HOOSICK FALLS CENTRAL SCHOOL

2025 - 2026

HOOSICK FALLS HIGH SCHOOL Curriculum Guide

Hoosick Falls Central School District's Mission: "To develop responsible citizens who possess the knowledge, skills, and values to be successful participants in a global society."

Hoosick Falls Central School District
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hoosickfallscsd.org

Explore Courses →

Letter from the Principal

Dear Students and Families,

Welcome to the High School Curriculum Guide for the 2025-2026 school year. This document is intended to assist students and families in the course selection process.

High School is an exciting time where students can take interesting electives, in addition to their New York State graduation requirements, to better understand their passions and interests for their future endeavors. Students should use this document as a planning guide for their intended coursework while at Hoosick Falls Central School District.

Please contact our School Counseling Office if you have any questions.

Respectfully,

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Note: Every attempt will be made to honor program requests. Some courses described in this booklet are tentative. Many factors, e.g., enrollment, staffing, budgeting, scheduling, etc., may affect final determination of actual course offerings.

Statement of Nondiscrimination

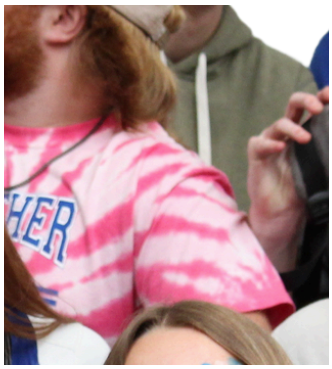
Except as otherwise provided by law, no student, teacher, administrator, employee, parent, or applicant for employment shall be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any educational program or activity within the jurisdiction of the Hoosick Falls Central School District on the basis of religion, race, color, gender, or handicap.

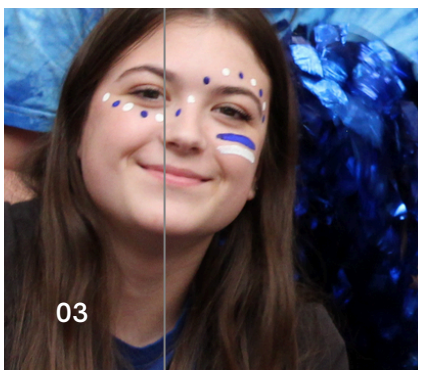
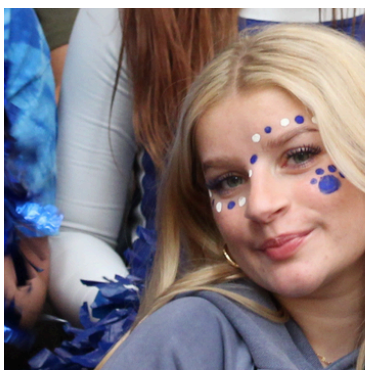
Program Planning Guide

The information presented in this guide is designed to assist you in planning programs for your high school career. We believe that parents and students should work closely with teachers and school counselors in considering the various courses and programs that are available. The scheduling process begins with grade-level classroom visits. Counselors assist students in classrooms with Course Selection Sheets. Parents are invited and encouraged to participate in the scheduling process at any time. Appointments can be made by contacting the College and Career Counseling Center directly. There will also be summer hours available to discuss schedule changes. The responsibility for selection of courses is shared by the students, parents and our School Counselors.

It is important to mention this Curriculum Guide includes a vast array of possible offerings. Please understand that just because you have expressed an interest in a particular course, it does not guarantee that it will be offered in the upcoming school year. Actual course offerings are determined by staffing availability and/or student enrollment. Therefore, the listing of alternative course choices in the selection process is essential.



