The mission of Sleepy Hollow High School is to empower all students to fulfill their potential as global citizens who possess the knowledge, skills, and determination necessary to enjoy a life of worth. As such, Sleepy Hollow nurtures students to respect diversity, champion personal growth, and engage in life-learning opportunities as they navigate a rapidly changing and 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
About Our School

Sleepy Hollow High School serves an ethnically and socio-economically diverse student body from the villages of Sleepy Hollow and Tarrytown. Recently renovated and expanded, the school building stands above the east bank of the Hudson River in southern Westchester County, approximately 20 miles north of New York City. Our facility underwent a major renovation and expansion; completed in 2008 it provided the addition of one hundred thousand square feet of teaching space, 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 all classrooms outfitted with Smartboards to enhance and augment the best-practices curriculum offered at Sleepy Hollow. Ten years later, the addition serves our students and teachers well.

Sleepy Hollow High School was awarded the 2017 the National Association of Secondary School Principals (NASSP) Award for National Recognition for continuous Student Achievement. To have NASSP validate our work and hold it up as a national model is very exciting and gratifying for our entire school community. In 2015, our school was named a National Showcase School by the Center for Secondary School Reform and was also designated a School of Opportunity. We look forward to inspiring others and sharing the best of Sleepy Hollow High School with educators around our country.

We are proud of the culture of acceptance and the pervasive “can do” attitude we espouse as a faculty and student body. Everyone who enters the school house door is welcomed and appreciated for who they are and how they contribute to our mission. Our faculty and staff work collaboratively to personalize the learning environment so that every member of our diverse student body’s needs can be met none at the expense of the other. We strive to challenge all students, nurturing strengths to build capacity as skillful communicators, creative thinkers and capable problem-solvers.

At Sleepy Hollow, we have a history of policies and practices that promote a sense of belonging which fosters student engagement, which leads to high achievement. The numbers, (i.e. 93% graduation rate and 93% college acceptance rate for the Class of 2017) in addition to outside recognition at the state and national level tell us we are successful. In 2014, our school was featured in a professional development video produced by The Association for Curriculum Development (ASCD) entitled “Common Core Insider: Math” where our approach to teaching and learning was used as an example of how to meet the challenges of new mandates. In 2009, the United States Department of Education first featured us on their website “Doing What Works” as one of five schools nationally identified as putting best-practices in action to achieve graduation. In 2008, Sleepy Hollow was selected for in-depth, research, study, and visitation by the Magellan Foundation as one of three exemplary New York State high schools to have programs and practices that lead to high graduation and low drop-out rates. There are other powerful measures that we use to drive our continuous improvement such as student and staff satisfaction seen through effort and pride in accomplishment; a sense of belonging as manifested through high levels of voluntary participation in a range of programs and activities; and generosity in spirit as demonstrated by service to others, small acts of kindness and tolerance of those with whom we differ.
In 2012, we hosted representatives of the Middle States Association of Colleges and Schools who, in addition to enthusiastically recommending SHHS for re-accreditation, commended our teaching faculty on its “demonstrated dedication to meeting the needs of all students” and to teaching “outstanding educational programs that include an extensive array of rigorous courses based on best research-based instruction practices and technology application available.”

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. In our quest to get our students college and career ready, 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 authentic research and participate in internships as an integral part of our academic program. Thriving athletic and performing arts programs are complemented by an extensive extra-curricular program. Our award-winning student-produced Multimedia Production Team produces programming for our local educational channel 77. We also have a presence on the web, our student-produced digital news show, “Wake Up Sleepy” airs on YouTube.

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

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 Director of Human Resources, 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.*
Sleepy Hollow High School Staff and Administration

Administration
Dr. Tracy Smith, Principal .......................................................... 332-6200
Mr. Anthony Baxter, Assistant Principal ................................. 332-6203

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

Department Chairpersons/Directors
Mr. Jason Choi, Science ......................................................... 332-6226
Mr. Steve Cobb, Library-Media .............................................. 332-6220
Dr. Rosa Estevez, ENL & World Languages ....................... 332-6227
Mrs. Jessica Hunsberger, Social Studies .............................. 332-6228
Ms. Judith Kelly, English .................................................... 332-6222
Ms. Denise, Kiernan, Athletic Director ............................... 332-3664
Mrs. Angela Langston, Visual and Media Arts ................. 631-6921
Mr. Dan Larkin, Technology ............................................... 333-5981
Mr. Micah Sprague, Performing Arts ................................. 332-6223
Ms. Tawn Turnesa, Health and Physical Education .......... 332-6301
Mrs. Denise Wagner, Special Education .......................... 366-5866
Mrs. Jennifer Walsh, Mathematics .................................. 332-6225
Mr. David Ziegler, Guidance ............................................. 332-6230

Guidance/Pupil Services
Mrs. Leticia Andujar, School Counselor ............................... 332-6210
Mrs. Patricia Bonitatibus, School Counselor ..................... 332-6206
Ms. Gina Donahue, Student Assistance Counselor ........ 332-6229
Mrs. Amanda Green, School Counselor ............................ 332-6209
Mr. Mike Kelly, School Counselor .................................. 332-6208
Ms. Jennifer Kuhn, Psychologist ..................................... 332-6218
Mrs. Amy Walsh, Social Worker ..................................... 332-6278

Guidance Secretary/Registrar
Mrs. Gladys Melendez ....................................................... 332-6207

Our staff is always available to assist you in any way. You may call our main office number, 631-8838, or send an email by using the teacher’s first initial and last name followed by @tufsd.org i.e: tsmith@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 one assistant principal lead our school. The leadership team includes department chairs in Math, Science, English, Social Studies, Guidance, the Arts, Technology, Special Education, and ENL. We are well staffed, with average class size in the mid twenties; many specialty classes are maintained with small enrollments. Teaching assistants support special education and ENL 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

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

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

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

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

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

Five 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.

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.
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 courses:

- AP American History
- AP Studio Art
- AP Biology
- AP Calculus AB
- AP Calculus BC
- AP Computer Science A
- AP Computer Science Principles
- AP English Language
- AP English Literature
- AP Music Theory
- AP Spanish Language
- AP European History
- AP Government & Politics
- AP Spanish Literature
- AP French Language
- AP Environmental Science
- AP Physics
- AP Chemistry
- ECE College Success
- ECE Pre Calculus
- ECE Italian IV & V
- ECE Spanish IV
- ECE Statistics
- ECE Medical Terminology
- SUPA Forensics
- SUPA Psychology
- SUPA Personal Finance
- SUPA Principals of Writing
- SUNY Albany Sci Research
- SUNY New Paltz French

Advanced Placement Exams take place each school year in May. Specific AP exam testing dates are available on the College Board website (www.collegeboard.org). The cost per AP exam for the 2017-2018 school year is $94. Mrs. Vanessa Knightner, AP Coordinator, distributes information about AP exam testing dates and payment information in the spring.

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

<table>
<thead>
<tr>
<th>SHHIS Course Name</th>
<th>College Program</th>
<th>College Credits</th>
<th>Course Fees (2018-2019*)</th>
</tr>
</thead>
<tbody>
<tr>
<td>French IV</td>
<td>University in the HS/SUNY, New Paltz</td>
<td>3.0 Credits</td>
<td>$125</td>
</tr>
<tr>
<td>Italian IV</td>
<td>ECE/Westchester Community College</td>
<td>3.0 Credits</td>
<td>$179</td>
</tr>
<tr>
<td>Italian V</td>
<td>ECE/Westchester Community College</td>
<td>3.0 Credits</td>
<td>$179</td>
</tr>
<tr>
<td>Spanish IV</td>
<td>ECE/Westchester Community College</td>
<td>3.0 Credits</td>
<td>$179</td>
</tr>
<tr>
<td>Pre-Calculus</td>
<td>ECE/Westchester Community College</td>
<td>4.0 Credits</td>
<td>$238.67</td>
</tr>
<tr>
<td>Statistics</td>
<td>ECE/Westchester Community College</td>
<td>4.0 Credits</td>
<td>$238.67</td>
</tr>
<tr>
<td>Medical Terminology</td>
<td>ECE/Westchester Community College</td>
<td>4.0 Credits</td>
<td>$238.67</td>
</tr>
<tr>
<td>SUPA Forensics</td>
<td>SUPA/Syracuse University</td>
<td>4.0 Credits</td>
<td>$448</td>
</tr>
<tr>
<td>SUPA Personal Finance</td>
<td>SUPA/Syracuse University</td>
<td>3.0 Credits</td>
<td>$336</td>
</tr>
<tr>
<td>SUPA Principles of Writing</td>
<td>SUPA/Syracuse University</td>
<td>3.0 Credits</td>
<td>$336</td>
</tr>
<tr>
<td>SUPA Psychology</td>
<td>SUPA/Syracuse University</td>
<td>3.0 Credits</td>
<td>$336</td>
</tr>
<tr>
<td>Science Research</td>
<td>University in the HS/University at Albany</td>
<td>4.0 Credits</td>
<td>$150</td>
</tr>
</tbody>
</table>

Please refer to the websites below for more information on each of the programs outlined in the chart:

- *Rates are subject to change.
- Early College Experience (ECE): www.sunywcc.edu/academics/early-college-experience-program/
- Syracuse University Project Advance (SUPA): supa.syr.edu/
- University in the High School (UHS): www.albany.edu/uhs//
ONLINE COURSES – AccelerateU

AccelerateU’s online student courses connect expert New York State certified instructors, students, and highly engaging, interactive content. The courses cover a wide range of choices from American History and Statistics to Digital Photography. Online classes offer an opportunity for students to complete courses in advance, work around scheduling problems, or recover credits needed to graduate.

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. 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.

<table>
<thead>
<tr>
<th>Course Type</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>AP</td>
<td>1.10</td>
</tr>
<tr>
<td>Honors Courses</td>
<td>1.05</td>
</tr>
<tr>
<td>Regents and Local Courses</td>
<td>1.00</td>
</tr>
</tbody>
</table>

GRADING

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

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>97-100</td>
<td>4.0</td>
</tr>
<tr>
<td>A</td>
<td>93-96</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td>90-92</td>
<td>3.7</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
<td>3.0</td>
</tr>
<tr>
<td>B</td>
<td>83-86</td>
<td>2.7</td>
</tr>
<tr>
<td>C+</td>
<td>77-79</td>
<td>2.5</td>
</tr>
<tr>
<td>C</td>
<td>73-76</td>
<td>2.0</td>
</tr>
<tr>
<td>C-</td>
<td>70-72</td>
<td>1.7</td>
</tr>
<tr>
<td>D+</td>
<td>67-69</td>
<td>1.5</td>
</tr>
<tr>
<td>D</td>
<td>65-66</td>
<td>1.0</td>
</tr>
<tr>
<td>F</td>
<td>Below 65</td>
<td></td>
</tr>
</tbody>
</table>

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

Dependent upon enrollment and teacher availability, a summer institute is provided for high school students who have failed one or more of the following: English, Global History and Geography, U.S. History and Government, algebra, biology, or chemistry. Students who fall below the minimum score on state assessments, and require academic intervention services, may be mandated to attend summer school.

