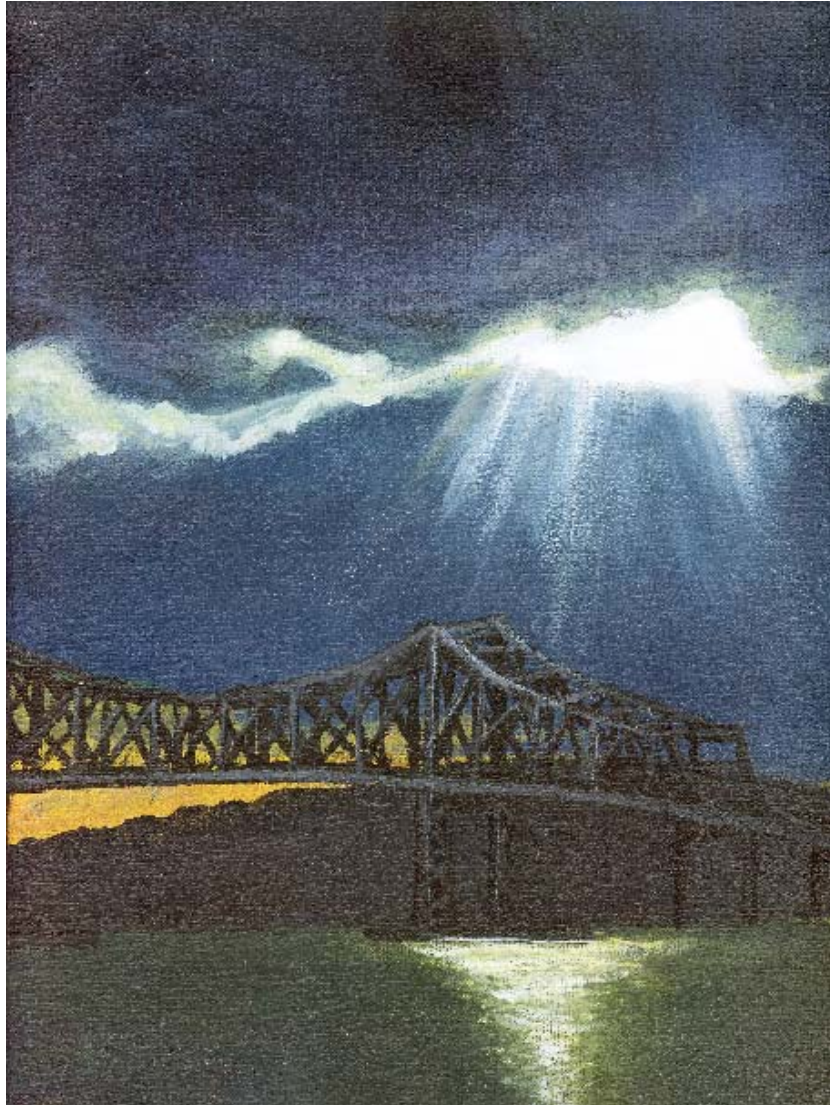


PUBLIC SCHOOLS OF THE TARRYTOWNS
CURRICULUM GUIDE
2010 - 2011



SLEEPY HOLLOW HIGH SCHOOL
210 NORTH BROADWAY
SLEEPY HOLLOW, NY 10591

*At Sleepy Hollow High School
we are guided by a commitment to
work with our community and
business partners to maintain the
highest standards of learning. Together
we provide students with the opportunity,
knowledge, and resources to be
successful in our complex world.*

Key principles govern this collaboration:

For Students:

Be here . . . every class, every day

Be prepared . . . to do your best work

Be respectful . . . of self and others

Be positive . . . think you can, and you will

For Parents:

Be involved . . . call and visit often

Mission Statement

Sleepy Hollow High School

We, the community of Sleepy Hollow High School, believe that all children have the right to learn in a secure, supportive environment which challenges them to become life-long, self-directed learners as they strive to reach their maximum potential intellectually, emotionally, socially, artistically, and physically. We promote celebration OF our rich cultural diversity to prepare students to become enlightened, productive, and contributing members of a global society. Our mission is to foster the personal growth of all students as they explore both the world and themselves through exposure to higher levels of thinking and interacting with each other in a multicultural setting.

To create a sense of community, we present to our students appropriate role models, as well as suitable time and instruction at their individual educational level. We appreciate the importance of each human being, based on strengths rather than limitations, so that students may gain a respect for themselves and for other members of their community at Sleepy Hollow. The environment we create values not only the result, but also celebrates the process that motivates students to succeed. Here, they are encouraged to assume control of their own learning in exploring subject matter, and, at the same time, to influence others through interaction that comes with presentation, discussion, and group activity. Our belief is that vibrant academic and social education leads to the fulfilling, enriched, and rewarding life that we wish for all students.

Sleepy Hollow stands as a Renaissance community where each and every student can realize all dimensions of human experience as self-directed learners who possess the knowledge, skills, and determination necessary to enjoy a life of worth.



About Our School

Located in southern Westchester county, approximately 20 miles north of New York City, and standing above the east bank of the Hudson River, Sleepy Hollow High School serves approximately 850 ethnically and socio-economically diverse students in grades 9 through 12 from the villages of Sleepy Hollow and Tarrytown.

We have become a community of choice for families who value our “snap shot” of the real world: Our community is a destination point for families immigrating from the Caribbean and Latin America, and home to families who have been in our villages for generations; families who can afford to send their children to any one of a number of private schools in the area, choose instead to have their children attend our public school. Collectively, these families created and provide continuous support for The Foundation for the Public Schools of the Tarrytowns, which raises hundreds of thousands of dollars annually to supplement our educational program.

In October 1957, Sleepy Hollow High School was the focus of an article “New buildings won’t educate your children” in Woman’s Day magazine. Although the 1957 physical plant was deemed “as handsome a high school as any in America,” the renovated curriculum was recognized as enabling our graduates to have “a better chance today than ever before to become all that they are capable of.” While our sprawling building on its scenic campus had been well maintained and consistently upgraded, it experienced many of the facilities restrictions of comparable structures built in the 1950s and has undergone major renovations and expansion over the last two years: One hundred thousand square feet of state-of-the-art science labs, art studios, a gymnasium that boasts a fitness center and dedicated wrestling room, an auditorium that seats 750 and provides professional quality sound and light engineering, a renovated and expanded Library Media Center, a cafeteria with a food court, wireless capability throughout the building, and more than 20 new classrooms now overlook the Hudson River. All pre-existing classrooms are refurbished, outfitted with Smartboards, and white boards have replaced 1957 black boards. What hasn’t changed since 1957 is the public and academic communities’ shared belief that there is “no substitute for a solid foundation” in education. Sleepy Hollow curriculum is continually examined and adjusted to meet or exceed best-practices.

In 2008, Sleepy Hollow was selected by the Magellan foundation to represent one of three exemplary New York State high schools to have programs and practices that lead to high graduation and low drop-out rates. Sleepy Hollow was among the top 40 from over 640 schools to reach benchmark graduation rate standards and was one of five exemplary high schools chosen for in-depth research, study, and visitation by the Magellan Foundation. In 2009, the United States Department of Education featured us on their website “Doing What Works” as one of five schools nationally identified as putting best practices in action to achieve graduation.

Our comprehensive high school programs are designed to meet the needs of each adolescent we serve. We build relationships with our students and their families that guide everyone through the stress and strife of adolescence. Thriving athletic and performing arts programs are complemented by an extensive extra curricular program. A new source of pride is our award winning student-produced Multimedia Production Team, recipient of Honorable Mention in the Adobe Max competition for professional international media developers; Sleepy Hollow’s team came in second to Homeland Security and NASA Space Center. In 2008, the team has produced over 14 hours of programming for our local educational channel 77; check it out at www.sleepyhollowhits.com.

We have established extensive partnerships with local colleges, corporations, and the community at large. Support from local historical and business resources has made our community an extension of our campus; students conduct research and participate in internships as an integral part of our academic program.

Our creativity and commitment has been acknowledged through consistently passed local school budgets, and the award of state, federal, and private foundation grants. Locally, smaller grants have provided funding for cultural trips for students, added instruments to our band and orchestra, audio equipment for our multimedia students, robotic kits for AP Physics students, a gardening component to our Life Skills curriculum for our most handicapped students, and provided a weather station for our Earth Science students.

We are proud of our students' records of accomplishment. An impressive percentage of students from the Class of 2009—89%—continued their studies in higher education. In the recent past, our top students have matriculated at Emory, Wesleyan, Brown, Cornell, Georgetown, Northwestern, University of Pennsylvania, Princeton, USC, Rensselaer Polytechnic Institute, Vassar, Stanford, Tufts, and Middlebury. We are equally proud of the many first generation graduates we send to local and community colleges. Annually, our students earn an impressive number of scholarship dollars, averaging in excess of \$280,000 in each of the last five years.

A key factor to our success is the involvement of our parents in their children's education; parents feel welcome at our school. Our PTSA sponsors Parent-to-Parent Nights. These events, offered in English and Spanish, enable parents to share strategies for raising a teenager. The PTSA, The Foundation, and our Sports and Performing Arts Boosters raise funds for our curricular and extra curricular programs. Our Parenting Center, located in the heart of the village, provides information about all district schools and a wide range of support for parents.

Sleepy Hollow is an exciting place for students and staff to work and learn together. If any school community can demonstrate that public education is alive and well, it is ours. Our school slogan, "Sleepy Hollow, Say it Proudly" sums up the collective commitment to our school.

The Public Schools of the Tarrytowns does not discriminate on the basis of sex, race, creed, national origin, age or disability in its employment, admissions practices, vocational opportunities or access to and treatment in programs or activities, in accordance with Title IX, Section 504 of the Rehabilitation Act of 1973, and Title VII and the Americans with Disabilities Act. Inquiries concerning application of these regulations may be made to the Assistant Superintendent, Public Schools of the Tarrytowns, 200 North Broadway, Sleepy Hollow, NY 10591.

Courses listed in this publication are offered upon Board of Education approval and sufficient enrollment.

Cover art produced by Deanna Melillo in Ms. Dreher's Portfolio Seminar Class, Assignment: Hudson River Paintings

Sleepy Hollow Staff and Administration

Administration

Mrs. Carol Conklin, HS Principal..... 332-6200
Mr. Alan Alterbaum, Assistant Principal..... 332-6203
Mrs. Cheryl Greene, Assistant Principal, Guidance and Special Education 332-6209

Attendance

Mrs. Marjorie Maia..... 332-6205

Department Chairpersons/Directors

Mr. Jaime Begazo, Foreign Language 332-6224
Mr. Jason Choi, Science 332-6226
Mrs. Jessica Hunsberger, Social Studies 332-6228
Ms. Mary Herrstadt, Library-Media 332-6220
Ms. Judy Kelly, English..... 332-6222
Ms. Kelly Kutch, Health and Physical Education 332-6301
Mrs. Gail Persad, Fine and Performing Arts 332-6223
Mr. Chuck Scarpulla, Athletic Director..... 631-3664
Mrs. Katharine St. Vincent, English as a Second Language 332-6227
Mrs. Jennifer Walsh, Mathematics 332-6225

Guidance/Pupil Services

Mrs. Leticia Andujar, School Counselor Grades 9-12, ESL 332-6210
Mrs. Patricia Bonitatibus, School Counselor Grades 9-12 332-6206
Mr. Mike Kelly, School Counselor Grades 9-12 332-6208
Mr. David Ziegler, School Counselor Grades 9-12 332-6230
Dr. Cheryl Burton, Social Worker 332-6278
Mrs. Lydia Whitney, Student Assistance Counselor 332-6229
Mrs. Ellen Kaplan, Psychologist..... 332-6218

Registrar

Mrs. Denise Martin-Newton332-6211

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

STUDENT ENROLLMENT

To enroll at Sleepy Hollow High School, students must be residents of the Tarrytowns or must meet the tuition requirements. Additionally, they must present evidence of immunization against measles, mumps, diphtheria, polio, and rubella. New York State screening for gifted and handicapping conditions and appropriate class placement takes place upon registration.