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How Scheduling Works

The following timeline will be in place for the 2025-2026 school year:

January 2025 - February 2025

- Course selections completed in core classes
- Begin master schedule build

February 2025

- Teacher recommendations provided to school counseling department
- School counselors cross reference teacher recommendations vs. student course selections
- Student course selections mailed home with quarter 2 report card
- Continue master schedule build

March 2025 - May 2025

- Tentative schedules reviewed by school counselors and administration
- Finalize master schedule build

June 2025

- Teachers given courses and tentative schedules for 2024- 2025 school year
- Summer assignments handed out for accelerated courses
- School counselors notify students/families that qualify for summer school
- Tentative schedules mailed out with final report card

July 2025 - August 2025

- School counselors available by appointment to make schedule request changes
- School counselors finalize summer school grades/scores and adjust final schedules
- Final schedules available in eSchool and mailed home for 2024-2025 school year

September 2, 2025 - September 16, 2025

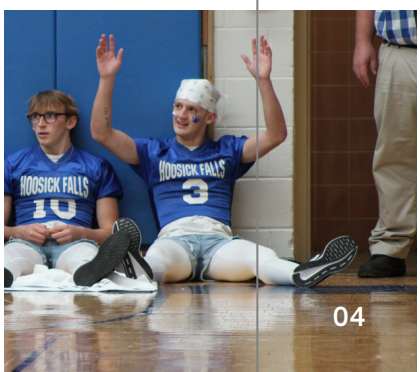
- Add/Drop period for fall semester and full year courses

September 17, 2025 - and beyond

- Add/Drop requires administrative approval

(Requests for dropping a course or changing a level after the following deadlines require administrative approval. If approval is granted, a grade of “Withdrawal Pass” or “Withdrawal Fail” will appear on the final transcript depending on the student’s grade status on the date of the drop or level change. Signatures from a parent, teacher, counselor and administrator are required for changes after the deadline.)

PRIDE



Graduation Requirements

New York State

Course Requirements: Students must earn the following course credits in order to graduate with a Regents or Advanced Regents diploma. [See (a) & (b).]	Minimum Number of Credits
English	4
Social Studies	4
Science	3
Mathematics	3
Foreign Language	1 (a)
Health	1/2
Art and/or Music	1
Physical Education	2
Electives	3 1/2 (b)
Total	**22**

(a) Regents and Advanced Regents Diploma- Students are required to have completed one unit of language by the end of their freshman year.
(b) Advanced Regents Diploma- A three unit sequence in a Foreign Language, or a five unit sequence in an elective pathway (art, technology, etc.)

For a more detailed description of New York State Graduation Requirement please go to: http://www.nysed.gov/common/nysed/files/currentdiplomarequirements.pdf

Traditional Exams Required for Graduation

Students must demonstrate competency in reading, writing, math, science, U.S. History and Global Studies by passing the examination listed below with a 65 or higher*:

Regents Diploma	Advanced Regents Diploma (all required for Regents plus the following):
Common Core English exam Global History & Geography exam U.S. History and Government exam 1 Math exam (typically Algebra) 1 Science exam	Geometry & Algebra II Common Core exams Additional Science exam (either Life or Physical depending on prior) Foreign Language Checkpoint B exam (or a five credit sequence - see (b) above*) *There are also a variety of "non-traditional" Assessment Combinations for Advanced Designation. See the link below.

Variations to the above testing requirements:
The following link outlines the diploma and credential requirements currently in effect for New York State:

http://www.nysed.gov/common/nysed/files/programs/curriculum-instruction/diploma-and-credentials-summary-requirements.pdf

The chart in the link above 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 in the link to offer specific regulatory requirements and more detailed information regarding the requirements for each diploma or credential.

Our high school counselors work with each student and family individually to determine the best pathway towards a diploma and/or credential. Students/parents are welcome to meet with counselors to discuss the various pathways at any time.

High School Testing

Advanced Placement (AP)

Ten Advanced Placement courses are offered at Hoosick Falls High School. Advanced Placement (AP) is offered by the College Board and offers students a chance to take college level classes and potentially earn college credit based on their exam score. Exams are scored 1-5, with many colleges offering credits for scores of 3 and above.