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. A local diploma option for students scoring between 55 and 64 on Regents exams is available for students with disabilities.
Graduation Requirements for students entering high school after 2012

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

<table>
<thead>
<tr>
<th>Local Diploma (only for students with disabilities)</th>
<th>Regents Diploma</th>
<th>Advanced Designation Regents Diploma</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 4</td>
<td>English 4</td>
<td>English 4</td>
</tr>
<tr>
<td>Social Studies 4</td>
<td>Social Studies 4</td>
<td>Social Studies 4</td>
</tr>
<tr>
<td>Math ** 3</td>
<td>Math ** 3</td>
<td>Math ** 3</td>
</tr>
<tr>
<td>Science** 3</td>
<td>Science** 3</td>
<td>Science** 3</td>
</tr>
<tr>
<td>LOTE* 1</td>
<td>LOTE* 1</td>
<td>LOTE* 3 (a)</td>
</tr>
<tr>
<td>Art/Music 1</td>
<td>Art/Music 1</td>
<td>Art/Music 1</td>
</tr>
<tr>
<td>Health .5</td>
<td>Health .5</td>
<td>Health .5</td>
</tr>
<tr>
<td>Physical Education 2</td>
<td>Physical Education 2</td>
<td>Physical Education 2</td>
</tr>
<tr>
<td>Electives 3.5</td>
<td>Electives 3.5</td>
<td>Electives 3.5</td>
</tr>
<tr>
<td>Community Service .5</td>
<td>Community Service .5</td>
<td>Community Service .5</td>
</tr>
<tr>
<td>Total 22.5</td>
<td>Total 22.5</td>
<td>Total 22.5</td>
</tr>
</tbody>
</table>

**Required Regents Exams**

<table>
<thead>
<tr>
<th>Local Diploma</th>
<th>Regents Diploma</th>
<th>Advanced Designation Regents Diploma</th>
</tr>
</thead>
<tbody>
<tr>
<td>passing score of 55 and above</td>
<td>passing score of 65 and above</td>
<td>passing score of 65 and above</td>
</tr>
<tr>
<td>English Comprehensive Exam</td>
<td>English Comprehensive Exam</td>
<td>English Comprehensive Exam</td>
</tr>
<tr>
<td>Algebra I Exam</td>
<td>Algebra I Exam</td>
<td>Algebra I, Geometry and Algebra II</td>
</tr>
<tr>
<td>Global History Exam</td>
<td>Global History Exam</td>
<td>Global History Exam</td>
</tr>
<tr>
<td>US History Exam</td>
<td>US History Exam</td>
<td>US History Exam</td>
</tr>
<tr>
<td>Science Exam</td>
<td>Science Exam</td>
<td>(2) Science Exams***</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Foreign Language Local Checkpoint B Exam (a)</td>
</tr>
</tbody>
</table>

*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 total of two Regents exams in science, with at least one Living Environment regents Exam and at least one in physical science.

a) Students acquiring 5 units in one of the following may be exempt from the Language Other Than English requirement; The Arts and Career and Technical Education.

Local graduation requirements include 60 hours of community service for all graduates.
The following charts outline the diploma and credential requirements currently in effect. The chart is intended to provide an overview of the requirements and identify the student populations that have access to each type of diploma and non-diploma high school exiting credential. Websites are provided to offer specific regulatory requirements and more detailed information regarding the requirements for each diploma or credential.

<table>
<thead>
<tr>
<th>Diploma Type</th>
<th>Available To</th>
<th>Requirements</th>
</tr>
</thead>
</table>
| Regents              | All Student Populations        | **Credit:** 22 units of credit distributed as follows: 4 ELA, 4 social studies, 3 science, 3 mathematics, ½ health, 1 arts, 1 Language other than English (LOTE)*, 2 physical education, 3 ½ electives  
**Assessment:** 5 required Regents exams(1) with a score of **65 or better** as follows: 1 math, 1 science, 1 social studies, ELA and 1 Pathway Assessment(2); or 4 required Regents exams(1) with a score of **65 or better** as follows: 1 math, 1 science, 1 social studies, ELA and meet all the requirements of the Career Development and Occupational Studies (CDOS) Commencement Credential  
| Regents (through appeal) | All Student Populations | **Credit:** 22 units of credit distributed as follows: 4 ELA, 4 social studies, 3 science, 3 mathematics, ½ health, 1 arts, 1 Language other than English (LOTE)*, 2 physical education, 3 ½ electives  
**Assessment:** 4 required Regents exams(1) with a score of **65 or better** and 1 Regents exam with a score of **60-64** for which an appeal is granted by the local district per Commissioner’s Regulation 100.5(d)(7) as follows: 1 math, 1 science, 1 social studies, ELA and 1 Pathway Assessment(2); or 3 required Regents exams(1) with a score of **65 or better** and 1 Regents exam with a score of **60-64** for which an appeal is granted by the local district per Commissioner’s Regulation 100.5(d)(7) as follows: 1 math, 1 science, 1 social studies, ELA and meet all the requirements of the CDOS Commencement Credential  
[Note: Non Regents Pathway exams are not subject to the Appeal Process](http://www.p12.nysed.gov/part100/pages/1005.html#regpasscore) |
| Regents with Honors  | All Student Populations        | **Credit:** 22 units of credit distributed as follows: 4 ELA, 4 social studies, 3 science, 3 mathematics, ½ health, 1 arts, 1 Language other than English (LOTE)*, 2 physical education, 3 ½ electives. In addition, a student must earn an additional 2 units of credit in LOTE** or a 5 unit sequence in the arts or Career and Technical Education (CTE). These credits can be included in the 22 required credits.  
**Assessment:** 5 required Regents exams(1) with a computed average score of **90 or better** as follows: 1 math, 1 science, 1 social studies, ELA and either 1 Pathway Assessment(2) or meet all the requirements of the CDOS Commencement Credential (no more than 2 Department approved alternatives may be substituted and will not count in the computed average)  
Assessment: Students may meet the assessment requirements in order to earn a Regents Diploma with Advanced Designation by passing any one of the following combinations of Regents examinations and/or Department approved alternatives if applicable:

a. Traditional Combination: ELA, global history and geography, U.S. history and government, 3 mathematics, 2 science (1 must be Life Science and 1 must be Physical Science) = 8 Assessments

b. Pathway(2) Combination (other than STEM): ELA, 1 social studies, 3 mathematics, 2 science (1 must be Life Science and 1 must be Physical Science), and either 1 Pathway (other than science or mathematics) or meet the requirements for the CDOS Commencement Credential = 7 or 8 Assessments

c. STEM (Mathematics) Pathway(2) Combination: ELA, 1 social studies, 4 mathematics, 2 science (1 must be Life Science and 1 must be Physical Science) = 8 Assessments
d. STEM (Science) Pathway(2) Combination: ELA, 1 social studies, 3 mathematics, 3 science (1 must be Life Science and 1 must be Physical Science) = 8 Assessments

In addition a student must pass either a locally developed Checkpoint B LOTE* examination or complete a 5 unit sequence in the arts or CTE.

http://www.p12.nysed.gov/part100/pages/1005.html#regentsAD

Assessment: Meets all assessment requirements for the Regents diploma with advanced designation (see above) and, in addition, scores 85 or better on each of 3 Regents examinations in mathematics

See 100.5(b)(7)(x)
http://www.p12.nysed.gov/part100/pages/1005.html#regentsAD

Credit: 22 units of credit distributed as follows: 4 ELA, 4 social studies, 3 science, 3 mathematics, ½ health, 1 arts, 1 Language other than English (LOTE)*, 2 physical education, 3 ½ electives. In addition, a student must earn an additional 2 units of credit in LOTE** or a 5 unit sequence in the Arts or CTE. These credits can be included in the 22 required credits.

Assessment: Meets all assessment requirements for the Regents diploma with advanced designation (see above) and, in addition, scores 85 or better on each of 3 Regents examinations in mathematics

See 100.5(b)(7)(x)
http://www.p12.nysed.gov/part100/pages/1005.html#regentsAD

Credit: 22 units of credit distributed as follows: 4 ELA, 4 social studies, 3 science, 3 mathematics, ½ health, 1 arts, 1 Language other than English (LOTE)*, 2 physical education, 3 ½ electives. In addition, a student must earn an additional 2 units of credit in LOTE** or a 5 unit sequence in the Arts or CTE. These credits can be included in the 22 required credits.

Assessment: Meets all assessment requirements for the Regents diploma with advanced designation (see above) and, in addition, scores 85 or better on each of 3 Regents examinations in mathematics

See 100.5(b)(7)(x)
http://www.p12.nysed.gov/part100/pages/1005.html#regentsAD

Credit: 22 units of credit distributed as follows: 4 ELA, 4 social studies, 3 science, 3 mathematics, ½ health, 1 arts, 1 Language other than English (LOTE)*, 2 physical education, 3 ½ electives. In addition, a student must earn an additional 2 units of credit in LOTE** or a 5 unit sequence in the Arts or CTE. These credits can be included in the 22 required credits.

Assessment: Meets all assessment requirements for the Regents diploma with advanced designation (see above) with a computed average score of 90 or better (no more than 2 Department approved alternatives may be substituted and will not count in the computed average).

Note: The locally developed Checkpoint B LOTE* examination is not included in the computed average.

http://www.p12.nysed.gov/part100/pages/1005.html#diplomaHonors
Local Students with disabilities with an individualized education program OR Section 504 Accommodation Plan

Credit: 22 units of credit distributed as follows: 4 ELA, 4 social studies, 3 science, 3 mathematics, ½ health, 1 arts, 1 Language other than English (LOTE)*, 2 physical education, 3 ½ electives.

Assessment:

a. Low Pass Safety Net Option: 5 required Regents exams with a score of 55 or better as follows: 1 math, 1 science, 1 social studies, ELA and either 1 Pathway Assessment(2), or meet all the requirements of the CDOS Commencement Credential

http://www.p12.nysed.gov/part100/pages/1005.html#assessment

b. Low Pass Safety Net and Appeal: I. 3 required Regents exams with a score of 55 or better and 2 Regents exams with a score of 52-54 for which an appeal is granted by the local district per Commissioner’s Regulation 100.5(d)(7) as follows: 1 math, 1 science, 1 social studies, ELA, and 1 Pathway Assessment(2); or II. 2 required Regents exams with a score of 55 or better and 2 Regents exams with a score of 52-54 for which an appeal is granted by the local district per Commissioner’s Regulation 100.5(d)(7) as follows: 1 math, 1 science, 1 social studies, ELA, and meet all the requirements of the CDOS Commencement Credential

Note: Non Regents Pathway exams are not subject to the Appeal process.

c. Regents Competency Test (RCT) Safety Net Option for students entering grade 9 prior to September 2011: passing score on corresponding RCT if student does not achieve a score of 55 or higher on the Regents examination

d. Compensatory Safety Net Option: scores between 45-54 on one or more of the five required Regents exams, other than the English language arts (ELA) or Mathematics, but compensates the low score with a score of 65 or higher on another required Regents exam. Note: a score of at least 55 (or an approved appeal of 52-54) must be earned on both the ELA and 1 Mathematics exam. A score of 65 or higher on a single examination may not be used to compensate for more than one examination for which a score of 45-54 is earned.


Local Diploma (through Appeal)

Credit: 22 units of credit distributed as follows: 4 ELA, 4 social studies, 3 science, 3 mathematics, ½ health, 1 arts, 1 Language other than English (LOTE)*, 2 physical education, 3 ½ electives.

Assessment: 3 required Regents exams with a score of 65 or better and 2 Regents exams with a score of 60-64 for which an appeal is granted by the local district per Commissioner’s Regulation 100.5(d)(7) as follows: 1 Math, 1 Science, 1 Social Studies, ELA, and 1 Pathway Assessment(2); or 2 required Regents exams with a score of 65 or better and 2 Regents exams with a score of 60-64 for which an appeal is granted by the local district per Commissioner’s Regulation 100.5(d)(7) as follows: 1 math, 1 science, 1 social studies, ELA, and meet all the requirements for the CDOS Commencement Credential

Note: Non Regents Pathway exams are not subject to the Appeal process.

http://www.p12.nysed.gov/part100/pages/1005.html#regpasscore

<table>
<thead>
<tr>
<th>Local Diploma (through Superintendent’s Determination)</th>
<th>Students with disabilities with an IEP Does NOT INCLUDE students with a Section 504 Accommodation Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Credit:</strong> 22 units of credit distributed as follows: 4 ELA, 4 social studies, 3 science, 3 mathematics, ½ health, 1 Arts, 1 Language other than English (LOTE)*, 2 physical education, 3 ½ electives.</td>
<td><strong>Assessment:</strong> A score of <strong>55 or better</strong> on both the ELA and 1 math Regents exams, or a successful appeal of a score between 52 and 54; and Participation in at least 1 social studies Regents exam, 1 science Regents exam, and either 1 Pathway exam (or meet the requirements for the CDOS commencement credential), for which no passing score was obtained utilizing the low pass, safety net, the compensatory safety net or the 52-54 appeal; and A superintendent’s determination, based on review of documentation, as to graduation-level proficiency in the subject area in which the student was not able to demonstrate proficiency of the State’s learning standards through the assessment required for graduation. More information can be found at: <a href="http://www.p12.nysed.gov/specialed/publications/superintendent-determination-of-graduation-with-a-local-diploma.htm">http://www.p12.nysed.gov/specialed/publications/superintendent-determination-of-graduation-with-a-local-diploma.htm</a></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Local Diploma</th>
<th>English Language Learners Only</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Credit:</strong> 22 units of credit distributed as follows: 4 ELA, 4 social studies, 3 science, 3 mathematics, ½ health, 1 Arts, 1 Language other than English (LOTE)*, 2 physical education, 3 ½ electives.</td>
<td><strong>Assessment:</strong> 4 required Regents exams (1) with a score of 65 or better and the ELA Regents exam with a score of 55-59 for which an appeal is granted by the local district per Commissioner’s Regulation 100.5(d)(7); or 3 required Regents exams with a score of 65 or better, 1 Regents exam with a score of 60-64, and the ELA Regents exam with a score of 55-59. For both the 60-64 and the 55-59 scores, an appeal is granted by the local district per Commissioner’s Regulation 100.5(d)(7) as follows: 1 Math, 1 Science, 1 Social Studies, ELA, and either 1 Pathway Assessment(2) or meet the requirements of the CDOS Commencement Credential</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Local Diploma, Regents Diploma with Advanced Designation (with or without Honors), with a Career and Technical Education</th>
<th>All Student populations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Credit:</strong> Completes all credit requirements as listed above for specific diploma types and successfully completes an approved career and technical education program.</td>
<td><strong>Assessment:</strong> Achieves a passing score on State assessments as listed above for specific diploma types and successfully completes the 3 part technical assessment designated for the particular approved career and technical education program which the student has completed. <a href="http://www.p12.nysed.gov/part100/pages/1005.html#cartechd">http://www.p12.nysed.gov/part100/pages/1005.html#cartechd</a></td>
</tr>
</tbody>
</table>
Non-diploma High School Exiting Credentials

| Career Development and Occupational Studies Commencement Credential | Students with disabilities other than those who are assessed using the NYS Alternate Assessment (NYSSA) | Completes a career plan; demonstrates attainment of the commencement level Career Development and Occupational Studies (CDOS) learning standards in the area of career exploration and development, integrated learning and universal foundation skills; satisfactorily completes the equivalent of 2 units of study (216 hours) in Career and Technical Education coursework and work-based learning (including at least 54 hours of work-based learning); and has at least 1 completed employability profile; |
| Skills and Achievement Commencement | Students with severe disabilities who are assessed | All students with severe disabilities who attend school for not less than 12 years, excluding Kindergarten exit with this credential which must be accompanied by a summary of the student’s levels of achievement in academic and career development and occupational studies. |

**ACADEMIC INTERVENTION SERVICES**

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

**AFTER SCHOOL HOMEWORK CENTER**

The Homework Center is open from 3:00 until 4:00 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.

**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

<table>
<thead>
<tr>
<th>Role</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers</td>
<td>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.</td>
</tr>
<tr>
<td>Counselors</td>
<td>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.</td>
</tr>
<tr>
<td>Department Chairpersons</td>
<td>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.</td>
</tr>
<tr>
<td>Parents/Guardians</td>
<td>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.</td>
</tr>
</tbody>
</table>

### Program Changes – Add/Drop Policy

Student scheduling takes place during the spring and schedule adjustments are permitted at that time. Students are given the opportunity to design their schedules; however, the master schedule is built around these choices. 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.

**October 1st is Sleepy Hollow High School’s drop deadline (full year/first semester courses)** - no full year or first semester course may be dropped after this date.

**February 15th is the drop deadline (spring/second semester courses)** - no spring or second semester course may be dropped after this date.

Course changes made after October 1st (full year/first semester) and February 15th (spring semester) are handled at the principal’s discretion with input from teachers, counselors, and department chairs.

### 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/Guidance secretary. Students requesting transcripts must complete a transcript request form.

### BOCES Occupational 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

The library hours are 7:30 a.m. to 3:15 p.m., Monday - Friday, with grant-based after school hours until 4:00 p.m. starting in October.

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 27,000 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.

Non-Print Resources
- To access visit the district website (www.tufsd.org). Select Our Schools then Sleepy Hollow High. The Library Media Center link may be found at the top of the page.
- Fiction and non-fiction audio book collection in compact disc and digital file formats.
- Educational DVD collection.
- Students may borrow lap-top computers for home use.
- eBook collection

Print Materials
- 27,000 books
- Reference book collection
- More than 35 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. To access these databases:

Go to http://www.tufsd.org and follow the access instructions given on page 16 on Non-Print Resources. On the library page select *Digital Content.*

<table>
<thead>
<tr>
<th>DATABASE</th>
<th>DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>OPAC (Online Public Access Catalog)</strong></td>
<td>Catalog of all Sleepy Hollow Library collections.</td>
</tr>
<tr>
<td><strong>OVERDRIVE</strong></td>
<td>A collection of more than 4500 e-books and audio books. Compatible with desktops/laptops, mobile devices, eBook readers and portable devices. May require additional downloads.</td>
</tr>
<tr>
<td><strong>INFOBASE LEARNING</strong></td>
<td>A collection of more than 375 curriculum-based e-books. Accessible using PAC or through this link. Password needed, see library staff. These e-books can be bookmarked, notated and can be used by an unlimited number of students at one time.</td>
</tr>
<tr>
<td><strong>AMERICAN GOVERNMENT</strong></td>
<td>Over 12,000 primary and secondary sources, including 1,200 documents, 4,000 images, 200 maps and 200 audio/video recordings. Includes over 2,000 biographies of important historical and current government figures.</td>
</tr>
<tr>
<td><strong>AMERICAN HISTORY</strong></td>
<td>A survey of American history from 1350 to the present. Covers politics, historical events, literature, philosophy, science, art, and economics. Contains feature stories, maps, photos, timelines, news analysis, biographies, and more. Includes a teacher component with suggested classroom activities and curricular tie-ins.</td>
</tr>
<tr>
<td><strong>BRITANNICA ONLINE SCHOOL EDITION</strong></td>
<td>Contains four complete encyclopedias specifically designed for elementary, middle and secondary schools, with separate encyclopedia searching features for each age group.</td>
</tr>
<tr>
<td><strong>CERFinfo</strong></td>
<td>Information rich directory useful to primarily Middle School Students. Find research materials, photos, podcasts, video clips and more. Subjects include the Arts, Biology, Chemistry, English, Geometry, Health, Mathematics, Music, Physics, Science, Social Studies, Sports, Technology, and more.</td>
</tr>
<tr>
<td><strong>CLASSROOM VIDEO ON DEMAND</strong></td>
<td>Streaming video collection covering literature, history, science, business, the arts, world cultures, and more. Additional features for teachers.</td>
</tr>
<tr>
<td><strong>COUNTRY WATCH</strong></td>
<td>Provides political and economic news, statistics and maps for all recognized countries of the world. Coverage is updated continuously. Provides on-line information update from ten international news organizations, as well as periodic data updates to provide the latest political, economic, corporate, and environmental information on a country by country basis as it occurs.</td>
</tr>
</tbody>
</table>
| **EBSCO** | TEACHER REFERENCE CENTER - Indexing and abstracts for more than 270 teacher and administrator journals and magazines  
MAGILL ON LITERATURE PLUS - 35,000 critical analyses of individual works of literature, 6,500 biographical records. More than 1,000 images and a glossary of 1,310 literary terms and summaries of the most studied works in the history of literature.  
GREENFILE - Scholarly, government and general-interest titles on the environmental effects of individuals, corporations and local/national governments.  
LIBRARY, INFORMATION SCIENCE AND TECHNOLOGY ABSTRACTS - Selective journals and research reports on many aspects of information literacy.  
OTHER EBSCO DATABASES - Please explore this link from the EBSCO list to see the expanded EBSCO offerings. |
| **FactSite: MYTHOLOGY** | Tales of 760 Greek & Roman gods, goddesses, heroes, places, and events. Connects mythology to art, music, science, literature, and language (word histories and modern usage). Includes hundreds of articles on World Mythology. |
| **GALE VIRTUAL REFERENCE LIBRARY** | Biography in Context – Use this database to research biographies of famous people.  
Business & Company Resource Center--Search this database to find detailed company and industry news and information - includes co. profiles, brand information, rankings, investment reports, co. histories, and periodicals.  
General OneFile--This is the one to use to find basic magazine articles.  
Health Reference Center Journals of medicine, nursing, health and nutrition.  
InfoTrac Newsstand-- This is the one to find basic newspaper articles.  
Literature Resource Center-- Literary criticism and biographical information on 130,000 writers from around the world.  
LitFinder-- Provides access to literary works and authors throughout history and includes more than 150,000 full-text poems and 800,000+ poetry citations, as well as short stories, speeches, and plays. The database also includes secondary materials like biographies, images, and more.  
Opposing Viewpoints in Context-- A comprehensive source of information on contemporary social issues.  
Student Resources in Context-- Resources on all subjects for students who want a Web-surfing experience without the clutter that fails to provide reliable information. Includes articles from periodicals, newspapers, books, primary sources, multimedia, and video and audio content from major production sources such as National Public Radio (NPR) and network broadcasters.  
Twayne Author Series --Contains the full-text of 200 frequently used Twayne Literary Masters books on World, U.S., or English authors. Includes biography and literary criticism.  
Other GALE Databases |
| **JSTOR** | Academic journals for scholarly research, collections in arts and sciences, business, Life Sciences, language and literature, math and statistics, music, ecology |
| **SCIENCE ONLINE** | Essays, images, news items, videos, animations, diagrams, experiments, biographies, and more. For teachers: content tied to New York State Standards. |
| **WORLD BOOK** | Contains (3) encyclopedias designed specifically for elementary, middle and secondary schools. Also, contains a Spanish language encyclopedia. |
| **WORLD HISTORY: ANCIENT AND MEDIEVAL ERAS** | World history from prehistory through the Renaissance with primary sources and timelines covering ancient cultures and providing a worldwide perspective beyond Western civilization. |
| **WORLD HISTORY: THE MODERN ERA** | World history beginning with the emergence of Europe in 1500 and covering African, Asian and Middle Eastern empires, the Enlightenment, revolutions, imperialism, the rise of nationalism, industrialization, the World Wars, the Cold War and the global world of today. |
COURSE DESCRIPTIONS

Courses listed in this guide are offered pending approval by the Board of Education and minimum student enrollment.

The Arts

Performing Arts - Mr. Micah Sprague, Department Chair - 332-6223
Visual and Media Arts - Mrs. Angela Langston, Department Chair - 631-6921

Music and Performing Arts

Piano
Music Production and Technology
Acting
Concert Band
Concert Choir
Orchestra
Jazz Band
Sleepy Hollow Singers
Chamber Ensembles
Pep Band

Music Production and Technology
Beginning Guitar
Wind Ensemble
AP Music Theory

Painting and Drawing Skills*
Pottery & 3D Art*
Photography I*
Photography 11**
Photography III **
Digital Photography **
Advanced Digital Photography**
Introduction to Architecture and C.A.D.
Introduction to Video Production
Advanced Video Production
TV & Film Production
Advanced TV & Film Production

* It is recommended that students take Studio Art before enrolling in this course.
** It is recommended that students take Studio in Media Arts before enrolling in this course.
*** It is recommended that students take Studio Art as well as one advanced class elective before enrolling in this course.
**** It is recommended that students take TV or Video Production well as one advanced class elective before enrolling in this course.
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. Students study the interpretation of notes and symbols and develop skills needed to play the music. Instrumentation includes: bass, piano, drums, guitar, saxophones, trumpets, flutes, and trombones. Admission to this select group is by audition or invitation by the director. Various performances throughout the school year are required. Students must also be enrolled in band or orchestra.

**Chamber Ensembles**

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 based on student enrollment. Participation in the high school Chamber Orchestra is contingent on prior approval from the instructor. A wide variety of ADVANCED repertoire is explored in each group and there are many performance opportunities.

**Piano**

0.50 Credit, 1.00 Weight

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

**Music Production and Technology**

0.50 Credit, 1.00 Weight

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

**Beginning Guitar**

0.50 Credit, 1.00 Weight

This class is for students with NO prior guitar EXPERIENCE. Students are introduced to chord progressions, various strumming styles, finger picking, tablature, reading music, and scales on the guitar as they relate to folk and popular music.

**Wind Ensemble**

1.00 Credit, 1.00 Weight

Students in the Sleepy Hollow Wind Ensemble will complete all the course requirements in the Concert Band. Students must complete an audition to be placed in the Wind Ensemble. Auditions will take place in the spring of the previous school year that a student would like to be placed in the group. The Wind Ensemble will also perform at NYSSMA Majors.
Advanced Placement Music Theory 0.50 Credit, 1.00 Weight
Students acquire the skills necessary to successfully satisfy the requirements of an AP Music Theory Exam. The study of harmony, form, chord construction, figured bass, and listening skills are presented at a college level.

Concert Band 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. The development of individual proficiency and musicianship, the art of orchestral performance, and knowledge of musical styles is emphasized.

Sleepy Hollow Singers 0.50 Credit, 1.00 Weight
Students are selected to participate in this class through audition. Objectives of the course include: development of the human voice and accompanying skills, emphasis on acapella singing with focus on the ability to hold parts in a three or more acapella selection, ability to read music on a more difficult and challenging level, development of self expression and exposure to a variety of vocal literature. Participation in weekly vocal class lessons are expected and required.

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

Acting 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, scene study, and improvisation.
**Visual Media Arts**

**Studio Art in Creative Crafts**  
0.50 Credit, 1.00 Weight  
This is an introductory course in crafts which is designed to serve a wide range of students with a variety of interests and abilities. Students will earn a half credit towards the art graduation requirements.

This course is designed to introduce students to an understanding of the aesthetic quality and utilitarian function of art pieces. Emphasis is placed on the principles of design as related to form and function. Drawing, painting, ceramics, sculpture, printmaking, jewelry design, graphic design, and art history are included in the scope of the course. This course is an introductory comprehensive studio art class, which meets the N.Y. State art requirement for graduation.

**Studio in Design & Drawing for Production**  
0.50 Credit, 1.00 Weight  
Welcome to innovation! Students will create functional and creative designs to become designers and inventors. You will learn how to draw mechanical orthographic and isometric drawings to sketch out your ideas. This crash course in prototyping will instruct students in architecture, engineering, and art. Using the 3D printer, students make their designs come to life. This course is an introductory comprehensive studio art class, which meets the N.Y. State art requirement for graduation.

**Advanced Studio in Design & Drawing for Production**  
0.50 Credit, 1.00 Weight  
**Prerequisite:** Studio in Design & Drawing for Production  
Students develop more sophisticated, complex projects and will take on leadership roles. They will also learn video art, music video and documentary production on an individual basis, developing video portfolio and exploring career opportunities.

**Studio in Art**  
0.50 Credit, 1.00 Weight  
This is an introductory course in art, which is designed to serve a wide range of students with a variety of interests and abilities, and satisfies the graduation requirement of a half 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 an introductory comprehensive studio art class, which meets the N.Y. state art requirement for graduation.

**Studio in Media Arts**  
0.50 Credit, 1.00 Weight  
This is an introductory course in media arts, which is designed to serve a wide range of students with a variety of interests and abilities, and satisfies the graduation requirement of a half 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.

This is the general foundation course designed to introduce students to the basic elements of art: color, line, texture, space, form, and value through the creation of computer generated art. Emphasis is placed on the principles of design as related to portraits, landscapes, digital composition, and imaginative subject matters. A survey of aspects of art history and art movements is included in the scope of the course. This course is an introductory comprehensive studio art class, which meets the N.Y. state art requirement for graduation.
Advanced Studio in Media Arts  
Prerequisite: Studio in Media Arts  

0.50 Credit, 1.00 Weight

Students develop more sophisticated, complex projects and will take on leadership roles. They will gain expertise in digital literacy skills needed to access, analyze, evaluate, and create messages imbedded in films, new media artworks and other forms of mass media. Career opportunities are explored and portfolio creation encouraged.

Studio in Drawing  

0.50 Credit, 1.00 Weight

Two-dimensional forms will be explored through dry media as well as ink, pastels, graphite, etchings, printmaking, and exploration on mixed media. There will be a unique balance between technical and historical expressive exploration. Students will explore a variety of mark-making materials and engage in a variety of projects to develop their skills.

Watercolor, acrylic, gouache, and oils will be used to explore two-dimensional forms. There will be a unique balance between technical and historical expressive exploration. Students will explore a variety of mark-making materials and engage in a variety of projects to develop their skills.

Social Justice Art/Art and Activism  

0.50 Credit, 1.00 Weight

In this studio art class, students will make connections to the world around them while discovering a topic that will be explored throughout the semester. Students will develop a lens to analyze activist art. Seminar sessions will consist of active conversation, and student facilitated dialogue. Development of individual artistic voices will occur as well as creation of various forms of art creating a thematic series of artwork, such as: silkscreening, posters/t-shirts, digital art, performance art, photography, painting, and new media.

Pottery and 3-D Art  

0.50 Credit, 1.00 Weight

The student will develop an understanding of three-dimensional forms and its relationship to its environment. Students learn various techniques of hand building and throwing a pot from clay in the potter’s wheel. Some of the materials that will be used 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.

Art of the Americas  

0.50 Credit, 1.00 Weight

An introduction to the visual arts of the Americas that explores aesthetics, criticism, history and hands-on art making. Art of the Americas examines the art history of North, South and Central America through the hands-on creation of art using traditional media. Art of the Americas identifies how geography and region affect different cultures that transcend the ages, and are visible in current day culture. This course is intended to provide students with a broad survey and artistic understanding of the diverse cultures that are represented at Sleepy Hollow. This course will teach students to identify overarching themes in art history, applicable to more modern pieces of artwork and literature. Artwork chosen aligns with major units in a potential AP Art History course, as well as works that overlap with themes in Global and American History.

Digital Photography  

0.50 Credit, 1.00 Weight

Students are introduced to photographic manipulation on the computer. Students will learn how to use a digital camera to create original photographic artworks. A review of artwork created throughout history to teach the origins of the traditional and digital craft of photography, 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.
Photography I - Traditional Photography 0.50 Credit, 1.00 Weight
This course is an introduction to photography as a means of expression. Students are familiarized with the 35mm SLR camera and take pictures. They learn how to develop film and manipulate the process to achieve their creative goals, take pictures on location, take portrait photography, photograph school events, and develop an individual portfolio.

Traditional Photography II 0.50 Credit, 1.00 Weight
Prerequisite: Traditional Photography I
Students will explore experimental techniques and advanced lighting within the photography studio. An introduction to using digital photography will also be presented at the end of the semester. Students produce a final project incorporating the photographic lessons learned during the year.

Photography III - Advanced 35mm B&W Photography and Advanced Digital Photography 0.50 Credit, 1.00 Weight
Prerequisite: Photography I or Photography II
This course will provide advanced work in traditional black and white 35 mm film photography, as well as in digital imaging and digital photography using Adobe Photoshop. This is for students who have previously taken Photography I or Photography II and want to further develop their skills in new media application.

Portfolio Seminar 1.00 Credit, 1.00 Weight
Prerequisite: One foundation arts class and or portfolio review
Portfolio 1 – Students who wish to develop a portfolio or art supplement for college or have a strong passion for the arts. Critical problem solving assignments that are open ended in nature and that explore a variety of approaches to design.

Students work in a self-directed environment to develop a portfolio showing a body of their own work that visually explores a particular artistic concern, articulated and supported by a written artist’s statement. Students regularly reflect on aesthetics and art issues individually and as a group, and focus on expressive content that is progressively more innovative and representative of the student’s artistic and cognitive growth. In keeping with the rigor expected in an accelerated setting, students’ portfolios show personal vision and artistic growth over time, mastery of visual art skills and techniques, and evidence of sophisticated analytical and problem-solving skills based on their structural, historical, and cultural knowledge. Students display readiness for high levels of critical thinking, research, conceptual thinking, and creative risk-taking. Projects will be choice-based materials while also being exposed to various traditional/non-tradition media.

Portfolio 2 Honors (pre-AP) – Portfolio 2 is designed to be the first section of the AP Studio Art course. Students will focus on development of the Breadth section of the AP portfolio. Development of a variety of concepts and approaches, theme and media variety will occur. Choice-based materials will be utilized.

Advanced Placement Studio Art 1.00 Credit, 1.10 Weight
(portfolios in 2-dimensional design/ 3-dimensional design/ drawing )
Pre-requisite: Portfolio Seminar, a Studio Foundation Class 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 confers college credit to students.
Students are expected to develop mastery in concept, composition and execution of ideas. Individual portfolios will be developed from a variety of critical thinking problems. The Concentration section of the AP Portfolio will be developed, a body of related works describing an in-depth exploration of a particular artistic concern. It should reflect a process of investigation of a specific visual idea. Choice-based materials will be utilized.

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), Breadth (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.

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

In this introductory course, students will acquire an understanding of video as a communication medium through practical hands-on production skills. They will learn the pre-production, production, and post-production phases of video and film. By creating short narrative videos, students will learn skills in digital storytelling, digital video editing, audio production, digital imaging, graphic design for film, and video animation. Video camera techniques, photography, animation, lighting and audio techniques are incorporated in the video production process. Students also develop the skills necessary to film school activities (sports, performing arts, special events.)

**Advanced Video Production**  
0.50 Credit, 1.00 Weight

Prerequisite: Introduction to Video Production

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

**SH Digital News I & II**  
0.50 Credit, 1.00 Weight

Prerequisite: Video Production

Advanced multimedia students will develop the creative and technical skills needed to work with others in small groups to create and produce a weekly newscast on school events, news, life at the Hollow, sports, classes and clubs. Students will develop skills in all aspects of news production—designing graphics for TV, understanding weekly production workflow, writing for the news, interviewing techniques, anchoring skills, lighting, audio, and set design.

**Introduction to Architecture and Computer Aided Drafting (C.A.D.)**  
0.50 Credit 1.00 Weight

Prerequisite: Studio in Design and Drawing for Production or recommendation

In this course, students will develop their knowledge and understanding of C.A.D. and 3D printing. The students will use drafting techniques, blueprints, design thinking and creative skills by working on hands-on architectural design projects. Students will learn C.A.D. software to render plans and models in three dimensional form.
**Recommended Course Sequence**

**Core Curriculum:**

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**Electives:**

Public Speaking & Debate, Journalism, Career Success, Writers’ Workshop

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

**College credit available through Syracuse University’s Project Advance program

**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 produce several short research papers on topics related to core readings throughout the school year. 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*, *Things Fall Apart*, *Romeo and Juliet*, and *The Contender*. Core textbooks and workbooks include: *Adventures in Reading* and *English Essentials*.

**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. 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*, *The Book Thief*, *Death Be Not Proud*, and *The Odyssey*. Core textbooks and workbooks include: *Adventures in Reading* and *English Essentials*. Writing is a regular component of this course.

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

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

English 11R 1.00 Credit, 1.00 Weight
This course is 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 the English 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 survey course in the American literary tradition covers an expansive range of American literary works composed by some of the most well-known American authors. Exposed to a variety of genres, students examine the thematic links between literature and other texts, cultures, societies, and their own lives to enhance their appreciation for the written word. Core works studied include: The Crucible, The Scarlet Letter, The Adventures of Huckleberry Finn, The Great Gatsby, Death of a Salesman, and The Things They Carried. There is a strong focus on the implication of each work in reference to the American identity. Students we will examine the author and the historical context of each piece to foster awareness of literature’s ability to transcend time. In English 11 Honors, students will develop and refine their critical reading, writing, listening, and speaking skills. Analytical writing, response writing, creative projects, research, and skills preparation for standardized tests are regular components of this course. A research paper is required. Students will take a mid-term in January and the English Regents examination in June.

Advanced Placement English Language and Composition 1.00 Credit, 1.10 Weight
AP English Language and Composition is a college-level course designed to engage students in becoming skilled readers of prose from a variety of periods, disciplines, and rhetorical contexts. Students taking this course are expected to become skilled writers who compose for a variety of purposes. During the course of reading and writing, students become aware of the connections between the writer’s purpose, audience, subject, and how the conventions and resources of language contribute to the effectiveness of professional and personal writing.

The curriculum has a broad academic emphasis: the study of non-fiction prose, fiction, drama, and poetry written by American and English writers, and non-fiction texts in English by non-native speakers, from various time periods, prepare students to write effectively for the 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. Students take a mid-term exam in January, the AP English Language and Composition College Board examination in May, and the English Regents examination in June.
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.

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 intrinsic to 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.

Writers Workshop  
0.50 Credit, 1.00 Weight

This course focuses upon writing for personal enrichment, along with writing for contests and publications. Expository, persuasive, descriptive, and narrative writing will be emphasized during the course. Students will be encouraged to submit their writings to various venues, including Shadow and Substance, the high school’s annual literary and art publication. Students whose writing is published will be recognized by the English Department. The class will meet on an even or odd cycle for the entire year. This credit will go towards a five-year English sequence and/or an elective credit.
Public Speaking and Debate  

0.50 Credit, 1.00 Weight

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

Career Success  

0.50 Credit, 1.00 Weight

This is a course designed for the college, military, or work-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. In addition, students will receive assistance with college and employment applications. 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. The required text is *Becoming A Master Student*, 13th Edition. This half credit elective course will go towards the English graduation requirement.

English 12 Transitions  

1.00 Credit, 1.00 Weight

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

WRT105 SUPA Principles of Academic Writing  

1.00 Credit, 1.05 Weight

Principles of Academic Writing (WRT 105) is an introduction to academic writing. In this class, students will write, revise, edit and reflect on their writing with the support of the teacher and peers. They will engage critically with the opinions and voices of others to develop a greater understanding of how writing can have an effect on oneself and one’s environment. Students will have regular opportunities not just to write, but also to reflect on writing situations and their own development as a writer. The course will engage students in analysis and argument, practices that are interdependent and that carry across academic disciplinary lines and into professional and civic writing. Students may earn three college credits through Syracuse University’s Project Advance Program.
English As a New Language

Dr. Rosa Estevez, Department Chair - 332-6227

**English as a New Language I**  
*Suggested Prerequisite: Screening and placement by ENL Department based on English language assessment.

This is a course of intensive English language study, through both large and small group instruction, for English language learners. Focus will be on the development of basic interpersonal communication skills and 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 New Language II**  
*Suggested Prerequisite: Recommendation of the ENL Department, based on assessment of English language proficiency

This is a course of intensive English language study, through both large and small group instruction, for English language learners. Students will master complex English structures and develop an extensive vocabulary in both oral and written form. They will develop 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 New Language III**  
*Suggested Prerequisite: Recommendation of the ENL 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 ENL/mainstream English classes. Emphasis will be on refining listening, speaking, reading and writing skills; further vocabulary development; writing mechanics; and an appreciation of all genres of literature. Students successfully completing this course will earn one credit. In addition, all ENL III students are required to take an additional English course.

**Spanish Language TASC Program** – This a half-day program designed for recently arrived English language learners who speak Spanish as a first language and for those Spanish-speaking ENL students who, despite their best efforts, will age out of high school before they are able to meet the requirements for a Regents diploma. The program will prepare the students for successfully completing the requirements for a Spanish Language TASC 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.

**Spanish Pre TASC** - A transitional program designed to meet the needs of students who must raise academic skills in math, reading, writing, science, and social studies in preparation for the TASC. This course helps improve basic academic skills. Pre TASC students are exposed to practical oral and written activities that assist in the transition to the TASC program.

**TASC Math** - This course is geared at preparing students for the math portion of the TASC exam. Students develop skills in algebra, geometry, numeric operations, and data analysis. Students in TASC and Pre TASC may take this course.

**TASC English** - This course prepares TASC and pre TASC students for the reading and writing portion of the TASC exam. Students focus on sentence structure, organization, grammar and mechanics.
The Seal of Biliteracy: The Seal of Biliteracy is a seal placed on a student’s diploma in recognition of students who have reached proficiency in two or more languages. The Seal of Biliteracy affirms a high level of mastery in more than one language. Qualifying students must complete all requirements, consisting of exams, portfolios, and exit interviews.

**Recommended Course Sequence**

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* College credit available through the SUNY WCC ECE program  
** College credit available through the SUNY New Paltz, University in the High School Program
Spanish I 1.00 Credit, 1.00 Weight
Admission is based on the need to fulfill the minimum graduation requirement for language study. Students complete checkpoint A of the New York State LOTE curriculum and develop skill areas in speaking, listening, reading and writing related to vocabulary and cultural topics. Students will take the Spanish Checkpoint A Exam in June. This course is offered in 8th grade and summer school.

Spanish II 1.00 Credit, 1.00 Weight
Prerequisite: Spanish I or Spanish 8
Students will build upon their basic speaking, listening, reading, and writing skills at the checkpoint B level and expand their knowledge of vocabulary and cultural topics. Students will take a final exam in June.

Spanish II H 1.00 Credit, 1.05 Weight
Prerequisite: Demonstrated fluency in both oral and written Spanish
This course is designed for native, heritage or dual language students. Students will continue to develop all skill areas (listening, speaking, reading, and writing) through authentic readings in Spanish. The focus of the class will include classroom discussions and compositions based on literary, cultural, and current events topics.

Spanish III 1.00 Credit, 1.00 Weight
Prerequisite: Spanish 2
This course continues to build upon the foundation developed in Spanish II. All four language skills (listening, speaking, reading, and writing) are greatly expanded in the context of Hispanic culture. The Spanish Checkpoint B examination will be administered in June.

Spanish III H 1.00 Credit, 1.00 Weight
Prerequisite: Spanish 2H
In this course, native speakers and dual language students will continue to develop primary Spanish language skills (listening, speaking, reading, and writing), as well as cultural knowledge associated with Spain and Latin America. Authentic resources, materials, and assessments will be infused throughout the course as students prepare for the Advanced Placement Spanish language exam. Students will have the opportunity to take the Spanish SAT II Content Examination with Listening during the school year. A final exam in Spanish will be administered in June.

Spanish IV H 1.00 Credit, 1.05 Weight
Prerequisite: Spanish 3H, Spanish 3, and departmental permission
Spanish IVH is offered through the SUNY Westchester Community College American Counsel on Education (ACE) University in the high school program with college credit available for the course at a reduced tuition rate. This course will further develop students’ four language skills listening, speaking, reading, and writing with an emphasis on reading cultural and literary selections. The activities, projects and assessments are based on the American Council on the Teaching of Foreign Languages (ACTFL) Proficiency Guidelines and Standards. These consist of the five C’s: communication, culture, connections, comparisons and communities. Students will take a Spanish Checkpoint C Examination in June.

Spanish V H 1.00 Credit, 1.05 Weight
Prerequisite: Spanish IV Honors and departmental permission
Spanish VH is offered through the SUNY Westchester Community College ACE University in the high school program with college credit available for the course at a reduced tuition rate. Students will continue to develop their language skills of speaking, listening comprehension, reading comprehension, and writing at the Checkpoint C level. Students will be required to develop projects and presentations in the target language individually and in cooperative groups. Students will read authentic fiction and nonfiction selections in Spanish and view films and artworks from Latin America and Spain. Students will take a Checkpoint C Examination in June.
Spanish Native I, II, III  1.00 Credit, 1.00 Weight

Native Language I and II are offered to Native Speakers of Spanish. These courses parallel the English Language 8th, 9th and 10th grade curricula and are designed to expose students to strategies and methods that are aligned to the Common Core Standards. Authentic materials are used to expand language skills and prepare students for state assessments.

Advanced Placement Spanish Language  1.00 Credit, 1.10 Weight
Prerequisite: Spanish 3H or Spanish IV Honors and departmental permission

This course focuses on advanced Spanish listening comprehension, reading comprehension, writing, and speaking in order to prepare students for the AP examination in Spanish. The course will also provide extensive use of authentic documents from the target culture to develop the students’ interpersonal and presentational skills in the spoken and written language. The class is conducted in the target language, and the students are expected to speak in Spanish during the class. Please note that a summer assignment will be posted on the school website.

Advanced Placement Spanish Literature & Culture  1.00 Credit, 1.10 Weight
Prerequisite: Advanced Placement Spanish Language or by recommendation

This course is designed to be comparable to a third-year college level Introduction to Hispanic Literature course. The course covers all of the major Hispanic literary movements from the middle ages to present, and has a cultural and historical component. Students are required to read authentic literary works, present literary themes, write essays, and speak in the target language during the class. The students will develop their literary analytical skills and continue to improve their reading and writing skills in Spanish. Please note that a summer assignment will be posted on the school website.

French II  1.00 Credit, 1.00 Weight
Prerequisite: French 8 and a passing grade on the Checkpoint A French Local Assessment

Students will build on their basic speaking, listening, reading and writing skills at the Checkpoint B level and expand their knowledge of vocabulary and cultural topics. Students will take a final examination in June.

French III  1.00 Credit, 1.00 Weight
Prerequisite: French 2

Students meet their graduation requirement for the Regents diploma with advanced designation. Students will complete Checkpoint B and further develop their proficiencies in skill areas, vocabulary, and cultural topics. Students will take the French Checkpoint B examination will be administered in June.

French IV H  1.00 Credit, 1.05 Weight
Prerequisite: French 3

French IVH offered through the SUNY New Paltz University in the high school program with college credit available for the course at a reduced tuition rate. A Checkpoint C level course for students who complete the checkpoint B program at the mastery level, the course will promote continued development of the primary language (communication) skills – listening, reading, writing, and speaking. It will also include a cultural component, thus both NYS LOTE standards will be addressed. The curriculum will also help to prepare those students who wish to engage in the Advanced Placement course of study.
Advanced Placement French Language & Culture  
**Prerequisite:** French IV Honors and departmental permission

This course focuses on advanced French listening comprehension, reading comprehension, writing, and speaking in order to prepare students for the AP examination in French. The course will also provide extensive use of authentic documents from the target culture to develop the students’ interpersonal and presentational skills in the spoken and written language. The class is conducted in the target language, and the students are expected to speak in French during the class. Please note that a summer assignment will be posted on the school website.

**Italian II**  
**Prerequisite:** Italian 8

Students will continue to build on their skill areas of speaking, listening, reading, and writing. They will also broaden their vocabulary base in all vocabulary topics and continue to explore the target culture at the Checkpoint B level of proficiency. Students will take a final examination in June.

**Italian III**  
**Prerequisite:** Italian II

This course continues to build upon the foundation developed in Italian II. All four language skills (listening, speaking, reading, and writing) are greatly expanded in the context of the Italian culture. This course is designed to prepare the students for the Italian Checkpoint B examination in June.

**Italian IV & V H**  
**Prerequisite:** Italian III

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. The goal of these courses is to continue to develop mastery of skills acquired through the previous three years of study. The emphasis is on 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.
Health and Physical Education

Ms. Tawn Turnesa, Department Chair – 332-6301

Health Education 0.50 Credit, 1.00 Weight

This course is a state-mandated requirement for graduation, strongly recommended for the sophomore year. Through classroom discussion, 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 in sports and related activities, along with developing skills and habits that promote lifetime fitness. Students are required to take a minimum of four courses to satisfy their graduation requirement. All courses are designed to give students the necessary knowledge to lead a healthy and active lifestyle. Appropriate skill and 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 Young Women

This class offers the best and most effective self-defense techniques for women. This program also covers important preventative strategies that will help our students avoid violent, life-threatening situations. Topics include: date rape and sexual assault prevention, internet safety, and healthy versus unhealthy and abusive relationships. 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 (W MBA), 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 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.
**Fitness For Life**
Through Fitness for Life, students will learn to become informed consumers on matters related to lifelong physical activity and fitness, taking responsibility for setting individualized goals, and making their own plans for active living. To accomplish this overarching goal, students will learn a variety of self-management skills, including self-assessment.

Students will learn how to assess their own fitness and other health and wellness factors to determine personal needs and assess progress resulting from healthy lifestyle planning.

Students will learn self-management skills (e.g., goals setting, self-monitoring, self-planning) for adopting healthy lifestyles.

**Fitness Training for Student Athletes**
This class is geared for student-athletes who want to improve their fitness levels to compete at the highest interscholastic level. Workouts will emphasize building muscular strength, muscular endurance, explosiveness, power, speed, and flexibility. The class will utilize a variety of weight training programs that will suit individual needs. In addition, student athletes will work with their coach/teacher to create a program that matches the need of their sport.

**Mindful Yogalates**
The benefits of yoga and Pilates can be found in Yogalates, an exercise method combining the strength of Pilates and the flexibility of yoga. The workout integrates yoga and Pilates training using a mind-body connection for improved physical, emotional and spiritual levels. With improved breathing, circulation and energy, Yogalates may increase your ability to burn calories. 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. Students will also learn how to use mindfulness exercises in their daily life to help reduce stress, anxiety, and depression.

**Body Sculpt**
This class is a non-aerobic, muscle-toning class, usually focused on core strength. This sculpting class will use weight bars, exercise bands, and dumbbells, or a combination of these gadgets. Students will gain strength, endurance, and flexibility through a combination of workout sessions. Students will also learn relaxation techniques, mindfulness activities, and visualization exercises to promote an overall positive well-being, and to learn coping strategies for stress and anxiety.

**Dancing Like A Star**
This course is designed to introduce students to various forms of dance. Students will develop a basic foundation in line dancing, salsa, ballroom dance, Zumba and hip-hop. The ballroom dance unit includes specific dances such as the waltz, tango, swing, cha-cha, rumba, and the mambo. The Zumba is a new and exciting dance combination of merengue, bachata, salsa, cha-cha, reggaton 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.
# Mathematics

## Recommended Course Sequence

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<th>GRADE 9</th>
<th>GRADE 10</th>
<th>GRADE 11</th>
<th>GRADE 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Geometry 3 in 2 (H)</td>
<td>Algebra 2/Pre Calc 3 in 2 (H)</td>
<td>AP Calc AB or BC</td>
<td>AP Comp Sci A and/or Statistics* and/or Advanced Math Option</td>
</tr>
<tr>
<td>Algebra 1 (H)</td>
<td>Geometry 3 in 2 (H)</td>
<td>Algebra 2/Pre Calc 3 in 2 (H)</td>
<td>AP Calc AB or BC</td>
</tr>
<tr>
<td>Algebra 1 (R)</td>
<td>Geometry (R) or Geometry</td>
<td>Algebra 2 (R) or Algebra 2 and/or AP Computer Science</td>
<td>Pre-Calculus* and/or Statistics * and/or AP Computer Science</td>
</tr>
<tr>
<td>Fundamentals of Algebra</td>
<td>Algebra 1 (R)</td>
<td>Geometry (R) or Geometry</td>
<td>Algebra 2 (R) or Algebra 2 or Math 12</td>
</tr>
</tbody>
</table>

* College credit available through SUNY WCC ACE program

*Computer Science Discoveries and Computer Programming are elective options for students in grades 9 and 10*

### Fundamentals of Algebra

1.00 Credit, 1.00 Weight

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

### ENL Fundamentals of Algebra

1.00 Credit, 1.00 Weight

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

### Algebra 1

1.00 Credit, 1.00 Weight

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

### ENL Algebra 1

1.00 Credit, 1.00 Weight

This course develops student proficiency at the entry level in the areas of number and quantity, algebra, functions, modeling, and probability and statistics as measured by the New York State Common Core Learning Standards. The algebra Regents is required.
Algebra 1 H  
1.00 Credit, 1.05 Weight
This purpose of this course is to develop student proficiency at the Honors level in the areas of number and quantity, algebra, functions, modeling, and probability and statistics as measured by the New York State Common Core Core Learning Standards. The algebra Regents is required.

Geometry
Suggested Prerequisite: Algebra 1
1.00 Credit, 1.00 Weight
This course introduces students to the topics of geometric relationships, constructions, locus, formal and informal proofs, coordinate geometry, and transformational geometry as described by the Geometry Standard of the New York State Common Core Learning Standards. Local final exam is required.

Geometry R
Suggested Prerequisite: Algebra 1
1.00 Credit, 1.00 Weight
This course develops student proficiency at the entry level in the areas of geometric relationships, constructions, locus, formal and informal proofs, coordinate geometry, and transformational geometry as described by the Geometry Standards of the New York State Common Core Learning Standards. The geometry Regents is required.

Geometry 3 in 2 H
Suggested Prerequisite: Algebra 1 H
1.00 Credit, 1.05 Weight
All topics included in Geometry R will be extended and enhanced so that each topic will require a deeper understanding of mathematical theory. Additionally, this is the first year of a two-year sequence to allow students to cover Geometry, Algebra II, and Pre Calculus in two years in order to accelerate. Appropriate Algebra II and Pre Calculus topics will also be covered. The geometry Regents is required.

Algebra II
Suggested Prerequisite: Geometry
1.00 Credit, 1.00 Weight
This third-year course introduces students to the topics of logic, algebra, trigonometry, and probability and statistics as described by the Algebra II Common Core Learning Standards. Local final exam is required.

Algebra II R
Suggested Prerequisite: Geometry R
1.00 Credit, 1.00 Weight
This third-year course develops student proficiency at an advanced level in the areas of logic, algebra, trigonometry, and probability and statistics as described by the Algebra II Common Core Learning Standards. The Algebra II Regents is required.
Algebra II/Pre Calculus 3 in 2 H  
Suggested Prerequisite: Geometry 3 in 2 H  
1.00 Credit, 1.05 Weight  
All topics included in Algebra II R are extended and enhanced so that each topic will require a deeper understanding of mathematical theory. Additionally, this is the second year of a two-year sequence to allow students to cover geometry, Algebra II, and Pre Calculus in two years in order to accelerate. All remaining Pre Calculus topics will be covered in order to ensure that students can easily move to AP Calculus BC. The Algebra II Regents is required.

Statistics  
Suggested Prerequisite: Algebra II R  
1.00 Credit, 1.05 Weight  
This course is designed to provide a general introduction to statistical methods. Topics include: descriptive methods and the presentation of data, a thorough treatment of the basic concepts of probability, techniques of statistical inference and decision-making through hypothesis testing, and the methods of correlation and regression analysis. This course is taught through a partnership with the Advanced College Experience (ACE) Program at Westchester Community College (WCC). Students are given the opportunity to earn college credit if they complete all required coursework, register with WCC, and pass the WCC placement exam. A local midterm and final exam (that are approved by the college) are required.

Math 12  
Suggested Prerequisite: Geometry or Algebra II  
1.00 Credit, 1.00 Weight  
The purpose of this fourth year math class is to prepare students for college math. Students will review math appropriate for the SAT, focus on college level statistics and probability, and prepare for college placement exams in mathematics. A local final examination is required. Successful completion of this course will waive the math placement test for entrance to WCC.

Computer Programming  
0.50 Credit, 1.00 Weight  
The goal of this introductory Computer Science course is to expose students to the world of computer programming. Focus will be on logical and algorithmic thinking. Students will learn the fundamental concepts of modern programming languages like Java and C++ through design and animation. A local final examination is required.

Computer Science Discoveries  
0.50 Credit, 1.00 Weight  
This computer science elective will cover a variety of topics including programming, physical computing, HTML, CSS, and data. Students will learn to build their own websites, apps, games, and physical computing devices. A local final examination is required.

Pre-Calculus  
Suggested Prerequisite: Algebra II R  
1.00 Credit, 1.05 Weight  
The goal of this course is to increase student proficiency in advanced algebra, analytic geometry, trigonometry, probability and statistics, functions and limits, sequences and series. The course includes the use of a graphing calculator. A local final exam is required. This course is taught through a partnership with the Advanced College Experience (ACE) Program at Westchester Community College. Students are given the opportunity to earn college credit if they complete all required coursework, register with WCC, and pass the WCC placement test. A local midterm and final exam (that are approved by the college) are required.
<table>
<thead>
<tr>
<th>Course</th>
<th>Credit</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Pre-Calculus H</strong></td>
<td>1.00</td>
<td>1.05</td>
</tr>
<tr>
<td><strong>Suggested Prerequisite: Algebra II H</strong></td>
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<tr>
<td>The goal of this course is to increase 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 requires the use of a graphing calculator. A local final exam is required.</td>
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<tr>
<td><strong>Calculus AB - Advanced Placement</strong></td>
<td>1.00</td>
<td>1.10</td>
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<tr>
<td><strong>Suggested Prerequisite: Pre-Calculus H</strong></td>
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<tr>
<td>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.</td>
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<tr>
<td><strong>Calculus BC – Advanced Placement</strong></td>
<td>1.00</td>
<td>1.10</td>
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<tr>
<td><strong>Suggested Prerequisite: Pre-Calculus H and teacher recommendation</strong></td>
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<tr>
<td>The purpose of this course is to develop proficiency in advanced topics of differential and integral calculus as defined by the Advanced Placement Committee of the College Entrance Examination Board. This course includes the use of a graphing calculator. The Calculus Advanced Placement BC Examination is required.</td>
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<tr>
<td><strong>Computer Science A – Advanced Placement</strong></td>
<td>1.00</td>
<td>1.10</td>
</tr>
<tr>
<td><strong>Suggested Prerequisite: Algebra II or completion of Computer Programming</strong></td>
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<tr>
<td>The AP Computer Science A course is an introductory course in computer science. Because the design and implementation of computer programs to solve problems involve skills that are fundamental to the study of computer science, a large part of the course is built around the development of computer programs that correctly solve a given problem. AP Computer Science A Exam requires the use of Java. The Computer Science Advanced Placement A Examination is required.</td>
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<tr>
<td><strong>Computer Science Principles – Advanced Placement</strong></td>
<td>1.00</td>
<td>1.10</td>
</tr>
<tr>
<td><strong>Suggested Prerequisite: Algebra II or completion of Computer Programming</strong></td>
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<tr>
<td>AP Computer Science Principles introduces students to the foundational concepts of computer science and challenges them to explore how computing and technology can impact the world. There is heavy emphasis on problem solving and applications. The course does not focus on just one specific language but rather focuses on using programming and computing in general as a way to solve computational problems. Students will use an iterative process to design their solutions. There is also focus on ethics and cyber security. The Computer Science Principles Advanced Placement Examination is required.</td>
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</tbody>
</table>
### Science

#### Recommended Course Sequence

<table>
<thead>
<tr>
<th>GRADE 9</th>
<th>GRADE 10</th>
<th>GRADES 11 and 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical Setting/Physics H</td>
<td>Physical Setting/Chemistry H</td>
<td>AP Biology</td>
</tr>
<tr>
<td>Physical Setting/Earth Science</td>
<td>Anatomy/Physiology and Biotechnology</td>
<td>AP Environmental</td>
</tr>
<tr>
<td>Applied Physical Science</td>
<td>ENL Living Environment</td>
<td>AP Chemistry</td>
</tr>
<tr>
<td>ENL Applied Physical Science</td>
<td>Science Research</td>
<td>SUPA Forensics **</td>
</tr>
<tr>
<td>Science Research</td>
<td></td>
<td>Medical Terminology *</td>
</tr>
</tbody>
</table>

*College credit available through SUNY WCC ACE program  
**College credit available through Syracuse University

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

This course provides students with a detailed treatment of geology, meteorology, and astronomy through hands-on activities, whole group instruction, small group discussion, and laboratory experiences. Students must show evidence of 1200 minutes of satisfactory laboratory work 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 end with a Regents examination. It utilizes a constructivist approach to problem solving related to technological applications. Applications of physics principles to sports, transportation, and communication will be studied.

**ENL Applied Physical Science**  
1.00 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  
Prerequisite: Chemistry and Algebra  
1.00 Credit, 1.00 Weight  
This course primarily allows 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 will be taken by all students at the end of the course.

Physical Setting/Physics 9H  
Prerequisite: 8H Math or Math 1H  
1.00 Credit, 1.05 Weight  
This course primarily allows 9th grade students to focus on the relationships between matter and energy. The Students 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 will be taken by all students at the end of this course.

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

Anatomy/Physiology and Biotechnology  
Prerequisite: Earth Science or Applied Physics  
1.00 Credit, 1.00 Weight  
This is a lab-based course with an emphasis on anatomy and physiology, and biotechnology. Students will explore and study the structure and function of the human body and how it compares to other organisms. Students will examine the advances in modern biology and the fundamental principles of biotechnology. The course will focus on understanding concepts, application to fields of study and careers, and developing laboratory and other important science skills.

Physical Setting/Chemistry  
ENL Physical Setting/Chemistry  
Prerequisite: Living Environment and Earth Science  
1.00 Credit, 1.00 Weight  
This course provides the students with a detailed study of matter, including the chemical elements, their compounds and their behavior in relation to one another. Students will develop analytical skills through extensive laboratory exercises. Students are required to show evidence of 1200 minutes of satisfactory laboratory work 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  
Prerequisite: Physical 9H or Earth Science  
1.00 Credit, 1.05 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. Students are required to show evidence of 1200 minutes of satisfactory lab 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.
Science Research 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 students 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.

Inquiry in Science 0.50 Credit, 1.00 Weight
Prerequisite: Living Env and Earth Science or Applied Physics

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

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

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

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.

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

This course introduces students to common medical terminology and language used by health care professionals and in health related fields. Emphasis will be placed on the components of medical terms by focusing on prefixes, suffixes, and word roots. Medical terms regarding anatomy and physiology of the human body, disease process, surgical and diagnostic procedures, as well as, different medical specialties and abbreviations will be studied. Major body systems studied will include: muscular, skeletal, respiratory, circulatory, digestive, reproductive, urinary, and nervous systems.

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

These are college-level physics courses which follow the curriculum prescribed by the College Board. The courses focus on the big ideas typically included in the first and second semesters of an algebra-based, introductory college-level physics sequence and provide students with enduring, foundational understandings and skills. AP Physics 1 explores the following topics: kinematics, Newton’s laws, various types of motion, work and energy, electrostatics, and mechanical waves and sound. AP Physics 2 explores the following topics: thermodynamics, fluid dynamics, electrostatics, electromagnetism, optics, and quantum physics. Laboratory exercises and scientific inquiry will be used to promote an engaging and rigorous experience for students. The Advanced Placement examination in physics 1 or physics 2 is required to be taken by all students in May.
Advanced Placement Biology  
Prerequisite: Living Environment, Physical Setting /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.

Advanced Placement Chemistry  
Prerequisite: Physical Setting/Chemistry and Physical Setting/Physics  
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  
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.
## Recommended Course Sequence

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<tr>
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<th>GRADE 12</th>
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<tbody>
<tr>
<td>AP European History</td>
<td>AP American History</td>
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<td>Economics, H</td>
</tr>
<tr>
<td>ENL American Citizenship/Economics</td>
<td>ENL Global History and Geography I</td>
<td>ENL Global History and Geography II</td>
<td>SUPA Personal Finance *</td>
</tr>
<tr>
<td>Model UN</td>
<td>Model UN</td>
<td>Psychology</td>
<td>AP Gov &amp; Politics</td>
</tr>
<tr>
<td>History of Our Towns</td>
<td>History of Our Towns</td>
<td>Law</td>
<td>SUPA Psychology *</td>
</tr>
<tr>
<td>Writing in Social Studies</td>
<td>AP Art History</td>
<td>Writing in Social Studies</td>
<td>Individualized Senior Experience</td>
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<tr>
<td>News Trends in the Media</td>
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* College credit available through Syracuse University

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<thead>
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<th>Course</th>
<th>Credits and Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Global History and Geography IH</td>
<td>1.00 Credit, 1.05 Weight</td>
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These courses constitute a two-year unit of study designed to focus on the social studies practices and unifying themes outlined in the Framework. While events are taught chronologically, relevant themes are superimposed; acting as historians, students explore what is happening in various regions and civilizations at a given time, and are able to make connections and draw conclusions between the different regions and eras based on evidence. In addition, the use of primary and secondary sources enables students to investigate issues and themes from multiple perspectives. The teaching of writing, the application of technology, and the linking to current issues are integrated into the courses. Students are required to take the Global History and Geography Regents at the end of the second year. Teacher recommendation is required for the honors course.
Advanced Placement European History 1.00 Credit, 1.10 Weight
AP European History is designed to be the equivalent of a two-semester introductory college or university European history course. In AP European History students investigate significant events, individuals, developments, and processes in four historical periods from approximately 1450 to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing historical evidence; contextualization; comparison; causation; change and continuity over time; and argument development. The course also provides six themes that students explore throughout the course in order to make connections among historical developments in different times and places: interaction of Europe and the world; poverty and prosperity; objective knowledge and subjective visions; states and other institutions of power; individual and society; and national and European identity. This course is usually taken in 10th grade in place of Global History and Geography IIIH, 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. An 85 or above average in Global History and Geography 1 Honors is highly recommended.

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 that focuses on the social studies practices and unifying themes outlined in the Framework. The year begins with an analysis of the foundations and structure of the Constitution. After an in-depth look at the new government and Bill of Rights issues, students learn about events in history and critically analyze how these events have tested the Constitution. 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 to utilize evidence to support claims that answer compelling questions. Students are required to take the United States History and Government Regents upon completion of this course. Teacher recommendation is required for the honors course.

Advanced Placement American History 1.00 Credit, 1.10 Weight

This course is designed to provide students with the analytical skills and factual knowledge necessary to think critically about the problems and issues in United States history. Demands equivalent to those made by a full-year introductory college-level course will prepare students for intermediate and advanced level college courses. Students will learn to assess historical materials and to weigh the evidence and interpretations presented in historical scholarship. The course is presented chronologically and emphasizes analytical reading, writing, and historical interpretation. Students will take the Advanced Placement examination in May and the U.S. History and Government Regents in June. Teacher recommendation and successful completion of a summer reading and writing assignment are required. An 85 or above average in Global History and Geography 2 Honors is highly recommended.
Contemporary Issues/Participation in Government H
0.50 Credit, 1.05 Weight

Contemporary Issues/Participation in Government
0.50 Credit, 1.00 Weight

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

Law
0.50 Credit, 1.00 Weight

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

Individualized Senior Experience
0.50 Credit, 1.0 Weight

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

Seniors participating in the program typically take economics during the first semester of senior year, and the Senior Experience program takes the place of the Government and Contemporary Issues course in the second semester. Prior to working on their projects, students attend class in which an instructor will guide students through project formulation, journal writing, research sessions, and mini-presentations. 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.
Model United Nations 0.50 Credit, 1.00 Weight
The Model United Nations class offers students an opportunity to explore modern global issues from a variety of perspectives. This semester course develops students’ understanding of the structure, role, goals and actions of the United Nations through debates, simulations, and research. Students will sharpen their leadership, communication, collaboration, and problem-solving skills. They will be invited to attend local conferences addressing current international concerns. While this course is open to students in grades 10-12, priority will be given to seniors in order to satisfy their New York State Participation in Government requirement.

Economics H 0.50 Credit, 1.05 Weight
Economics 0.50 Credit, 1.00 Weight
This semester course deals with the basic concepts and principles of economics. It examines the major elements of economic systems and the roles of the various components of those systems including that of consumer, various business organizations, labor, agriculture, banking, investment and government. This portion of the course is designed to provide students with the economic knowledge and skills necessary for them to function as economically literate citizens in our society and the world. A final research and technology project requires students to demonstrate their understanding of investment strategies. Teacher recommendation and completion of a summer assignment are required for the honors course.

SUPA Personal Finance 1.00 Credit, 1.05 Weight
This course applies the fundamental economic problem: How to efficiently allocate finite resources in order to most effectively meet infinite human wants and needs, to the study of personal finance. In this context, the course covers vocabulary, institutional structures, concepts, and issues to take on the problem of most efficiently allocating finite financial resources to effectively meet students’ wants and needs as households in terms of gaining and preserving financial security, now and throughout their lives. Sample topics include budgeting and income statements, banking, saving, borrowing, using credit, investing, acquiring insurance, computing taxes, and planning for retirement. In addition, students will learn important institutional facts and fundamental economics concepts related to various types of investments and loans. This is a college course offered to seniors only through Syracuse University. Students paying the (discounted) fee for S.U. credit will receive a Syracuse University transcript.

ENL American Citizenship and Economics 1.00 Credit, 1.00 Weight
American Citizenship is the social studies course taken by newly-arriving ENL students. This course meets the requirements of our 12th grade social studies course Economics and Participation in Government/Contemporary Issues. This class will teach students social studies skills, concepts, and vocabulary necessary for success in 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 political concepts, ideas, institutions, policies, interactions, roles, and behaviors that characterize the constitutional system and political culture of the U.S. Students read and analyze U.S. foundational documents, Supreme Court decisions, and other texts and visuals to gain an understanding of the relationships and interactions between political institutions and behavior. They interpret data, develop evidence-based arguments, and use a variety of media to conduct research on current topics throughout the course. Enrollment in AP Government may be substituted for the Participation in Government and Economics requirement; this course is a full-year course. Teacher recommendation and successful completion of a summer reading and writing assignment is required. Students are expected to take the AP Exam in May.

SUPA Psychology 1.00 Credit, 1.05 Weight

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

Psychology 0.50 Credit, 1.00 Weight

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

News Trends in the Media 0.50 Credit, 1.00 Weight

In a world where information is at our fingertips 24/7, how do we differentiate between real news and fake news? What tools are at our disposal to tell them apart? Which sources can we trust? What role does social media play in passing on information that may or may not be based on facts? This portfolio-based elective meets 45 minutes every other day throughout the school year. It is driven by student interest in current events and news stories. We test a variety of apps and websites for their trustworthiness, and then use the sources we deem reliable for research. Students also have the opportunity to enter a variety of contests through the New York Times Learning Network and other news organizations, creating their own cartoons, reviews, and videos. Guests connected to the local media share their expertise, and students collaborate to create public announcements, multimedia presentations for Digital News and articles for Hoofprints. This elective is open to all grade levels.
History of Our Towns  

In this elective course, students will engage in a hands-on study of the economic, political, and social conditions of the Tarrytowns from the colonial period to the present time. They will have the opportunity to dive deeply into primary sources to investigate the rich past of this strong community. They will discover the stories behind the statues, the parks, local attractions, people, and businesses. Students will participate in fieldtrips and explore the local archives to develop an understanding of our past that will strengthen their connection to the community. This elective is open to all grade levels.

Writing in Social Studies  

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

Advanced Placement Art History  

This full year course explores topics such as the nature of art, its uses, its meanings, art making, and responses to art. Through investigation of diverse artistic traditions of cultures from prehistory to present, the course fosters in-depth and holistic understanding of the history of art from a global perspective. Students learn and apply skills of visual, contextual, and comparative analysis to engage with a variety of art forms, constructing understanding of individual works. This course is recommended for juniors and seniors who have been successful in humanities courses, such as history and literature, or in studio art courses. Students are expected to take the AP exam in May.
Special Education

Mrs. Denise Wagner, Department Chair - 366-5866

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

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

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. Students will receive supplemental instruction as well as instruction to prepare for state exams.

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

Special Class
Special class (15:1 student to teacher ratio). Students can receive special class instruction for all classes or a combination with ICT or general education classes depending on the specific needs of the student.

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

Project Y.O.U.
Project Youth Opportunities Unlimited is a specially designed work-study program leading to job placement and improved employability behaviors. Efforts are made to build self-esteem, positive work habits and academic skills.
Related Services
Related Services are those that can be provided to assist students with disabilities. These can include speech-language pathology, audiology services, psychological services, physical therapy, occupational therapy, counseling services, orientation and mobility services, parent training and counseling, assistive technology services, and any other appropriate developmental or corrective services.

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

African American Heritage Club  
App Development Club  
Art Club  
Book Club  
Computer Coding Club  
Digital Yearbook  
ENL Ambassadors  
Feminism Club  
Foreign Language Honor Society  
The Garden Club  
Habitat for Humanity  
History Club  
Latin American Student Organization (L.A.S.O.)  
Literary Magazine *Shadow and Substance*  
The Makers Club – 3D Printing  
Math National Honor Society  
Math Team  
Model United Nations  
Newspaper - *Hoofprints*  
National Art Honor Society  
National English Honor Society  
National Honor Society  
Outdoors Club  
Peer Impact Club  
Photography Club  
Pioneer Cheer Club  
Promoting Animal Welfare (P.A.W.)  
Rachel’s Challenge  
RHO Kappa – Social Studies National Honor Society  
Science Honor Society  
Ski/Snowboarding Club  
Sleepy Hollow Academy for Disabilities Education (S.H.A.D.E.)  
Spectrum  
Students Promoting Environmental Awareness and Responsibility (S.P.E.A.R.)  
Stage Crew  
Student Council  
Theater: Fall Drama and Spring Musical  
Tri-M Music Honor Society  
Varsity Athletes Against Substance Abuse (V.A.A.S.A.)  
Yearbook *The Legend*

Athletics

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

**WINTER**
Basketball (boys and girls)  
Cheerleading  
Gymnastics (girls)  
Ice Hockey  
Indoor Track (boys and girls)  
Skiing  
Wrestling

**SPRING**
Baseball  
Golf (boys and girls)  
Lacrosse (boys and girls)  
Outdoor Track (boys and girls)  
Softball  
Tennis (boys)
### HIGH SCHOOL FOUR YEAR PLAN

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### GRADUATION REQUIREMENTS – Class of 2005 & thereafter

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### 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:

______________________

______________________