FACULTY

A principal and two assistant principals lead our school. The leadership team includes department chairs in math, science, English, social studies, guidance, the arts, technology, health and physical education, special education, ESL, and foreign language. We are well staffed, with average class size in the low twenties; many specialty classes are maintained with small enrollments. Teaching assistants support special education and ESL students in classes across grade levels.

Our staff is deeply committed to providing the best educational opportunity possible for our students, embracing innovation, and fostering high expectations. Through ongoing professional development and collaborative planning, our faculty works diligently to shape and refine curriculum that prepares our entire student body to meet and exceed local, state, and national standards.

SPECIAL SERVICES

Four guidance counselors, a school psychologist, social worker, and student assistance counselor provide a wide range of pupil personnel services to students during the school day and during scheduled evening programs and conferences throughout the school year.

Students with limited English proficiency receive intense preparation in English as a Second Language at levels I, II and III, along with specialized content area classes in math, science, social studies, music, English, and technology.

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

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

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

Through Mercy College, our Upward Bound program provides extended school day support, individual tutoring, Saturday and summer classes, and a college bridge program for fifty high school students who will be the first generation in their families to go to college. The Great Potential Program, funded by the New York State Liberty partnership Program, provides counseling and academic support for selected students as well.

Sleepy Hollow collaborates with Phelps Memorial Hospital, Westchester Community College, and Mercy College to provide career preparation in nursing and teaching. Tomorrow's Nurses (TN) is a college preparatory program created as a result of the current and projected future shortage of nurses in the medical field. The highly competitive program supports national and local efforts to recruit talented students into the nursing profession. TN also aims to foster cultural, racial, and gender diversity in the nursing profession. It works collaboratively with the students and the community to develop and strengthen a cooperative partnership between public education, higher education, and community hospitals. Ultimately, TN helps prepare talented students for a challenging and rewarding career within the nursing profession.

As part of the program, the students complete a 6-month nursing internship at Phelps Memorial Hospital, visit local colleges that specialize in nursing, and attend career development workshops dedicated to the nursing/ medical professions.

Today's Students Tomorrow's Teachers (TSTT) is a program whose mission is to encourage students from diverse backgrounds to enter the teaching profession. Participants attend workshops in study skills, SAT preparation, financial aid, and pedagogical practices. Furthermore, TSTT offers its graduating participants a four-year college scholarship that pays up to fifty percent of their tuition. Once participants graduate from college, they are offered employment within a participating Westchester county district where they serve not only as highly qualified teachers, but as significant role models for a growing multicultural student environment.



GUIDANCE

Counselors function as “case managers” for students, providing consistent social, emotional, and academic support throughout a student’s four years of high school.

Guidance at Sleepy Hollow is an ongoing process that emphasizes educational, career, and personal counseling. Using information such as standardized test results and grades, and coordinating the input from teachers, school specialists, and parents/guardians, the guidance staff assists students in gaining self-knowledge as they work toward developing to their fullest potential. The goals of the program are to:

- Help students adjust to the school environment, and resolve academic, social, and personal problems.
- Inform students about educational and extra-curricular programs suited to their abilities, skills, and career aspirations.
- Help students select educational opportunities, post-secondary schooling, or employment opportunities appropriate for their career goals.
- Help students develop skills that promote positive relationships with others.
- Provide parents/guardians and teachers with information relating to students' educational progress and career plans.
- Provide support for students as they move from middle school to high school and beyond.

PROMOTIONAL POLICY

- To be a 9th grader, a student must have successfully completed an 8th grade program in an accredited junior high, middle or elementary school.
- To be a 10th grader, a student must have successfully earned a minimum of 5 units of credit.
- To be an 11th grader, a student must have successfully earned a minimum of 10 units of credit.
- To be a 12th grader, a student must have successfully earned a minimum of 15 units of credit and/or be able to demonstrate the ability to complete core courses and meet elective requirements for graduation.

ACADEMIC ELIGIBILITY

To be eligible to participate in athletics and extra-curricular activities a high school student must be passing the equivalent of 5 credits and a middle school student must be passing five of his/her scheduled courses, at least three of these courses must be full year courses. Transfer students at the high school level will be subjected to the same requirements for participation. The following specifications should be noted:

- Students with fewer than 5 credits on their transcript must pass all their classes to be eligible.
- Courses being taken at other schools, such as BOCES or local colleges, will be included to determine eligibility.
- Any special education student who is in a non-traditional educational environment where grading may be waived can establish and maintain eligibility provided they are meeting the goals established by their IEP.
- Incomplete grades do not count as passing or failing until they are posted. As per policy, students have 10 school days to address an incomplete before it automatically becomes a failing grade.

A student may earn a maximum of 6 1/2 units of credit for either a Regents or local diploma without taking the specific course if:

- Based on the student's past academic performance, the principal or his or her designee determines that the student will benefit academically by exercising this alternative;
- The student achieves a score of at least 85 percent or its equivalent as determined by the commissioner of a state-developed or state-approved examination;
- The student passes an oral examination or successfully completes a special project to demonstrate proficiency as determined by the principal in the subject matter area; and
- The student attends school, or receives substantially equivalent instruction elsewhere.
- Students who wish to earn units or credit by examination **MUST SUBMIT THEIR REQUEST IN WRITING TO THE PRINCIPAL.**

ADVANCED COLLEGE LEVEL STUDY

We are proud of our open enrollment policy at Sleepy Hollow. Any student who wishes to challenge college level course work is encouraged to do so. We offer the following AP courses:

<i>American History</i>	<i>English Language</i>	<i>Music Theory</i>
<i>Studio Art</i>	<i>English Literature</i>	<i>Physics B</i>
<i>Biology</i>	<i>Environmental Science</i>	<i>Spanish Language</i>
<i>Calculus AB, Calculus BC</i>	<i>European History</i>	<i>Spanish Literature</i>
<i>Chemistry</i>	<i>Government & Politics</i>	<i>AP French Language</i>
<i>SUPA Forensics</i>	<i>SUNY Albany Science Research</i>	Statistics
<i>SUPA Psychology</i>	<i>SUNY Westchester Community</i>	
	<i>College - Italian</i>	

Students may enroll in select courses for college credit while here at Sleepy Hollow HS; we have ongoing partnerships with SUNY WCC, SUNY Albany, Syracuse University, and Mercy College.

CLASS RANK, GRADE WEIGHTING CUMULATIVE AVERAGE

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

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

AP and College Courses	1.10
Honors Courses	1.05
Regents and Local Courses	1.00

HIGH HONORS/HONORS ENDORSEMENT

Students who earn an 85+ average by the end of their seventh semester in high school (first semester of the senior year) will receive an honors endorsement on their diplomas.

Students who earn a 90+ average by the end of their seventh semester in high school (first semester of the senior year) will receive a high honors endorsement on their diplomas.

GRADING

A numerical grading system is used. The minimum passing grade is 65%. A grade of 55% on Regents Examinations is considered passing for a local diploma during the state transition period. New York State Regents examination grades appear on transcripts. A minimum grade of 50% will be assigned to students who fail. Numeric grades appear on report cards.

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

REPORT CARDS

All report cards are mailed home quarterly (approximately every 10 weeks) with interim reports mailed mid-semester. These dates appear on the district calendar. Teachers' electronic gradebooks are accessible through the parent portal of our student information system.

SENIOR EXEMPTION FROM FINAL EXAMINATIONS

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

SENIOR ATHLETIC OPTION

Twelfth grade students who complete two seasons of varsity athletics may opt to satisfy their physical education requirement by exercising their athletic option. Students who take the athletic option in lieu of physical education are still required to maintain a minimum of 5 ½ credits during the school day.

SUMMER SCHOOL

Dependent upon enrollment and teacher availability, a summer institute is provided for high school students who have failed one or more of the following: English, Global Studies, US History and Government, Math Course I, Biology, or Chemistry. Students who fall below the minimum score on state assessments, and require academic intervention services, may be mandated to attend summer school.

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

GRADUATION REQUIREMENTS

All students who enter 9th grade are required to score 65 or higher on Regents examinations in English Language Arts, science, mathematics, US History and Government, Global History and Geography, and fulfill additional course requirements to attain a Regents diploma. These changes are part of a comprehensive NYS reform effort to promote higher standards. A local diploma option for students scoring between 55 and 64 on Regents exams is available on a limited basis. Following is a state transition plan to phase out the local diploma option:

- *For students entering 9th grade in 2005:* General education students must have at least two scores at 65 or above on the five required Regents exams and all scores at 55 or above.
- *For students entering 9th grade in 2006:* General education students must have at least three scores at 65 or above on the five required Regents exams and all scores at 55 or above.
- *For students entering 9th grade in 2007:* General education students must have at least four scores at 65 or above on the five required Regents exams and all scores at 55 or above.
- *For students entering 9th grade in 2008:* General education students must have at least five scores at 65 or above on the five required Regents exams and all scores at 55 or above.

Graduation Requirements 2005 and Thereafter

Local Diploma

Regents Diploma

**Advanced Designation
Regents Diploma**

English	4	English	4	English	4
Social Studies	4	Social Studies	4	Social Studies	4
Math	3	Math **	3	Math **	3
Science**	3	Science **	3	Science **	3
LOTE	*	LOTE	1*	LOTE	3 (a)
Art/Music	1	Art/Music	1	Art/Music	1
Health	.5	Health	.5	Health	.5
Physical Education	2	Physical Education	2	Physical Education	2
Electives	3	Electives	3	1	1.5
Community Service	.5	Community Service	.5	Community Service	.5
Total	22	Total	22	Total	22

**Required Regents Exams
Local Diploma**

**Required Regents Exams
Regents Diploma**

**Required Regents Exams
Advanced Designation
Regents Diploma**

passing score of 55 and above

passing score of 65 and above

passing score of 65 and above

English Comprehensive Exam

English Comprehensive Exam

English Comprehensive Exam

Math A or Integrated Algebra Exam

Math A or Integrated Algebra Exam

Math A and B Exam or Integrated Algebra, Integrated Geometry and Integrated Algebra II/Trigonometry

Global History Exam

Global History Exam

Global History Exam

U.S. History Exam

U.S. History Exam

U.S. History Exam

Science Exam

Science Exam

(2) Science Exams

Foreign Language Exam (a)

*Students are required to have completed two units of study in a Language Other Than English (LOTE) by the end of their freshman grade year. One unit of credit is earned either by passing the state LOTE proficiency exam or earning a unit of commencement level credit in a LOTE.

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

a) Students acquiring 5 units in one of the following may be exempt from the Language Other Than English requirement; art, music, business, or career and technical education.

Local graduation requirements include 60 hours of community service for all graduates.

ACADEMIC INTERVENTION SERVICES

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

AFTER SCHOOL HOMEWORK CENTER

Two Homework Centers, located in North and East halls, are open from 3:00 until 4:30 P.M., Monday through Friday. Faculty and staff members assist students with homework and projects through individualized and cooperative efforts. The Library Media Center, equipped with computers available to students for the completion of school assignments, is staffed during these same hours.

COMMUNITY SERVICE

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

POLICIES/PROCEDURES FOR COURSE SELECTION

High School Course Selection

Each student in grades 9 through 12 is required to take a minimum of 6 courses (5 1/2 units of credit) including physical education. Students are encouraged to select additional courses to enrich their program. All students are required to attend a minimum of 5 classes in addition to physical education.

Suggested Prerequisites

Some courses of study necessitate completion of prerequisites. For example, Physics H is required before enrollment in Chemistry H. Though prerequisites are often strongly suggested, we maintain an open enrollment policy.

Course Selection

Appropriate 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 parents/guardians to help select the most appropriate course of study. A balanced program including required and elective courses is strongly recommended.

Roles: Teachers, Counselors, Department Chairpersons, Parents/Guardians

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

Program Changes

Student scheduling takes place during the spring and schedule adjustments are permitted at that time. Students are given the opportunity to design their schedules; however, the ‘master’ schedule is built around these choices. Consequently, changes in September are often difficult. In September, program changes will be permitted for the following reasons:

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

Dropping Courses

For yearlong courses, students may drop a course during the 2nd marking period with no notation made on the permanent record card. Courses dropped after the 2nd marking period will carry a grade of withdraw passing (WP) or withdraw failing (WF). No course may be dropped after the 4th marking period begins.