Practice Stanford Achievement Test (P.S.A.T.)

The PSAT is offered by the College Board and is administered in October during the school day. The standardized test is meant to give students a change to experience what it may be like on the S.A.T. All juniors take this examination, as well as sophomores who express interest. The PSAT is also the National Merit Scholarship qualifying test, which means juniors who score well compete to earn scholarship money. Parents and students are notified approximately one month before the examination of its date and time. Students who are unable to test should communicate with their counselor for additional opportunities.

SAT I, SAT Subject Test & ACT

The college entry exams, SAT and ACT are usually taken in the spring of junior year and/or fall of the senior year. Registration materials for SAT I, SAT Subject Tests and ACTs are available in the College and Career Center. Please see the following websites for more information and/or contact your school counselor to discuss options:
SAT I, SAT Subject Tests: http://collegeboard.com
ACT: https://www.act.org/

ASVAB Career Exploration Program

The ASVAB is a test and then review program that allows students to identify strengths in the areas of verbal, math, science and technical skills. The test is followed up with a presentation to explain and use results to help students find out how their interest and skills relate to more than 400 occupations and start making educational and career plans. The test is free and given to all students, unless an opt out letter is sent to the school. Scores are never released to anyone other than the student and the school, including the military.

Supportive & Alternative Program Options

At Hoosick Falls High School, a variety of additional programs are offered to meet individual student needs. These programs are run at our school and off-campus. Students are provided qualified teachers and staff, and all ultimately lead to a New York State Regents Diploma or its equivalent.

Response to Intervention

Many students will see success in the classroom without additional support being needed; however, some may require additional interventions. The Response to Intervention (RtI) process is in place for a faculty member to refer a student for a higher level of behavioral or academic support. A team of support staff and classroom teachers meet to discuss reported concerns and develop additional support plans outside of the regular classroom instruction. The goal of this process is to ensure that appropriate academic and/or behavioral interventions have been implemented and monitored so as to promote student success.

TASC Program at Troy EOC

Formerly known as the GED program, the TASC program provides students who have reached the maximum compulsory age (16) the opportunity to achieve a High School Equivalency Diploma. This program is offered through Hudson Valley Community College and the Troy EOC program. Information can be found at: https://www.hvcc.edu/programs/eoc/tasc.html
*A determination from the High School Administration and Counseling Department, along with the approval of the Superintendent is required for this option. Students should first speak with their school counselor if they are interested in pursuing this option.

Southwest Vermont Regional Technical School

Southwest Tech is located in Bennington, Vermont, and serves many high schools regionally in New York, Vermont, and Massachusetts. Southwest Tech is a committed career and technical school that prepares secondary and post-secondary students in a variety of different trades with hands-on technical learning. Students from Hoosick Falls CSD are invited to apply in the spring of their sophomore year of high school if they are on track to graduate academically and have good discipline and attendance records. Students who are interested will attend a field trip to Southwest Tech to explore their programs of interest, and also interview with the staff at the school. If chosen, they will then be a part of a two year technical program of their choice in their junior and senior year. Hoosick Falls students will attend HFCS for half of the day in the morning or the afternoon to take their core classes needed for a New York state diploma, and then will take their technical program courses at Southwest Tech the other half of the day. Students will be provided transportation from HFCS to Southwest Tech . Currently, Southwest Tech offers fourteen different technical programs from medical professions, to video production, to forestry, to human services, and more. Please see the link below for further information on specific program offerings, and descriptions.
https://issuu.com/svcdc/docs/swt_2022-23_catalog

Department Course Offerings

AGRICULTURE			
Introduction to Agriculture	**Grades 9 - 12**	**40 Weeks (full year)**	**1 Credit**
This is the first course in a sequence for agriculture/business courses. It incorporates hands-on learning, as you get an introduction to plant science, animal science, food science and processing, leadership development, and Future Farmers of America (FFA).			
Food Processing	**Grades 9 - 12**	**20 Weeks (half year)**	**.5 Credit**
Do you want to learn how to process your own foods? Explore the meaning behind Processed Foods; mildly processed, moderately processed, highly processed, and/or ultra processed. Learn the 12 most common food additives and what they do. Then learn to process and preserve your own food. We will explore the following processes. Dehydration, fermentation, pickling, drying, smoking, canning, salting, making jams, chutneys and marinades, making apple sauce, apple butter and apple jam, bottle maple syrup, ferment kombucha, make gingered carrots, create your own granola bars and/or smoothies. Other projects by popular demand.			
Animal Science - SUNY Cobleskill (Prerequisites: Introduction to Agriculture)	**Grades 10 - 12**	**40 Weeks (full year)**	**1 Credit**
This course emphasizes the study of animal reproduction, nutrition, health and management. Soil and plant science in relation to animal health is also stressed. Students learn how an animal's body works to utilize feed and grow healthy. Field trips and career development events enable students to utilize hands-on skills and become future leaders in the field of animal science. Potential dual credit opportunities with colleges.			
Employment Skills [Prerequisites: Introduction to Agriculture (AFNR)]	**Grades 10 - 12**	**20 Weeks (half year)**	**.5 Credit**
Secure your dream job or summer employment by practicing crucial skills such as interviewing, resume development, cover letter crafting, job searches and search engines, determine career interests and soft skill development and assessment.			
Leadership Development	**Grades 10 - 12**	**20 Weeks (half year)**	**.5 Credit**
Effective leaders are a huge asset in the workplace, within your family/relationships and even your local community. Learn what it takes to be a great leader in the next agricultural sequenced class. Topics include: Public Speaking (Don't be afraid, this is at your own comfort level!), Team Building, Problem Solving, Advocacy, Establishing Influence, Listening Skills, and Determining your Personal Leadership Style.			

AGRICULTURE			
Horticulture (Plant Science)- SUNY Cobleskill (Prerequisites: Introduction to Agriculture)	**Grades 10 - 12**	**20 Weeks (half year)**	**.5 Credit**
This is the first course in a sequence for agriculture/business courses. It incorporates hands-on learning, as you get an introduction to plant science, animal science, food science and processing, leadership development, and Future Farmers of America (FFA).			
Introduction to Agriculture Business Management- SUNY Cobleskill	**Grades 11 - 12**	**40 Weeks (full year)**	**1 Credit (3 college credits)**
A broad introduction to the function and structure of the U.S. Agribusiness from macro and micro perspectives with close examination of the relationship between production agriculture and Agribusiness; topics of discussion will include the size and importance of Agribusiness, forms of businesses, planning and organizing and Agribusiness, financial management and accounting, and Agribusiness input and supply sectors. Possible dual enrollment options through colleges.			
BUSINESS			
Personal Finance	**Grades: 11 - 12**	**40 Weeks (full year)**	**1 Credit**
The knowledge and skills you will learn in this class will help you make good financial decisions - now and in the future. Decisions you make now can affect the income you will earn for the rest of your life. The four main areas of concentration in this course will be: Understanding Income, Money Management, Spending and Credit, Saving and Investing.			
Accounting	**Grades 11 - 12**	**40 Weeks (full year)**	**1 Credit**
Students desiring to take Accounting will be given an introduction to the world of accounting. The class will cover the basic accounting cycle, beginning with business transactions and the accounting equation, transactions that affect assets, liabilities, and owner's capital, transactions that affect revenue, expenses, and withdrawals. Students will record transactions in a general journal, post journal entries to general ledger accounts. They will also prepare a six-column worksheet and financial statements for a sole proprietorship culminating with the completion of the accounting cycle for a sole proprietorship.			

CAREER SPOTLIGHTS: AGRICULTURE

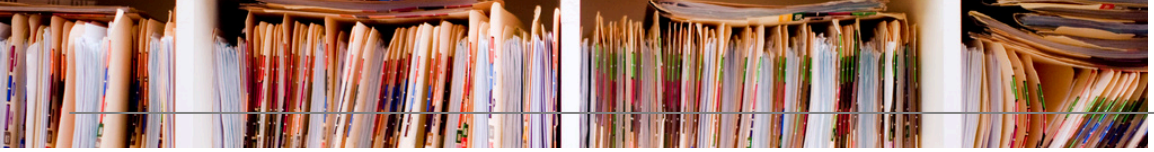
Here are some of the careers that can be pursued in agriculture:

- Agricultural Economist
- Agricultural Engineer
- Agronomist
- Animal Nutritionist
- Animal Physiologist
- Aquaculturist
- Biochemist
- Biometrician
- Biosystems Engineer
- Botanist (Plant Biologist)
- Climatologist
- Ecologist
- Entomologist
- Environmental Scientist
- Fisheries Scientist
- Food Process Engineer
- Food Scientist
- Forester
- Geneticist
- Horticulturist
- Hydrologist
- Logging Engineer
- Marine Scientist
- Molecular Biologist
- Naturalist
- Nutritionist/Dietician
- Plant Pathologist
- Plant Physiologist
- Soil Scientist
- Veterinarian
- Weed Scientist
- Wildlife Biologist

CAREER SPOTLIGHTS: BUSINESS

Here are some of the careers that can be pursued in the business world:

- Accounting
- Economics
- Finance & Business Law
- Information Technology
- Management
- Marketing
- Occupational and Environmental Safety and Health
- Supply Chain Management
- Real Estate



CAREER SPOTLIGHTS: ENGLISH LANGUAGE ARTS

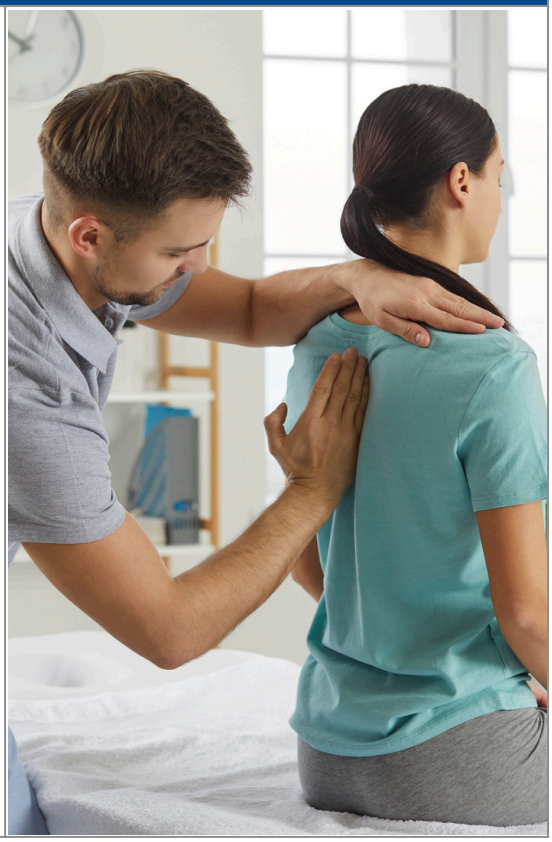
Here are some careers you can enter with a degree in English:

- Academic librarian
- Advertising account executive
- Advertising copywriter
- Arts administrator
- Information officer
- Marketing executive
- Public relations officer
- Records manager

CAREER SPOTLIGHTS: HEALTH, WELLNESS AND PHYSICAL EDUCATION

Here are some of the careers that can be pursued in the health and wellness field:

- Chiropractor
- Physical Therapist
- Occupational Therapist
- Athletic Trainer
- Physical Education Teacher
- Fitness Specialist–Personal Trainer, Fitness Director
- