golf Invitational, which benefits muscular dystrophy research. Peer Leadership also provides tutoring in all subjects to students in need of academic assistance. Students will build upon their leadership skills and make significant contributions to our community in this class. They will also be exposed to an array of local professionals in

“leadership” positions, and will improve upon their abilities to work within the framework of a group. The class meets every other day and is a full year course.

The Academy at Hendrick Hudson High School

The Academy is a cooperative and nurturing environment for disenfranchised students. Its mission provides students with a safe and structured environment which focuses on Character, Attitude and Effort over Aptitude, Ability and Talent. Student responsibility and personal growth is a primary goal. Our mission is to provide a learning experience in a challenging and supportive community of students, teachers, and parents committed to truth and personal best.

The Academy at Hendrick Hudson is a 9-12 comprehensive Regents level program that caters to students who are capable of academic success, but are struggling in the regular school environment. By providing a small group learning environment with a team teaching approach, students build relationships with not only each other, but also the staff. This small group learning environment allows students to feel comfortable taking positive risks and challenging themselves.

Students in the Academy participate in project based learning, team building activities [in and out of school], character education, study skills, and self-advocacy, while maintaining the rigor of Regent level classes. Students also have the advantage of individual or group counseling with a school social worker or psychologist, in addition to dedicated time with all teachers in the Academy.

If you or your child are interested in learning more

about The Academy at Hendrick Hudson, please contact the guidance department for information or an application. Interested students are invited to meet with Academy staff and students, and explore a potential schedule.

Academic Intervention

AIS in English (8005)

The Learning Center provides student-centered instruction and assistance for any student in English. Students will learn study strategies to help them work faster and more effectively. Students will get help in revising and self-correcting, preparing for their class assessments, handling the demands of their courses, and accessing resource materials. The Learning Center will primarily focus on study, test taking and organizational skills, complemented with intensive work in the content areas. The goal is for students to acquire lifelong academic skills. Students who have been determined to need academic intervention services (scores below the State designated performance level on one or more of the assessments) will receive this service. In addition, students can refer themselves, or be referred by their teacher, parent, and/or guidance counselor. Please note this course is not credit bearing.

AIS in Social Studies (8006)

The Social Studies Learning Center program has been developed to provide individualized assistance to any level of high school social studies student. Students may be mandated to attend the Learning Center based on state required Academic Intervention Services. Objectives are met through individual and small group lessons as well as practice activities and examinations. Students may be enrolled in the Social Studies Learning Center as a regular assignment or they may

attend, as the need dictates, during a study period or their lunch. Students may be referred by a teacher, parent, counselor or by the student. Please note this course is not credit bearing.

Math Learning Center (8007)

The Math Learning Center program has been developed to provide individualized assistance to any level high school math student. Students may be mandated to attend the Math Learning Center based on state mandated Academic Intervention Services. Objectives are met through individual lessons, review problems and practice exams. Students may be enrolled in the Math Learning Center as a regular assignment or they may attend, as they desire or need, during a study period or their lunch. Students may be referred by a teacher, parent, and counselor or by themselves to the Math Learning Center. Please note this course is not credit bearing.

Science Learning Center (8008)

The Science Learning Center program has been developed to provide individualized assistance to any level of high school science student. Students may be mandated to attend the Learning Center based on state required Academic Intervention Services. Objectives are met through individual and small group lessons as well as practice activities and examinations. Students may be enrolled in the Science Learning Center as a regular assignment or they may attend, as the need dictates, during a study period or their lunch. Students may be referred by a teacher, parent, counselor or by the student. Please note this course is not credit bearing.

- Statistics, Inferences and Conclusions from Data

PNW BOCES Career & Technical Education Center

Students are eligible to take courses at The Tech Center in their junior and senior year. In their sophomore year, students attend a presentation from The Tech Center staff. In the spring of their sophomore year, students have the opportunity to tour the campus and learn about each program.

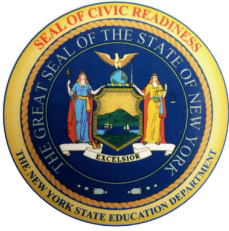
A wide array of programs are available to Tech Center students who want to develop new career skills and earn college credit. Students can gain a competitive edge by enrolling in one of 40 Career and Technical Education courses in the areas of arts and humanities, business, engineering, health, human and public services, and natural and agricultural sciences. In addition, academic credit is offered in English, Math, Science or Social Studies as well as college credit in many of the exciting programs.

The Tech Center offers students an opportunity to attend for one or two years, for two or four hours each day. Successful graduates can attain a Career and Technical Education Certificate or a Regents Diploma with a Technical Endorsement.

To learn more about what programs are offered at the PNW BOCES Tech Center, visit their website:

<https://www.pnwboces.org/Tech/Home.aspx>

- Students interested in The Tech Center should speak with their School Counselor.
- Logarithmic
- Logistical
- Exponential
- Statistics, Inferences and Conclusions from Data



The NYS Seal of Civic Readiness in Hendrick Hudson High School

"Civic readiness is the ability to make a positive difference in the public life of our communities through the combination of civic knowledge, skills and actions, mindsets, and experiences."

<http://www.nysed.gov/curriculum-instruction/civic-readiness-initiative>

What is the Seal of Civic Readiness?

The New York State Seal of Civic Readiness aims to encourage the study of civics and civility through experiential learning; certify attainment of civic readiness; provide employers with a method of identifying high school graduates with skills in civics and civility; provide colleges with another way to recognize applicants seeking admission; prepare students with 21st century skills; recognize the value of Social Studies education as a means to build civic knowledge; empower students as agents of positive social change; and strengthen our diverse democracy. The Seal of Civic Readiness can also be used as a 4+1 pathway to meet New York State diploma requirements.

Students who earn the Seal of Civic Readiness will have a seal affixed to their diploma, which they will receive at graduation. In addition, students who complete the requirements for earning the seal will have the designation listed on their official transcripts, and students pursuing the seal can note that they are candidates for the Seal of Civic Readiness on college and employment applications in advance of graduation.

*Students may receive these points more than once.

How can I earn the Seal of Civic Readiness?

Students wishing to receive the Seal of Civic Readiness must complete all requirements for graduating and **earn at least six Civic Readiness points, including at least two points in Civic Knowledge and at least two points in Civic Participation (see chart below).**

Civic Knowledge	Pts.	Civic Participation	Pts.
4 credits of social studies	1	High School Civics Project (limit two times during grades 9-12)	1.5
Mastery level on Social Studies Regents Exam	1.5*	Service-Learning Projects (minimum 25 hours) and reflective civic learning essay/presentation/product	1*
Proficiency level on Social Studies Regents Exam	1*	Earned credit in an elective course that promotes civic engagement	.5*
Advanced social studies courses(s)	.5*	Middle School Capstone Project (Grades 7 and 8 are only eligible for this point)	1
Research Project	1	Extra-curricular participation or work-based learning experience (minimum 40 hours) and an essay/presentation/product	.5*
		Civics Capstone Project	4

*Students may receive these points more than once.

Civic Knowledge Points: All seniors who are on track to graduate in June 2023 and completed 10th grade Global II and 11th grade US History courses will have earned at least 3 Civic Knowledge points by fulfilling Social Studies graduation requirements and earning an exemption on Global and US History Regents exams per the cancellation of Regents exams in 2020, 2021, and 2022 (US Hist Regents only).

Civic Participation Points: Students should check with their teachers whether High School Civics Projects will be a part of their 12th grade Social Studies courses to enable them to earn 1.5 points per project. Students should also review the additional ways to earn Civic Participation points to identify activities they have already completed since starting high school or will complete during senior year that could earn points. Any elements required for Civic Participation points that are not included as a part of students' courses must be completed by students separate from their coursework. A teacher advisor will be assigned to provide support and guidance to students completing Civic Participation points separate from their classes.

When do I need to complete the requirements for the Seal of Civic Readiness?

By early November, students will complete an application survey that will ask students to identify the activities and projects that will contribute to their Civic Participation points. By December, interested students will be notified of their eligibility to pursue the Seal of Civic Readiness and connected to a teacher advisor who will provide support and guidance around completing the seal requirements. Students will also be given access to a Google Classroom that will include materials to support students' completion of the requirements. By the end of April, students will submit via the Google Classroom all requirements for Civic Participation points to be completed separate from their second semester courses. If student presentations are part of how students will earn their Civic Participation points, the Seal of Civic Readiness Committee will schedule these presentations with students. Deadlines for points connected to a second semester course will be coordinated between the course teachers and Clarkstown's Seal of Civic Readiness Committee.

What if I have questions about the Seal of Civic Readiness?

Various people can help answer your questions - or direct your questions to the best person to answer them - including your Social Studies teacher, your guidance counselor, Mrs. Lupien (christine.lupien@henhudschools.org) and/or Mr. Ott (christopher.ott@henhudschools.org) You are also encouraged to discuss the Seal of Civic Readiness opportunity and plans with your parents/caregivers.



2166 Albany Post Road, Montrose, New York 10548

Main Office: (914) 257-5800 | Guidance Office: (914) 257-5867 Ext. 3 | henhudschools.org