For semestered courses, students may drop a course during the 1st marking period with no notation made on the permanent record card. Courses dropped after the 1st marking period will carry a grade of withdraw passing (WP) or withdraw failing (WF). No course may be dropped after the second interim report.

Changing Levels

Changing levels of the same course is handled at the principal’s discretion with input from teachers, counselors, and department chairs. No change in level should occur after the mid point of 3rd quarter for year-long classes and after the 2nd quarter interim reports for semester classes.

Honor Roll

Sleepy Hollow recognizes outstanding scholarship through qualification for Honor Roll:

- High Honor Roll - A weighted average of 90% or higher; no grade below 65.
- Honor Roll - A weighted average between 85 and 89.9%; no grade below 65.

Transcripts

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

BOCES OCUPATIONAL EDUCATION PROGRAM

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

LIBRARY MEDIA CENTER

7:30 a.m. to 4:30 p.m. every school day, extended hours by arrangement

Our goal at Sleepy Hollow Library is to provide all of our students with the skills necessary to make them information literate citizens and life-long learners.

Through a series of collaborative projects between the Library and the various academic departments, students participate in Information Literacy classes. Information literacy skills are targeted to specific curriculum areas and skill levels spanning the high school years. Students learn to identify, access and use information resources in a variety of formats: reference books, periodicals, online databases and Internet search engines and directories. As students proceed through Sleepy Hollow, they practice increasingly sophisticated Boolean online search methods and learn to analyze Internet websites for content validity and research value. Students express their research results via a variety of reports including the traditional term paper and multi-media formats. At each grade level through multiple library projects, Sleepy Hollow students have the opportunity to become skilled information users in preparation for experiences beyond high school.

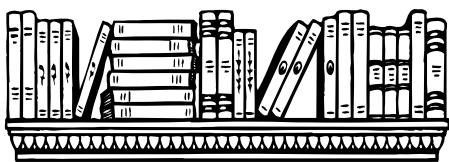
The Library Media Center houses a book collection in excess of 28,000 volumes, eBooks, and collections of digital resources in audio and visual formats. These collections are continually updated and our state-of-the-art library technology affords our students a competitive edge in meeting the demands of the digital Information Age. Students become proficient manipulating our Web-based online card catalog and subscription databases for access to non-print content online. The library subscribes to specialized databases in science, social sciences, history, literary criticism, biography, literature, language and world affairs as well as numerous general news periodicals online. Leisure reading is specifically encouraged and the PageTurners book club welcomes students of all grades and abilities for lively book discussions.

Non-Print Resources

- The New York Times: 1970 – present; 1860 – 1969, special historical edition featuring significant historical periods in American history.
- Library Databases: Extensive collection of research databases available on the District website. See Sleepy Hollow Library Database list under Course Documents on Blackboard.com.
- Fiction and non-fiction audiobook collection in compact disc and digital file formats.
- Educational DVD collection.
- Students may borrow lap-top computers for home use.

Print Materials

- 28,000 books
- Extensive reference book collection
- More than 100 current periodical subscriptions



Library databases

All Databases listed below are web based and students may access most from their home computers via the Internet. The library media specialist distributes passwords for remote access to students. Detailed descriptions of each database, and any new additions, may be found on the school web site at <http://www.TUFSD.org/mediacenter/shmshs/databases.htm>

EBSCO	Multiple databases: Magill on Literature, GreenFile, Library and Information Technology Abstracts, Teacher Reference Center
Grolier Encyclopedias	Includes 3 encyclopedias: the new Book of Knowledge, Encyclopedia Americana and Grolier Multimedia Encyclopedia.
PROQUEST	Provides indexing and full text articles from magazines, newspapers, academic journals and more.
Hispanica Saber	Spanish language encyclopedia from World Book Encyclopedia
SIRS Discoverer	Full text articles for grades K-8.
OPAC	Online Public Access Catalog of the Sleepy Hollow Library Media Center collections.
AP Photo Archive	50 million images as well as charts, graphs, tables and maps from the Associated Press library.
ABC-CLIO History (3 databases)	Surveys of American History, 1350-present; Ancient World History, and World History from the emergence of Europe in 1500 to the global world of today. Features, photos, maps, timelines, news, biographies, more.
Gale Databases	Includes Health Reference Center, Business and Company Resource Center, Twayne Authors, Opposing Viewpoints Resource Center, Literature Resource Center, Biography Resource Center; many other comprehensive databases.
Access Science	Full text of the <i>McGraw-Hill Encyclopedia of Science and Technology</i>
Country Watch	Demographic, economic, historical, business, political information on 191 countries. Daily news from 12 international news services.
Science Direct	500 professional journals, full-text. Limited to students in Advanced Science Research class.
Silverplatter Databases	Includes MEDLINE, PSYCHINFO for medical topics, Peterson's College Guide, Government Printing Office Catalog and more.
Hoovers	Comprehensive business and industry information.
JSTOR	Full text articles from academic journals
Career Guidance Center	Explore career pathways, job skills, employment outlook

COURSE DESCRIPTIONS

Courses listed in this guide are offered pending approval by the Board of Education, and run based upon enrollment

Arts: Fine and Performing

Mrs. Gail Persad, Chair - 332-6223

Standards for the Arts

- Standard 1:** Students will actively engage in the process that constitutes creation and performance in the arts (dance, music, theater and visual arts) and participate in various roles in the arts.
- Standard 2:** Students will be knowledgeable about and make use of the materials and resources available for participation in the arts in various roles.
- Standard 3:** Students will respond critically to a variety of works in the arts, connecting the individual work to other works and to other aspects of human endeavor and thought.
- Standard 4:** Students will develop an understanding of the personal and cultural forces that shape artistic communication and how the arts in turn shape the diverse cultures of past and present society.

Music and Performing Arts

Music Theory/Piano	Music Guitar I & II Theory	AP Music Theory
Applied Music	Guitar Ensemble	
Concert Band		
Concert Choir		
Orchestra		
Jazz Band		
Jazz Lab		
Sleepy Hollow Singers		
Chamber Ensemble		
Acting		
Pep Band		

Visual Media Arts

Studio in Art	Painting*	Portfolio Seminar
Studio in Media Arts	Drawing*	AP Studio Art
Studio Art in Creative	Pottery & 3D Art*	
Crafts	Photography*	
	Digital Photography and Imaging**	
	Advanced Digital Imaging**	
	Computer Animation & Cartooning**	
	Graphic Design Advertising Agency**	
	Filmmaking I & II	
	Multimedia I & II	
	Advanced Multimedia**	
	SH Digital News	
	TV Production	

*it is recommended that students take Studio Art before enrolling in this courses

*it is recommended that students take Studio in Media Arts before enrolling in this courses

Music and Performing Arts

Jazz Band

0.50 Credit, 1.00 Weight
MEETS AFTER SCHOOL

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

Jazz Lab

0.50 Credit, 1.00 Weight
MEETS AFTER SCHOOL

The jazz lab experience is open to all interested students who would like to perform in a large group ensemble. Students will perform music of many styles at concerts throughout the school year. Interested students of all instruments are invited to perform in this group. Emphasis is directed toward the development of individual proficiency and musicianship.

Chamber Ensemble

0.50 Credit, 1.00 Weight
MEETS AFTER SCHOOL

Chamber ensembles are formed based on each student's technical skill and style of playing. The formation of trios, quartets, or quintets is available based on student enrollment. A wide variety of repertoire is explored in each group and there are many performance opportunities.

Piano I/II Music Theory

0.50 Credit, 1.00 Weight

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

Music Guitar Theory I

0.50 Credit, 1.00 Weight

This class is for those with NO experience to learn the fundamentals of music through study practice of the guitar. Students will be introduced to reading music, chords and scales on the guitar as they relate to classical and popular music. Small bands can be formed within the class based on interest and level of playing. Students in this class also learn basic music recording through the use of Apple GarageBand software.



Music Guitar Theory II

0.50 Credit, 1.00 Weight

Prerequisite: Music Guitar Theory I and Instructor Recommendation

This class will continue where GUITAR I left off. Students will learn more advanced reading, chords and scales as they work on solo or group music. Various guitar players will be studied in this course as students begin to develop their own playing styles. Advanced music recording will also be taught using Apple GarageBand and LogicPro software.

Guitar Ensemble

Prerequisite: Music Guitar II Theory and audition ONLY)

Students who have reached a level of guitar proficiency will be eligible to join the Sleepy Hollow Guitar Ensemble. This group will perform classical and popular music for various events throughout the school year, including the Winter and Spring Concerts and the Talent Show. Interested students should schedule an audition with the guitar instructor BEFORE signing up for this course.

AP Music Theory

0.50 Credit, 1.10 Weight

Students will acquire the skills necessary to successfully satisfy the requirements of an AP Music Theory Exam. The studying of: harmony, form, chord construction, figured bass, and listening skills will be presented at a college level.

Applied Music

1.00 Credit, 1.00 Weight

Suggested Prerequisite: Membership in a Sleepy Hollow performing group.

Independent Study

This option is for beginner instrumental students who want to be involved in a Sleepy Hollow performing group. Students will be expected to take a minimum of 32 lessons per year and practice at least five hours per week. Students will perform each marking period for the music director demonstrating musical and technical development. Students will then play and be recommended for a performing group.

Concert Band HS

1.00 Credit, 1.00 Weight

Pep Band

0.25 Credit, 1.00 Weight

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

Concert Choir HS

1.00 Credit, 1.00 Weight

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

Orchestra HS

1.00 Credit, 1.00 Weight

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

Sleepy Hollow Singers

0.50 Credit, 1.00 Weight

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

In addition, students are required to perform twice yearly in school concerts and other public requested events. There are once a week rehearsals that take place after school.

Acting

0.50 Credit, 1.00 Weight

This course is open to all students with little or no experience in acting. Students will be introduced to the

techniques of acting such as: voice production, movement, characterization, and scene study. All aspects of play production will be studied, including: auditioning, lighting, makeup, sound, set design, theatre management, directing, and producing.

Visual Arts

Studio Art in Creative Crafts

0.50 Credit, 1.00 Weight

This is a full-year introductory course in art which designed to serve a wide range of students with a variety of interests and abilities, and satisfy the graduation requirement of a unit of credit in Art and/or Music.

This is the general foundation course designed to introduce the student to the basic elements of art: color, line, texture, space, form, and light. Emphasis is placed on the principles of design as related to portraits, landscapes, still life, 3-D form, and imaginative subject matters. Drawing, painting, ceramics, sculpture, printmaking, graphic design, and art history are included in the scope of the course. This course is a required prerequisite for all other art electives.

Studio in Art

1.00 Credit, 1.00 Weight

This is a full-year introductory course in art which designed to serve a wide range of students with a variety of interests and abilities, and satisfy the graduation requirement of a unit of credit in Art and/or Music.

This is the general foundation course designed to introduce the student to the basic elements of art: color, line, texture, space, form, and light. Emphasis is placed on the principles of design as related to portraits, landscapes, still life, 3-D form, and imaginative subject matters. Drawing, painting, ceramics, sculpture, printmaking, graphic design, and art history are included in the scope of the course. This course is a required prerequisite for all other art electives.

Studio in Media Arts

1.00 Credit, 1.00 Weight

This is a full-year introductory course in media arts which is designed to serve a wide range of students with a variety of interests and abilities, and satisfy the graduation requirement of a unit of credit in Art and/or Music.

The course focuses on providing a well-rounded exposure to many aspects of media and its current technological tools. Four major area of media arts will be introduced and explored in this course. They include: **Computer Graphics, Advertising and Product Designs, and Digital Photography.** The "hands-on" approach to exploring the methods and materials of media production will heighten the student's awareness of the forms and functions of media arts that surround all of us.

Drawing

0.50 Credit, 1.00 Weight

Two-dimensional forms will be explored both "hands on" and historically, with emphasis on refinement of technique. Students will explore a variety of mark-making materials as well as engage in a variety of projects to develop their talents.

Painting

0.50 Credit, 1.00 Weight

Two-dimensional forms will be explored through watercolor, acrylic, gouache and oils. There will be a unique balance between technical and expressive exploration as well as historical.

19.

Pottery and 3-D Art

0.50 Credit, 1.00 Weight

Prerequisite: Studio in Art/Studio in Media arts

The student will develop an understanding of three-dimensional forms and its relationship to its

environment. Students will learn the various techniques of hand building and throwing a pot from clay in the potter's wheel. Some of the materials that will be utilized are: paper, wood, plaster, metal wax, plastic and string. The incorporation of the environment in the sculpture, though the use of found objects, will be explored.

Photography

0.50 Credit, 1.00 Weight

This course is an introduction to photography as a means of expression. Students will: be familiarized with the camera and take pictures, learn how to develop film and manipulate the process to achieve their creative goals, take pictures on location, learn how to take a portrait photograph, photograph school events, experiment with digital photography, and produce a final project incorporating the photographic lessons learned during the year.

Digital Photography and Imaging

0.50 Credit, 1.00 Weight

Students will be introduced to photographic manipulation on the computer by learning the tools and functions of the software Photoshop as it applies to photo editing and creation of computer art. Projects will include: taking objects from one photo file and placing them within a setting, using a digital camera, creating original works based on photographs, and taking portrait photographs using dramatic lighting effects. A review of artwork created by various computer artists, as well as a survey of how the computer is currently being used in both the commercial art and fine arts fields will also be included.

Advanced Digital Imaging

0.50 Credit, 1.00 Weight

This course will provide advanced work in digital imaging using Adobe Photoshop, Adobe Go Live, Adobe Image Ready and Adobe Indesign. This is for students who have previously taken Digital Imaging, Web Design or Multimedia and want to further develop their skills in new media application.

Computer Animation & Cartooning

0.50 Credit, 1.00 Weight

Students learn the fundamentals of graphic design, traditional cartooning and animation history as a foundation for transitioning to interactive computer design. Software: Adobe Photoshop, Illustrator, Image Ready and Go Live. Students will develop interactive designs for websites, animations, games and other technologies.

Graphic Design Advertising Agency

0.50 Credit, 1.00 Weight

This course will introduce the student to graphic design and its application in the world of advertising. The class will simulate the workings of a professional graphic design studio. The students will learn about: typography, layout, color, printing, brainstorming and presentation techniques. The students will create their projects on the computer based on commissioned community projects.

Filmmaking I

0.50 Credit, 1.00 Weight

This course is designed for those with little or no experience to learn the basics of making movies. In this course, students will learn the art of directing, shooting and editing a movie. After analyzing current and classic films for style and technique, students will make a series of their own short films. Students will also learn the basics of editing from an Apple Certified Pro instructor using Apple iMovie and Final Cut Pro software.

Filmmaking II

0.50 Credit, 1.00 Weight

Prerequisite: Film I

This course will apply more advanced techniques to those learned in Filmmaking I. In this class, students will go through the entire filmmaking process from start to finish, including scripting, storyboarding,

directing, filming, editing and adding music and sound effects. These students will come away with one or more complete short films that are entered into various film festivals in Westchester County. Apple Certified Pro instruction is provided in the use of Apple's Final Cut Studio and iLife software.



Portfolio Seminar

1.00 Credit, 1.00 Weight

Prerequisite: Studio in Art or Studio in Media Arts

This course is designed for Juniors who have already completed Foundations in art Studio/Studio Media and one other elective. Priority will be given to juniors who need this class to work on their portfolios for college reviews for entrance into an art college. These reviews will generally take place between November and December of senior year.

Portfolio in Art Careers require advanced drawing and design skills. A portfolio consisting of 15-18 pieces, frequent museum visits, 2-3 college/career visits and a historical art term paper will be required for successful completion of this course. There is a heavy emphasis on independent study and self-directed learning.

A portfolio review with an art teacher in your sophomore year is highly recommended.

AP Studio Art

1.00 Credit, 1.10 Weight

(portfolios in 2-dimensional design/ 3-dimensional design/ drawing)

Pre-requisite: Studio Art or Studio Media Arts with one or more advanced elective (ie, Drawing, painting, digital media, photography, pottery)

The AP Studio art portfolios are designed for students who are seriously interested in the practical experience of art. AP Studio is not based on a written exam; instead, students submit a 24 piece portfolio to the college board for evaluation at the end of the school year. This College Board program provides the only national standard that allows students college credit.

The structure of portfolio requires a basic three section structure which requires a student to show a fundamental competency and range of understanding in visual concerns and methods.

Each portfolio asks students to demonstrate a depth of investigation and process of discovery through **Concentration (12 art pieces)**, **Breath (12 art pieces)**; demonstrating a serious grounding in material techniques and **Quality**; permitting students to select the works that best exhibit synthesis of form, technique and content. Students will create a total of 24 art pieces for College Board review.

There is an additional fee for this course. Check with course instructor.

21.

Multimedia I & II

0.50 Credit, 1.00 Weight

Students will learn the skills needed to help produce Sleepy Hollow's Digital Yearbook - DVD. The course incorporates the pre-production, production and post-production phases of video production. Students learn skills in non-linear digital video editing with Adobe Premiere, audio production, digital imaging with Adobe Photoshop and video animation in Adobe After Effects. Videography, photography,

animation, green screen, lighting and audio techniques are incorporated in the video production process.

Advanced Multimedia

0.50 Credit, 1.00 Weight

Prerequisite: Multimedia I

Students will expand their knowledge and skills in all aspects of video production that were a part of Multimedia 1. Students in Multimedia 2 will take on leadership roles and become project managers. (Anticipated for 2005 -06 10 computers – class size 12)

SH Digital News

0.50 Credit, 1.00 Weight

Prerequisite: Multimedia

Advanced multimedia students will develop the technical skills needed to work with others in small groups to produce and maintain a streaming flash video website. The site will consist of flash videos created in the following areas: news, life at the Hollow, sports, classes and clubs.

They will learn and use the following software: Adobe Premiere Pro 2.0, Adobe Photoshop SC 2, Adobe Auditions 2, Adobe, After Effects, Professional 7.0, Dreamweaver 8 and Flash 8

TV Production

0.50 Credit, 1.00 Weight

Students are trained to work as a team that produces live or edited videos for our educational channel 77 TV station. Among the skills taught is how to capture video, edit video and audio, the art of digital storytelling, graphic design, and media exporting. Students learn how to operate the TV studio equipment—camera, lights, audio, video switcher, green screen keyer, and teleprompter—and how to operate the technical end of a live web streaming morning video show.



Standards for English Language Arts

- Standard 1:** Students will read, write, listen and speak for information and understanding.
- Standard 2:** Students will read, write, listen and speak for literary response and expression.
- Standard 3:** Students will read, write, listen, and speak for critical analysis and evaluation.
- Standard 4:** Students will read, write, listen, and speak for social interaction.

Recommended Course Sequence

Core Curriculum:

GRADE 9	GRADE 10	GRADE 11	GRADE 12
English 3 English 9R English 9H	English 3 English 10R English 10H	English 3 English 11R English 11H <i>or</i> AP English Language & Composition	*12 ELA English 12H <i>or</i> AP English Literature <i>or</i> Composition and Literature I PLUS one of the following: <ul style="list-style-type: none">• Athletics in the Media• The Short Story• College Success* (*College credit pending approval from Westchester Community College.)

Electives and Supplementary Instruction:

Public Speaking & Debate,
Journalism

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

English 3

English 3 serves as a bridge between ESL and mainstream English classes for students in grades 9, 10, and 11 who are nearly proficient in oral and written English. The curriculum is based on vocabulary, literature, literary analysis, grammar and usage, and preparation for the ELA from English 9, 10, and 11 core curricula. English 3 juniors sit for the ELA in June.

English 9R

1.00 Credit, 1.00 Weight

This course continues to build on a foundation in the following literary genres: the short story, the novel, poetry, the full-length play, the essay and non-fiction. Interpretive reading is stressed in conjunction with expository writing. Students will be required to write a research paper on a topic to be determined by the

teacher and the student. Students will produce creative writing pieces. Grammar, spelling and punctuation rules are studied and applied through writing assignments. Students will study such works as *The House on Mango Street*, *The Adventures of Tom Sawyer*, *To Kill A Mockingbird*, *Romeo and Juliet*, and *The Contender*. Writing is a regular component of this course.

English 9H

1.00 Credit, 1.05 Weight

This course continues to build on the foundation in the following literary genres: the short story, the novel, poetry, mythology, the full-length play, the essay and non-fiction. Interpretive and critical reading is stressed in conjunction with expository writing. Students will be required to compose several research projects related to the literature they will read throughout the year. PSAT/SAT preparation and practice is a cornerstone of this course. Grammar, spelling and punctuation rules are studied and applied in writing assignments. Independent reading is required for each marking period, and required readings include *Things Fall Apart*, *Romeo and Juliet*, *Lord of the Flies*, *To Kill a Mockingbird*, *Oedipus Rex*, and *The Odyssey*. Writing is a regular component of this course.

English 10R

1.00 Credit, 1.00 Weight

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

English 10H

1.00 Credit, 1.05 Weight

This course continues to build upon those skills taught in English 9. Fundamentals of grammar, spelling, vocabulary, speech, and literary analysis are stressed. In addition, there is extensive work in the expository essay, research skills, PSAT preparation and Regents preparation. In addition to an array of short fiction, non-fiction, and poetry from the core textbook, students will study such works as *A Tale of Two Cities*, *Of Mice and Men*, *The Catcher in the Rye*, *Fahrenheit 451*, *A Separate Peace*, and *Julius Caesar*. PSAT/SAT preparation and related skills are regular components of this course. Outside, independent reading is also a course requirement for each marking period.



English 11R

1.00 Credit, 1.00 Weight

This course is a survey of American Literature, focusing on drama, the novel, short stories, non-fiction, and poetry. Students practice the use of literary terms and elements through analysis of the assigned works in preparation for the Comprehensive English Regents Examination. In addition, emphasis is placed on developing the following skills: oral presentation, listening, note taking, essay writing, vocabulary, and reading comprehension. Required readings include works by O. Henry, Poe, Wharton, Miller, Hansberry, Hawthorne, and Williams, among others. A research paper, outside reading, a mid-term exam and a Regents examination are required. PSAT and SAT preparation will be provided as part of the course work.

English 11H

1.00 Credit, 1.05 Weight

This course is a detailed survey of American literature, including short stories, poems, plays, and novels. These works are analyzed in class discussions and in written assignments. In the development of writing skills, emphasis will be placed on analytical as well as creative writing. Research skills will also be stressed. Some of the works studied include *The Great Gatsby*, *The Scarlet Letter*, *The Crucible*, *The Death of a*

Salesman, The Adventures of Tom Sawyer, and The Things They Carried. A research paper and final examination are requirements of the course. Students will take the English Regents examination in January. SAT preparation and related skills will be provided as part of the course work.

Advanced Placement English Language and Composition

1.00 Credit, 1.10 Weight

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

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

Advanced Placement English Literature

1.00 Credit, 1.10 Weight

The purpose of this course is twofold: (1) to make students sophisticated readers through intense analysis of works by such masters as Hemingway, Shakespeare, Neale Hurston, Ibsen, Chopin, among others; and (2) to produce in students responsible adult writing by exploring the many dimensions of deeply studied works of literature. Students will read and re-read for multiple meanings and be able to conceptualize in writing about the particular genres of literature studied. Stress will be placed upon in-depth analysis of a few rather than many pieces. Students in this college level course will be expected to take the College Entrance Examination Board AP English Examination in May.

English 12H

1.00 Credit, 1.05 Weight

This course is a survey of the development of English literature from *Beowulf* to *The Importance of Being Earnest* with special emphasis on Shakespeare's plays and sonnets. Readings include critical and creative works that should help students achieve the higher expectations we hold for them at this level. Students are expected to critique their own work as well as the works being studied. Students will also work on strengthening their oral presentation skills. Writing includes essays, creative writings, journal style entries, a research paper on Romantic poetry, a midterm and a final exam.

Literature and Composition I

.50 Credit, 1.00 Weight

This course relies on selections of classic and modern literature, as well as contemporary, thought-provoking essays, that will serve as springboards for college level writing at the introductory level. Centered on the needs of the college and/or career-bound student, this course offers full coverage of basic grammar, rhetoric, mechanics, vocabulary building, and spelling. Students will have ample opportunities for improvement of their writing, analysis, research and reading skills. Students will build upon the skills learned in Regents 11, specifically their critical thinking, analytical and expository writing skills. The guiding principle of this course is that reading and writing are lively, engaging activities when grounded in content with universal themes and real world applications. (This half-credit course will go towards senior English.)

25.

English 12 ELA

1.00 Credit, 1.00 Weight

This course is designed for students who must continue to prepare for the English Regents Examination. Students will read and enjoy a large variety of the world's greatest short stories. The structure of the short story will be examined through its elements of character, setting, plot, and theme. Writing assignments, group discussions, and vocabulary building accompany each story read. Writing assignments are related to the ELA standards and assessments.

Journalism**0.50 Credit, 1.00 Weight**

Students will learn to publish a newspaper and all the elements in its production. They will learn to write news articles, feature stories, sports stories, editorials, columns, and headlines. Students will also design layouts, edit and publish a newspaper. (This half credit will go towards senior English.)

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

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

College Success**0.50 Credit, 1.00 Weight**

This is a course designed for the college-bound senior. Students will refine their analytical writing skills, explore potential majors and minors, research careers, fields of study, and work opportunities they may choose to pursue in the future. The course will feature college presentations, cover letter and resume-writing, and composing effective college essays. Former graduates and individuals in the work force will serve as liaisons to current students and be regularly invited to visit and share their post-high school experiences. (This half credit course will go towards senior English.)

The Short Story**0.50 Credit, 1.00 Weight**

This course is an exclusive study of popular short fiction from around the world. Students will read, analyze, discuss, and respond in writing to a variety of short pieces, both traditional and contemporary, and will focus on each author's use of literary elements and devices in the development of the genre. Students will gain a life-long appreciation for storytelling and an understanding of human motivation. (This half credit course will go towards senior English.)

Athletics and the Media**0.50 Credit, 1.00 Weight**

In this course, students will study the unique relationship between reporters and athletes as well as examine the value of athletics in American culture. Students will examine the complexities of collegiate and professional athletics, including economic implications. Current non-fiction works and current events will serve as frameworks for class discussions, activities, and assignments. (This half-credit course will go towards senior English.)

English As a Second Language**Ms. Katharine St. Vincent, Chair - 332-6227****English as a Second Language I****2.00 Credits, 1.00 Weight**

Suggested Prerequisite: Screening and placement by ESL Department, based on English language assessment.

This is a course of intensive English language study, through both large and small group instruction, for

English language learners. Focus will be on the development of basic interpersonal communication skills and elementary cognitive-academic language in the areas of listening, speaking, reading and writing. Students successfully completing the high school course will earn two credits, one of which will be applicable toward the English graduation requirement.

English as a Second Language II

2.00 Credits, 1.00 Weight

Suggested Prerequisite: Recommendation of the ESL Department, based on assessment of English language proficiency

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

English as a Second Language III

2.00 Credits, 1.00 Weight

Suggested Prerequisite: Recommendation of the ESL Department, based on assessment of English language proficiency.

This is a course of intensive English language study for students who are nearly proficient in oral and written English. This class serves as a bridge between ESL and mainstream English classes. Emphasis will be on refining listening, speaking, reading and writing skills; further vocabulary development; writing mechanics; and an appreciation of all genres of literature. Students successfully completing this course will earn one credit. In addition, all ESL 3 students are required to take an additional English course.

ESL Resource Center

This center provides language support and academic intervention services for English language learners. It is staffed with members of the ESL, Foreign Language Departments and other faculty who can offer help to students with homework, class projects and the development of English language and content area skills.

ESL I Laboratory (9-12)

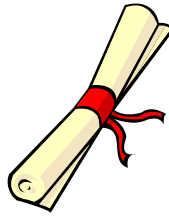
This course supplements the instruction in the ESL I high school class by providing additional reinforcement for both oral/aural and reading/writing skills. Students focus on grammatical and syntactical pitfalls and vocabulary development. The class meets every other day and is graded Pass/Fail

Alternative Educational Programs for English language learners:

Avanza (Pre-GED/Pre-Regents) – a program designed to meet the needs of Spanish-speaking ESL students at both the middle and high school levels who are at risk for failure or for dropping out of school because of significant educational lags or gaps due to interrupted or limited prior schooling. The purpose of this program is to improve the academic skills of these students so that they can eventually achieve a Regents or GED diploma. The curriculum will prepare them for re-entry into the ESL or GED program by providing them with an integrated course of study in English as a second language, Spanish language arts, basic math and other core subjects. Students are placed in this program as a result of parent

conferences, testing, prior school records and upon the recommendation of the ESL Department.

Adelante (Spanish Language General Education Diploma Program) – a half-day program designed for over-aged recently arrived English language learners who speak Spanish as a first language and for those Spanish-speaking ESL students who, despite their best efforts, will age out of high school before they are able to meet the requirements for a Regents diploma. The program will prepare the students for successfully completing the requirements for a Spanish Language GED diploma. In addition, they will develop oral and written proficiency in the English language. This program is under the auspices of the Sleepy Hollow Alternative High School and Transitional High School.



Standards for Languages Other Than English

Standard 1: Students will understand be able to use a language other than English for communication.

Standard 2: Students will develop cross-cultural skills and understandings.

Recommended Course Sequence

	French II	French III	French IVH AP French Language
	Italian II	Italian III	Italian IV* Italian V*
Spanish I	Spanish II	Spanish III	Spanish IVH Spanish VH AP Spanish Literature AP Spanish Language AP Spanish Literature AP Spanish Language
	Spanish for Heritage Speakers II or Spanish for Native Speakers II	Spanish for Heritage Speakers III	AP Spanish Literature AP Spanish Language

* College credit available through SUNY WCC ACE program



Spanish I

1.00 Credit, 1.00 Weight

This introductory course in foreign language teaches the student to speak, understand, read, and write using basic vocabulary within the context of everyday situations. Students will use grammatical structures within

the context of topics and create vocabulary lists, original dialogues, notes, and letters related to these topics.

Topics (developed to checkpoint A proficiency) include: personal identification, meal taking/food/drinking, family life, physical environment, education, travel, earning a living, health and welfare, house and home, leisure, public/private service, shopping, community/neighborhood, current events. Skills practiced include: Socializing, providing and obtaining information, expression of personal feelings, and persuasion

At the end of the study of level 1, students will be able to:

- Comprehend language consisting of simple vocabulary and structure in face-to-face conversation with peers and familiar adults.
- Comprehend the main idea of more extended conversations with some unfamiliar vocabulary and structures as well as cognates of English words.
- Call upon repetition, rephrasing, and nonverbal cues to derive or convey meaning from the target language.
- Use appropriate strategies to initiate and engage in simple conversations with more fluent or native speakers of the same age group, familiar adults, and providers of common public services.
- Understand the main idea and some details of simple informative materials written for native speakers.
- Compose short, informal notes and messages to exchange information with members of the target culture.

French, Italian, Spanish II

1.00 Credit, 1.00 Weight

Prerequisite: Successful completion of level I language

In addition to the skills and practices carried over from level I courses, students will also practice guided composition. Advanced grammatical structures and topics, such as complex verb system and tenses, will be

emphasized. Cultural components will continue to be integrated into thematic units by way of projects and spoken presentations. Assessments will be based on written and oral exams including a mid-year and final exam.

French, Italian, Spanish III

Prerequisite: Successful completion of level II language

1.00 Credit, 1.00 Weight

In addition to the skills and practices carried over from level II courses, students will also practice guided composition.

At the end of the study of level III, students will be able to:

- Comprehend messages and short conversations when listening to peers, familiar adults, and providers of public services either in face-to-face interactions or on the telephone.
- Understand the main idea and some discrete information in television, radio, or live presentations.
- Initiate and sustain conversations, face to face or on the phone, with native speaking or individuals that are more fluent.
- Select vocabulary appropriate to a range of topics, employ simple and complex sentences in present, past, and future time frames, and express details and nuances by using appropriate modifiers.
- Exhibit spontaneity in their interactions, particularly when the topic is familiar, but often relies on familiar utterances.
- Use repetition and circumlocution as well as gesture and other nonverbal cues to sustain conversation.
- Read and comprehend material written for native speakers when the topic and language are familiar.
- Use cognates and contextual and visual cues to derive meaning from texts that contain unfamiliar words, expressions and structures.
- Read simple materials independently, but may have to guess at meanings of longer or more complex material.
- Write short notes, uncomplicated personal and business letters, brief journals, and short reports.
- Write brief analyses of more complex content when given the opportunity for organization and advance preparation, though errors may occur more frequently.
- Produce written narratives and expressions of opinion about radio and television programs, newspaper and magazine articles, and selected stories, songs, and literature of the target language.

NOTE: *At the end of Level III students are expected to take the NYS Regents Examination.*

31.

French, Spanish IV H

Prerequisite: Successful completion of level III language

1.00 Credit, 1.05 Weight

In addition to the skills and practices that will carry over from level III language, students will also create written and oral reports, analytic writing, and reading and discussion of newspapers, magazines, and modern literature.

Listening and speaking are primary communicative goals in this level of study. As a transition to the culmination of the foreign language sequences, students in level IV will be able to:

- Understand standard speech delivered in most authentic settings.
- Understand the main idea and significant relevant details of extended discussions or presentations, and of recorded songs, feature programs on radio and television, movies, and other media designed for use by native speakers.
- Draw on a wide range of language forms, vocabulary, idioms, and structures learned in class as well as those acquired through independent exposure to the language.
- Comprehend subtler, nuanced details of meaning with some repetition and rephrasing.
- Engage in extended discussions with native or fluent speakers on a broad range of topics that extend beyond their daily lives and are of general interest to the target cultures.

NOTE: Italian IV is offered through the SUNY Westchester Community College language program. College credit is available through the State University of New York at a reduced tuition rate.

Italian IV & V

1.00 Credit, 1.10 Weight

Italian IV and Italian V are offered through the SUNY Westchester Community College ACE University in the High School program with college credit available for each course at a reduced tuition rate. Each of these two-semester courses is offered in sequence and complete the final years in a five-year language study program. They are designed for the advanced student who wishes to further define and refine mastery of skills acquired through the previous three years of study. Emphasis is on the continued development and application of speaking and writing expression through advanced grammar study, interactive speaking activities and presentations, weekly written compositions and journal entries, readings and discussion of cultural life, current events and key literary texts. Curriculum includes the study and discussion of Italian films, music and art history.

Spanish VH

Prerequisite: Successful completion of Spanish IVH

In addition to the skills and practices that will carry over from level IV language, students will focus on strengthening oral and written proficiency and improving conversational skills and cultural awareness through discussion of current events, art, literature, politics and cinematography. Students will create written and oral reports, refine expository writing, read and discuss newspapers, magazines, and modern literature.

Listening and speaking are primary communicative goals in this level of study. As a transition to the culmination of the foreign language sequences, students in level V will be able to:

- Understand standard speech delivered in most authentic settings.
- Understand the main idea and significant relevant details of extended discussions or presentations, and of recorded songs, feature programs on radio and television, movies, and other media designed for use by native speakers.
- Draw on a wide range of language forms, vocabulary, idioms, and structures learned in class as well as those acquired through independent exposure to the language.
- Comprehend subtler, nuanced details of meaning with some repetition and rephrasing.
- Engage in extended discussions with native or fluent speakers on a broad range of topics that extend beyond their daily lives and are of general interest to the target cultures.

32.

Advanced Placement French and Spanish Language
Suggested Prerequisite: Successful completion of a level IV language or its equivalent

1.00 Credit, 1.10 Weight

College Credit is available to interested students through Westchester Community College, tuition offered at a reduced rate

The AP Language course is intended to be the equivalent of two semesters of college instruction in grammar, listening, reading, and written and oral expression.

The goals of AP Language courses are to prepare the students to:

- Understand the basics as well as some of the finer points of grammar.
- Be able to express themselves in an organized, logical, grammatically correct way on a serious topic in an essay of 200 words or more.
- Be able to express themselves orally in a way that would be understandable to a native speaker in answering short, direct questions (20 seconds duration) as well as in relating a story (2 minutes duration).
- Be able to read a college-level selection of 4 to 5 paragraphs with enough comprehension to answer 4 to 5 multiple-choice questions about the passage.

Other Activities include:

- Oral and written reports
- Analytical reports
- Reading and discussing newspapers, magazines and modern literature.
- In AP Spanish Language students will publish a Spanish Language literary magazine.

NOTE: - *Students must sit for the AP examination given at the end of this course.*

Advanced Placement French and Spanish Literature

1.00 Credit, 1.10 Weight

Suggested Prerequisite: Successful completion of Stage IV language or equivalent.

AP literature courses in French and Spanish are designed to strengthen reading, writing and speaking skills through immersion in the target language. Themes are drawn from a required reading list as presented by the College Board. A minimum of three novels and plays along with select poems and short stories will be studied in depth to foster understanding and analysis of literary texts. Students are expected to discuss, orally and in writing, a breadth of ideas within assigned works while strengthening their language skills.

NOTE: *Students must sit for the AP examination given at the end of this course.*

Spanish for Heritage Speakers II Spanish for Heritage Speakers III

1.00 Credit, 1.00 Weight

This course is designed for students who have grown up around Spanish speakers who have a working knowledge of the language and can demonstrate proficiency in Spanish. The curriculum extends checkpoint B and C (see previous description) based upon students' experience and level of mastery. Emphasis is placed on reading, writing and listening skills, especially spelling, accentuation and punctuation, as well as grammatically correct spoken language. Works of Spanish speaking authors and other native language periodicals are used extensively.

Health and Physical Education

Ms. Kelly Kutch, Chair - 332-6301

Standards for Health and Physical Education

Standard 1: Personal Health and Fitness

Students will understand human growth and development and recognize the relationship between behaviors and healthy development. They will understand

ways to promote health and prevent disease and will demonstrate and practice positive health behaviors.

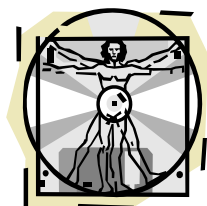
Standard 2: A Safe and Healthy Environment

Students will demonstrate personally and socially responsible behavior. They will care for and respect themselves and others. They will recognize threats to the environment and offer appropriate strategies to minimize them.

Standard 3: Resource Management

Students will understand the influence of culture, media, and technology in making decisions about personal and community health issues. They will know about and use valid health information, products, and services. Students will advocate for healthy families and communities.

These three standards are integrated into the 11 major conceptual areas in comprehensive health education.



Health Education

0.50 Credit, 1.00 Weight

This course is a state mandated requirement for graduation, strongly recommended for the sophomore year. Through classroom discussion, research projects and interactive classroom activities, issues related to individual and societal health are addressed with an emphasis on individual decision-making. Topical areas include mental and emotional health, personal health, injury prevention and safety, family life, substance use and abuse, nutrition, prevention and control of disease, community health, consumer health and environmental health.

Physical Education 9, 10, 11 and 12

0.50 Credit, 1.00 Weight

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

Competitive Team Sports

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

Violence Prevention for Women

This class offers the best and most effective self-defense techniques for the average woman. This program also covers important preventative strategies that will help our students avoid violent, life-threatening situations. Topical areas also include: date rape prevention, internet safety, healthy versus unhealthy relationships, abusive relationships, and sexual assault. As part of this course, students will also be expected to participate in strength training workouts.

Mountain Biking

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

Swimming

This is a great opportunity for students to learn the fundamental mechanics of how to perform the following swimming strokes efficiently: backstroke, breaststroke, butterfly, and freestyle. Students will also learn how to perform competitive racing starts and turns for each stroke. In addition, students will also be involved in challenging swimming workouts, which will enhance their overall cardiovascular and muscular endurance.

Lifetime Fitness

This course is designed to help students develop their own personal wellness program. The emphasis of the course focuses on examining current nutritional trends and introductions to various fitness activities that include a variety of aerobic activities including fitness walking, flexibility training, strengthening and conditioning exercises and relaxation techniques. At the start of the course, students will be given the opportunity to evaluate their current fitness level and nutritional consumption patterns and will be expected to establish nutrition and fitness-related goals for themselves. Throughout the course, students will learn how to track, monitor and evaluate their progress. By the end of the course, students will be able to create their own Personal Fitness Program integrating the five areas of fitness including cardiovascular endurance, muscular strength, muscular endurance, flexibility, and body composition.

Power Training for Athletes

This course has been designed to help students develop an intense fitness program concentrated in strength training. Emphasis will focus on personal gains, increasing muscular strength and endurance, enhancing body mass and strength development in a safe and healthy manner. Nutritional needs specifically designed to reach these goals will also be included. Each student will develop their own personal power training routine specific to the sports they participate in. At the conclusion of the course, students will have the knowledge necessary to develop their own power training routine encompassing all of the major muscles in the body. As part of the final assessment, students will develop a sport-specific routine of their choice and present their research to the class.

Yogalates

Yogalates combines Yoga and Pilates to stretch and strengthen the human body. While promoting self-awareness and a balanced body, mind and spirit, Yogalates combines the slow controlled breathing and stretching of yoga with the core tightening and strengthening of Pilates. The emphasis of Yogalates is on core control in all poses and a focus on breathing while in motion. The Pilates aspect of the class focuses on developing the deep stabilizing muscles of the torso and strengthening core abdominal and back muscles to gain stability, enhance posture, improve muscle definition and strengthen endurance. The focus of the yoga aspect of the class is to breathe, stretch and feel. The non-impact resistance eliminates stress on joints, realigns muscle imbalances and focuses on maintaining alignment. Yoga offers

flexibility, along with relaxation and meditation. Through deep breathing, flowing movements and challenging poses, students will gain strength, flexibility and endurance and learn the art of relaxation.

Aerobic Conditioning

Aerobics is a popular fitness activity that develops cardio-respiratory fitness as well as strength and flexibility. As part of the course, students will participate in a variety of aerobic fitness routines that include a mixture of rhythmic running, various fundamental movements, dance steps, swinging movements and stretching challenges. Yoga/relaxation, Pilates and kickboxing are also included. Students will also create their own individualized aerobic lesson utilizing the knowledge they gained throughout the semester. They will be given the opportunity to lead and teach their individualized aerobic routines to the rest of the class.

Dance

This course is designed to introduce students to various forms of dance. Students will develop a basic foundation in line dancing, square dancing, jazz, salsa, ballroom dance and Zumba. The ballroom dance unit includes specific dances such as the waltz, foxtrot, tango, swing, cha-cha, rumba, and the mambo. The Zumba is a new and exciting dance combination of merengue, bachata, chiamba, salsa, cha-cha, reggaeton and hip-hop styles of dance that incorporate fitness and aerobic activity. Emphasis will be on learning the dance patterns and performing them with proficiency. Students will also be given the opportunity to create their own dance routine, using specific moves and techniques learned throughout the course. Students will also be expected to teach their individual dance creations to their peers.

Tumbling

This course is designed for students who wish to learn and enhance basic tumbling skills. The course aims to improve cardiovascular fitness, fine and gross motor skills, strength, flexibility, agility, and balance. A typical class will begin with a thorough warm-up and stretch followed by basic tumbling designed to meet the needs and ability levels of all students enrolled in the course from beginner to advanced tumbler.

Adaptive Physical Education

0.50 Credit, 1.00 Weight

An individualized physical education program designed for students with special needs.

Athletic Option – Physical Education 12

0.50 Credit, 0.00 Weight

12th grade students who successfully pass a physical fitness assessment at the time of course enrollment and complete two varsity athletic seasons may satisfy their physical education requirement with the athletic option. Grading for this elective is on a pass/fail basis.

Mathematics, Science and Technology

Mrs. Jennifer Walsh, Mathematics Chair - 332-6225

Mr. Jason Choi, Science Chair - 332-6226

Standards for Mathematics, Science, and Technology

- Standard 1:** Students will use mathematical analysis, scientific inquiry, and engineering design as appropriate to pose questions, seek answers, and develop solutions.
- Standard 2:** Students will access, generate, process, and transfer information using appropriate technologies

Standard 3: Students will understand mathematics and become mathematically confident by communicating and reasoning mathematically, by applying mathematics in real-world settings, and by solving problems through the integrated study of number systems, geometry, algebra, data analysis, probability, and trigonometry.

Key Ideas for grades 9-12:

- 🔑 **Mathematical Reasoning** - Students use mathematical reasoning to analyze mathematical situations, make conjectures, gather evidence, and construct an argument.
- 🔑 **Number and Numeration** - Students use number sense and numeration to develop an understanding of the multiple uses of numbers in the real world, the use of numbers to communicate mathematically, and the use of numbers in the development of mathematical ideas.
- 🔑 **Operations** - Students use mathematical operations and relationships among them to understand mathematics.
- 🔑 **Modeling/Multiple Representation** - Students use mathematical modeling/multiple representation to provide a means of presenting, interpreting, communicating, and connecting mathematical information and relationships.
- 🔑 **Measurement** – Students use measurement in both metric and English measure to provide a major link between the abstractions of mathematics and the real world in order to describe and compare objects and data.
- 🔑 **Uncertainty** – Students use ideas of uncertainty to illustrate that mathematics involves more than exactness when dealing with everyday situations.
- 🔑 **Patterns/Functions** – Students use patterns and functions to develop mathematical power, appreciate the true beauty of mathematics, and construct generalizations that describe patterns simply and efficiently.

Standard 4: Students will understand and apply scientific concepts, principles, and theories pertaining to the physical setting and living environment and recognize the historical development of ideas in science.

Standard 5: Students will apply technological knowledge and skills to design, construct, use, and evaluate products and systems to satisfy human and environmental needs.

Standard 6: Students will understand the relationships and common themes that connect mathematics, science, and technology and apply the themes to these and other areas of learning.

Standard 7: Students will apply the knowledge and thinking skills of mathematics, science, and technology to address real-life problems and make informed decisions.

Recommended Course Sequence for 9th, 10th and 11th Graders

GRADE 9	GRADE 10 Pre-Calculus H	GRADE 11 AP Calculus or AP Statistics	GRADE 12 AP Calculus or AP Statistics
Int. Geometry (H)	Int. Alg 2/Trig (H)	Pre-Calculus (H) and/or AP Statistics	AP Calculus or AP Statistics
Int. Algebra I (R)	Int. Geometry (R)	Int. Alg 2/Trig (R)	Pre-Calculus and/or AP Statistics and/or Computer Programming

Fundamentals of Algebra	Int. Algebra 1 (R)	Fundamentals of Geometry or Int. Geometry (R)	Math 12 or Int. Algebra II/Trig (R) Int. Geometry
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Recommended Course Sequence for 12th graders

GRADE 11	GRADE 12
Int. Geometry	Math 12
Algebra II/Trig/Geometry	Math 12 or Computer Programming
Math 3R	Pre-Calculus or Math 12
Pre-Calculus	AP Statistics or Computer Programming
Pre-Calculus H	AP Calculus or AP Statistics
AP Calculus or AP Statistics	AP Calculus or AP Statistics

38.

Fundamentals of Algebra

1.00 Credit, 1.00 Weight

Suggested Prerequisite: Math 8

The purpose of this course is to introduce students to the topics of number sense and operations, algebra, geometry, measurement, probability and statistics at the high school level as measured by the five NYS Mathematics Content Strands of the Integrated Algebra core curriculum. The course also reviews the content strands appropriate for grade 8. Local final exam is required.

ESL Fundamentals of Algebra

1.00 Credit, 1.00 Weight

Suggested Prerequisite: Math 8

The purpose of this course is to introduce students to the topics of number sense and operations, algebra, geometry, measurement, probability and statistics at the high school level as measured by the five NYS Mathematics Content Strands of the Integrated Algebra core curriculum. The course also reviews the content strands appropriate for grade 8. Local final exam is required.

Integrated Algebra I

1.00 Credit, 1.00 Weight

Suggested Prerequisite: Math 8

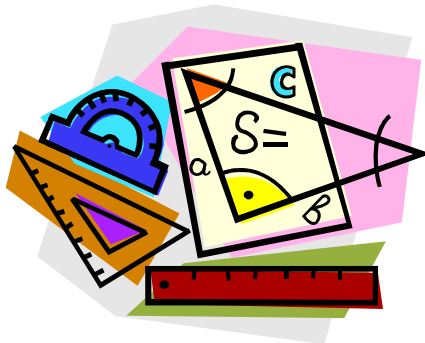
The purpose of this course is to develop student proficiency at the entry level in the areas of number sense and operations, algebra, geometry, measurement, probability and statistics as described by the five NYS Mathematics Content Strands of the Integrated Algebra core curriculum. The Integrated Algebra Regents is required.

Fundamentals of Geometry

1.00 Credit, 1.00 Weight

Suggested Prerequisite: Integrated Algebra

The purpose of this course is to introduce students to the topics of geometric relationships, constructions, locus, formal and informal proofs, coordinate geometry and transformational geometry as described by the NYS Mathematics Content Strands of the Integrated Geometry Core Curriculum. Local final exam is required.



ESL Fundamentals of Geometry

1.00 Credit, 1.00 Weight

Suggested Prerequisite: ESL Integrated Algebra

The purpose of this course is to introduce students to the topics of geometric relationships, constructions, locus, formal and informal proofs, coordinate geometry and transformational geometry as described by the NYS Mathematics Content Strands of the Integrated Geometry Core Curriculum. Local final exam is required.

Integrated Geometry R

1.00 Credit, 1.00 Weight

Suggested Prerequisite: Integrated Algebra 1

The purpose of this course is to develop student proficiency at the entry level in the areas of geometric relationships, constructions, locus, formal and informal proofs, coordinate geometry and transformational geometry as described by the NYS Mathematics Content Strands of the Integrated Geometry core Curriculum. The Integrated Geometry Regents is required.

Integrated Geometry H

1.00 Credit, 1.05 Weight

Suggested Prerequisite: Integrated Algebra H

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

Integrated Algebra II/Trigonometry R

1.00 Credit, 1.00 Weight

Suggested Prerequisite: Integrated Geometry R

The purpose of this third course is to develop proficiency at an advanced level in the areas of logic, algebra, trigonometry and probability and statistics as described by the seven NYS Mathematics Key Ideas of the Algebra II/Trigonometry Core Curriculum. The Algebra II/Trigonometry Regents is required.

Integrated Algebra II/Trig H

1.00 Credit, 1.05 Weight

Suggested Prerequisite: Integrated Geometry H

All topics included in Integrated Algebra II/Trig (R) will be extended and enhanced so that each topic will require a deeper understanding of mathematical theory. The Integrated Algebra II/Trig Regents is

required.

Math 12

1.00 Credit, 1.00 Weight

Suggested Prerequisite: Integrated Geometry or Algebra II/Trig

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

Computer Programming with Alice

1.00 Credit, 1.00 Weight

Suggested Prerequisite: Math B or Higher

The goal of this upper level math course is to introduce students to the world of computer programming through an innovative 3D interface started by Carnegie Mellon University. Focus will be on logical and algorithmic thinking. Students will learn the fundamental concepts of modern programming languages like Java and C++ through design and animation. A local final examination is required.



40.

Pre-Calculus

1.00 Credit, 1.00 Weight

Suggested Prerequisite: Math 3/Integrated Algebra II/Trigonometry

The goal of this course is student proficiency in advanced algebra, analytic geometry, trigonometry, probability and statistics, functions and limits, sequences and series. The course includes the use of a graphing calculator, and review all topics in the Math B curriculum. A local final exam is required.

Pre-Calculus H

1.00 Credit, 1.05 Weight

Suggested Prerequisite: Math 3H/Integrated Algebra II/Trigonometry H

The goal of this course is student proficiency in skills and concepts necessary for calculus. This is done via the concepts of relations and functions. Topics include analytic geometry, algebra and graphing of functions, polynomial, circular and transcendental functions, sequences, series, limits, derivative functions and applications, the integral and algebra for calculus and includes the use of a graphing calculator. A local final exam is required.

Calculus AB-Advanced Placement

1.00 Credit, 1.10 Weight

Suggested Prerequisite: Pre-Calculus

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

Calculus BC – Advanced Placement

1.00 Credit, 1.10 Weight

Suggested Prerequisite: Pre-Calculus and teacher recommendation

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

Statistics - Advanced Placement

1.00 Credit, 1.10 Weight

Suggested Prerequisite: Math 3

The purpose of this course is to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data as defined by the Advanced Placement Committee of the College Entrance Examination Board. The Statistics Advanced Placement Examination is required.



Science

Recommended Course Sequence

GRADE 9

Physical Setting/Physics H

Physical Setting/Earth Science

Applied Physical Science
ESL Applied Physical Science

GRADE 10

Physical Setting/Chemistry H

Living Environment

ESL Living Environment

Science Research in HS

GRADES 11 and 12

AP Biology
AP Environmental
AP Physics B
AP Chemistry
SUPA Forensics

Physical Setting/Chemistry
ESL Physical Setting/Chemistry
Physical Setting/Physics
Physical Setting/Earth Science
Forensic Science
Technology in Science
Introduction to Engineering Design
Principles of Engineering, (H)

Science Research in HS

Physical Setting/Earth Science

1.00 Credit, 1.00 Weight

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

Applied Physical Science

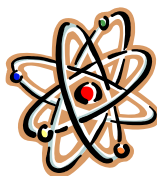
1.00 Credit, 1.00 Weight

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

ESL Applied Physical Science

1.00 H.S. Credit, 1.00 Weight

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



Physical Setting/Physics

1.00 Credit, 1.00 Weight

Co-requisite: Math A or Algebra

This course primarily allows for 11th and 12th grade students to focus on the relationships between matter and energy. The student will investigate such topics as kinematics, dynamics, wave motion, electrostatics, nuclear physics, and modern physics. Students will enhance their analytical skills through laboratory exercises and must show evidence of 1200 minutes of satisfactory laboratory work in order to be eligible to sit for the Regents examination. **The New York State Regents Examination in *Physical Setting: Physics* may be taken by all students at the end of the course.**

42.

Physical Setting/Physics 9H

1.00 Credit 1.05 Weight

This course primarily allows for 9th grade students to focus on the relationships between matter and energy. The student will investigate such topics as kinematics, dynamics, wave motion, electrostatics and modern physics. Students will enhance their analytical skills through laboratory exercises and must show evidence of 1200 minutes of satisfactory laboratory work in order to be eligible to sit for the Regents Examination. **The New York State Regents Examination in *Physical Setting: Physics* may be taken by all students at the end of this course.**

Living Environment

1.00 Credit, 1.00 Weight

ESL Living Environment

1.00 Credit, 1.00 Weight

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

Physical Setting/Chemistry

1.00 Credit, 1.00 Weight

ESL Physical Setting/Chemistry

Prerequisite: Living Environment

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

Physical Setting/Chemistry H

1.00 Credit, 1.00 Weight

This course provides students with a detailed and rigorous study of matter, including the chemical elements, their compounds and their behavior in relation to one another. A great emphasis will be placed on the history of chemistry as well as the mathematical relationships in physical chemistry. The student will develop analytical skills through extensive laboratory exercises and activities. The student is required to show evidence of 1200 minutes of satisfactory laboratory work in order to sit for the Regents examination. A significant amount of additional work is also required including a summer reading assignment, independent study and classroom presentations of applications of chemistry. **The New York State Regents Examination in *Physical Setting: Chemistry* will be taken by all students at the end of the course.**



Science Research in High School

1.00 Credit per year, 1.05 Weight

This course is designed to provide students with an understanding of research methodology in the natural and social sciences. The goal for each student is to perform research in their chosen field under the mentorship of a University scholar or independent researcher involved in cutting edge research in the student's chosen field. Students taking this course commit to a three year experience for 10th through 12th grade. Presentations at symposia are required. College credit is available through SUNY Albany. Tuition is offered at a reduced rate.

43.

Forensic Science

0.50 Credit, 1.00 Weight

Prerequisite: Living Environment

This is a course for students in 11th and 12th grade. Forensics is the study of physical evidence left at the scene of a crime. This is an applied course, which is designed to allow students to collect simulated crime-scene evidence and analyze it using standard procedures and current techniques.

Technology in Science

0.50 Credit, 1.00 Weight

Prerequisite: Living Environment

This is a course for students in 11th and 12th grade. Its main focus will be on how technology is used in science. Students will first be introduced to the methods of research, with emphasis on using the internet and scientific journals. Then student will learn how to graph scientific data and how to draw conclusions from the charts created. Students will be taught a variety of software applications, such as Excel Spreadsheets and Geographical Information Systems (GIS), and they will improve their skills in Microsoft Publisher and Powerpoint. They will be given a chance to assemble three-dimensional objects using Autodesk Inventor, a computer design package. All project topics will be about contemporary issues in science. Students will have opportunities to collect their own data and analyze it using their new technology skills.

**SUPA Forensic Science:****1.00 Credit, 1.10 Weight****Prerequisite: Physical Setting/Chemistry R or H**

This course is intended to provide an introduction to understanding the science behind crime detection. It follows a curriculum prescribed by the *Syracuse University Project Advance* Program. Topics include blood analysis, evidence analysis, microscopic investigations, hair analysis, DNA, and toxicology. College credit is available through Syracuse University. Tuition is offered at a reduced rate.

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

This is a college level Physics course with follows a curriculum prescribed by *The College Board*. Topics include those in Regents Physics but at a more rigorous lever. Additional topics include thermal energy, fluid dynamics, optics and electromagnetism. There will be extensive use of technology and computers throughout the year. Students must take the Advanced Placement Physics Level B examination in May.

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

This is a college level Biology course that follows a curriculum prescribed by *The College Board*. Topics covered include cell structure and chemistry, genetics, plants and animal systems and functions, modern evolution, and ecology. Laboratory exercises geared toward these topics will be performed by the students. The Advanced Placement examination in Biology is required to be taken by all students in May.

44.

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

This is a college level Chemistry course that follows a curriculum prescribed by *The College Board*. The major area of study is inorganic chemistry with particular emphasis on physical chemistry. Significant outside of classroom work, formal written lab reports and classroom presentations are required. The Advanced Placement examination in Chemistry is required to be taken by all students in May.

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

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



Advanced Level Biology

1.00 Credit, 1.05 Weight

This course is identical to Advanced Placement Biology with the exception that the student does not take the AP examination.

Advanced Level Chemistry

1.00 Credit, 1.05 Weight

This course is identical to Advanced Placement Chemistry with the exception that the student does not take the AP examination.

Advanced Level Physics

1.00 Credit, 1.05 Weight

This course is identical to Advanced Placement Physics B with the exception that the student does not take the AP examination.

Advanced Level Environmental Science

1.00 Credit, 1.05 Weight

This course is identical to Advanced Placement Environmental Science with the exception that the student does not take the AP examination.

PROJECT LEAD THE WAY (Pre-Engineering)

Project Lead The Way Inc. (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 Clifton Park, New York. 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 and engineering technology prior to entering college.

Introduction to Engineering Design

1.00 Credit, 1.00 Weight

Prerequisite: Math 1 or Integrated Algebra

This year-long course teaches problem-solving skills using a design development process. Models of product solutions are created, analyzed, designed and communicated using solid modeling computer design software. Students learn how to hand sketch in 3-Dimensions and create 3-Dimensional drawings on the computer.

Introduction to Engineering Design - Honors

1.00 Credit, 1.10 Weight

Prerequisite: Math 1 or Integrated Algebra

This course is the same as Introduction to Engineering Design, except additional projects are assigned. College credit is available through Rochester Institute of University. Tuition is offered at a reduced rate. The Project Lead the Way national examination in Introduction to Engineering Design is required to be taken by all students in June.

Principles of Engineering

1.00 Credit, 1.00 Weight

Prerequisites: Introduction to Engineering Design or AP Physics; Math 2 or Geometry

This yearlong course helps students understand the field of engineering & technology. It explores various technology systems and manufacturing processes. Students learn how engineers use math, science and technology in a problem solving process to benefit society. Students simple and complicated build machines and program robots through projects that reinforce the engineering concepts presented.

Principles of Engineering – Honors

1.00 Credit, 1.10 Weight

Prerequisites: Introduction to Engineering Design or AP Physics; Math 2 or Geometry

This course is the same as Principles of Engineering, except additional projects are assigned. College credit is available through Rochester Institute of University. Tuition is offered at a reduced rate. The Project Lead the Way national examination in Principles of Engineering is required to be taken by all students in June.

Standards for Career Development and Occupational Studies

- Standard 1:** Students will be knowledgeable about the world of work, explore career options, and relate personal skills, aptitudes, and abilities to future career decisions.
- Standard 2:** Students will demonstrate how academic knowledge and skills are applied in the workplace and other settings.
- Standard 3:** Students will demonstrate mastery of the foundation skills and competencies essential for success in the workplace.

Cooperative Work Experience

1.00 Credit, 1.00 Weight

On-the-job work experience that is planned, supervised, and coordinated with in-school instruction will enable students to prepare for entry into the work world upon graduation.

ESL Microsoft Fundamentals

0.50 Credit, 1.00 Weight

This course is designed for students new to the district who have not had either keyboarding or Microsoft applications instruction. Keyboard familiarity and the ability to use Microsoft Word is the major focus. Students will develop proficiency in keyboarding and in using Microsoft Word to create Word documents such as reports and letters. Students will identify and understand the basic parts of a computer system: hardware and software.

Ms. Jessica Hunsberger, Chairperson - 332-6228

Learning Standards for Social Studies

- Standard 1:** **History of the United States and New York**
Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York.

- Standard 2:** **World History**
Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in world history and examine the broad sweep of history from a variety of perspectives.

- Standard 3:** **Geography**
Students will use a variety of intellectual skills to demonstrate their understanding of the geography of the interdependent world in which we live-local, national, and global- including the distribution of people, places, and environments over the Earth’s surface.

- Standard 4:** **Economics**
Students will use a variety of intellectual skills to demonstrate their understanding of how the United States and other societies develop economic systems and associated institutions to allocate scarce resources, how major decision-making units function in the United States and other national economies, and how an economy solves the scarcity problem through market and non-market mechanisms.

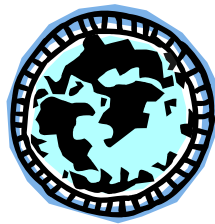
- Standard 5:** **Civics, Citizenship, and Government**
Students will use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments, the governmental system of the United States and other nations, the United States Constitution, the basic civic values of American constitutional democracy and the roles, rights, and responsibilities of citizenship, including avenues of participation.

Recommended Course Sequence

GRADE 9	GRADE 10	GRADE 11	GRADE 12
Global History and Geography I, IH, ESL	Global History and Geography II, IIH, ESL AP European History	U.S. History and Government, H, ESL AP American History	Government & Contemporary Issues, H Economics, H Law Psychology AP Gov & Politics SUPA Psychology Individualized Senior Experience
ESL American Citizenship/Economics	ESL Global History and Geography I	ESL Global History and Geography II	

Global History and Geography I	1.00 Credit, 1.00 Weight
ESL Global History and Geography I	1.00 Credit, 1.00 Weight
Global History and Geography IIIH	1.00 Credit, 1.05 Weight
Global History and Geography II	1.00 Credit, 1.00 Weight
ESL Global History and Geography II	1.00 Credit, 1.00 Weight

These courses constitute a two-year unit of study designed to focus on the five social studies standards. The instruction focuses on the pervasive themes that exist across time and place, within the seven historical eras. While events are taught chronologically, relevant themes are superimposed; students explore what is happening in various regions and civilizations at a given time, and are able to make connections and draw conclusions between the different regions and eras. In addition, the use of primary sources enables students to investigate issues and themes from multiple perspectives. The course requires students to analyze primary and secondary source documents and incorporate them into regularly assigned thematic and document based essays. Students are required to take the Global History and Geography Regents at the end of the second year. Teacher recommendation and completion of a summer assignment are required for the Honors course.



U.S. History and Government H	1.00 Credit, 1.05 Weight
U.S. History and Government	1.00 Credit, 1.00 Weight

This course is a chronological and thematic study of United States history. The year begins with an analysis of the foundations and structure of the Constitution. After an in-depth look at the new government and Bill of Rights issues, students learn about events in history and critically analyze how these events and issues have tested the Constitution. The second semester emphasizes the growth of Industrial America and focuses on the history of the United States in the Twentieth Century. Domestic and foreign policy issues are explored in connection with current events and issues. Simulations, debates, and role-plays are used to introduce various points of view. The course requires students to analyze primary and secondary source documents and incorporate them into regularly assigned thematic and document based essays. Students are required to take the United States History and Government Regents upon completion of this course. Honors students are required to take the Regents and a final Honors assessment. Teacher recommendation and completion of a summer assignment are required for the Honors course.

Advanced Placement American History	1.00 Credit, 1.10 Weight
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This course is designed to provide students with the analytical skills and factual knowledge necessary to deal critically with the problems and issues in United States history. Demands equivalent to those made by full year introductory college level course will prepare students for intermediate and advanced level college courses. Students will learn to assess historical materials and to weigh the evidence and interpretations presented in historical scholarship. The course is presented chronologically and emphasizes analytical reading, writing, and historical interpretation. Students will take the Advanced Placement examination in May and the U.S. History and Government Regents in June, in addition to completing a final project. Teacher recommendation and successful completion of a summer reading and writing assignment are required.

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

Participation in Government

This course requires students to realize their future as graduating seniors, and address the responsibilities and benefits that will accompany their degree. As young Americans, the compelling issues and continuing events that the USA and the global community face are complex and interdependent. The values of participation and awareness are the focal points reflected in the curriculum content and the academic (pedagogical) approach to the variety of evolving subjects. Using the Holocaust as a case study, students will analyze causes of genocide, racism, and discrimination, past and present, in addition to learning about possible interventions on the individual, national and international levels. Students will use discourse and discussion to further their knowledge of the major structural themes and opposing perspectives. A component of current events underscores all topics. Students are encouraged to supplement their knowledge with outside reading and research.

Economics - H Economics

**0.50 Credit, 1.05 Weight
0.50 Credit, 1.00 Weight**

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



ESL American Citizenship and Economics

1.00 Credit, 1.00 Weight

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

Advanced Placement U.S. Government & Politics

1.00 Credit, 1.10 Weight

This is a college level course designed to give students an analytical perspective on government and politics in the United States. Students study general concepts used to interpret U.S. politics and then analyze specific case studies. In order to answer the crucial question, Who Rules and To What End, students learn about the formal and informal institutions that influence policy in this country. Daily reading of newspapers and political journals is expected and students use a variety of media to conduct research on current topics throughout the course. Enrollment in A.P. Government may be substituted for the Participation in Government and Economics requirement, but this course is a full-year course. Teacher recommendation and successful completion of a summer reading and writing assignment is required. Students are expected to take the AP Exam in May.

Advanced Placement European History

1.00 Credit, 1.10 Weight

This is a college-level, chronological, country-by-country study of the major political, economic and cultural developments in Europe since the Renaissance. It includes extensive outside reading and

analytical writing. Students will use both primary and secondary sources to become familiar with multiple perspectives. This course is usually taken in 10th grade in place of Global History and Geography III, but may be taken as an elective in 11th or 12th grade. Students are expected to take the Advanced Placement Examination in European History in May and 10th graders must take the Global History and Geography Regents in June. Teacher recommendation and successful completion of a summer reading and writing assignment is required.

SUPA Psychology

1.00 Credit, 1.10 Weight

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

Psychology

0.50 Credit, 1.00 Weight

Major concepts and theories of psychology are introduced. Students will be provided with the knowledge of the basic current research in the field and will have an opportunity to explore possibilities for future study and employment in this area. This course is only offered to juniors and seniors.

Law

0.50 Credit, 1.00 Weight

This course will attempt to demonstrate the necessity of law in maintaining an orderly society. The course will focus on the criminal justice system and its effects on our society. The goal is to provide practical information and problem solving opportunities necessary in our law saturated society. The curriculum includes case studies, role-playing and small group exercises. Students must be enrolled in, or have completed, US History and Government.

Individualized Senior Experience

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

Seniors participating in the program typically take Economics during the 1st semester of senior year, and the Senior Experience Program takes the place of the Government and Contemporary Issues course in the 2nd semester. Prior to working on their projects, students attend class in which an instructor will guide students through project formulation, journal writing, research sessions, and mini-presentations. In order to earn a half credit in social studies, students must conduct significant research on how their area of interest is affected by the government. In doing so, students learn about the real life impact of the levels and branches of government, in addition to gaining insights into the activities of interest groups and professional organizations. Once the students exit out of the class and begin their experiences, they will devote significant time to conducting research on their topics, writing in journals, and meeting with mentors to explore and reflect upon project issues. Students are responsible for selecting their own mentors from within the school community.

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

Special Education

Special Education at Sleepy Hollow High School is designed for students who have been identified by the district Committee on Special Education (CSE) as having a handicapping condition(s) as defined

under the State Regulations on Education of Children With Handicapping Conditions. Our programs enable students to learn within the least restrictive setting while focusing on their individual needs. An Individualized Education Plan (IEP) stating annual goals, short-term objectives and testing modifications becomes the student's mandated program. Each student's program is reviewed annually or whenever necessary during the school year to accommodate recommended changes between Special Education and mainstream programs.

Modified Self-Contained Program

This program is designed for students whose educational needs cannot be addressed through remedial segments of the regular education program or placement in the Resource Program. The emphasis is on the development of academic skills through content instruction in English, Reading, Social Studies, Science and Math. Students in this program may attend half-day BOCES vocational or the Project Y.O.U. Program.

Special Class, Integrated Setting

This program is designed as a “push-in” model with extra skill teaching provided on a pull-out basis. Primary instruction may be provided in English, (team-taught) and Reading/Writing. Team-teaching is provided throughout the school day as needed with the special education teacher or Teaching Assistant working in the regular area classroom during content area instruction. A Learning Seminar course is provided for remediation, monitoring, study and organizational skills and other compensatory skills to overcome learning difficulties.

Experiential Learning Program

This program is designed for students working toward earning an IEP diploma who succeed best using a “hands-on” approach to learning. The program focuses on teaching students the basic skills they will need once they leave high school. Prevocational training is also provided. Students are integrated in regular school activities to the maximum extent possible.

Consultant Teacher Service

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

Resource Program – Academic Support

Individualized or small group instruction is offered in areas of specific skill deficits. Study skills and/or compensatory learning strategies are taught and applied to students’ academic courses.

Project Y.O.U.

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

Chess
 Digital Yearbook
 English Honor Society
 ESL
 Theater: Fall Drama and Spring Musical
 Film Club
 Foreign Language Honor Society
 Gay & Straight Alliance
 Hoofprints Newspaper
 Interact
 International Culture Trips
 Latin American Student Organization (L.A.S.O.)
 Math Honor Society
 Math Team
 Mock Trial
 Model United Nations
 Multi Media Production
 National Honor Society
 Photography
 Physics
 SADD (Students Against Destructive Decisions)
 Science Honor Society
 Shadow & Substance - Literary and Art Magazine
 Singers
 Ski
 Social Studies Honor Society
 SPEAR
 Student Council
 Tech Crew
 VAASA/Varsity Athletes Against Substance Abuse
 Weight Training
 World Culture
 Yearbook

Athletics

FALL

Cheerleading
 Cross Country
 Field Hockey
 Football
 Soccer (boys and girls)
 Volleyball
 Swimming

WINTER

Basketball (boys and girls)
 Cheerleading
 Ice Hockey
 Indoor Track (boys and girls)
 Wrestling

SPRING

Baseball
 Golf (boys & girls)
 Lacrosse (boys and girls)
 Outdoor Track (boys and girls)
 Softball
 Tennis (boys)



HIGH SCHOOL FOUR YEAR PLAN

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

GRADUATION REQUIREMENTS – Class of 2005 & thereafter

<u>Courses</u>	<u>Local Diploma</u> <i>Credits</i>	<u>Regents Diploma</u> <i>Credits</i>
English	4	4
Social Studies	4	4
Math	3	3
Science	3	3
Phys Ed (1/2 unit per yr.)	2	2
Art &/or Music	1	1
Health	1/2	1/2
2nd Language	1	3
Electives	3	1
Community Service	<u>1/2</u>	<u>1/2</u>
TOTAL CREDITS	22	22

TESTING REQUIREMENTS:

5 Regents Exams for Local and Regents Diploma
 8 Regents Exams for Regents Diploma with Advanced Designation

POST HIGH SCHOOL PLANS

___ 4 YR COLLEGE

___ 2 YR COLLEGE

___ WORK (BOCES)

___ MILITARY

___ OTHER

COMMENTS/ AREAS OF INTEREST:
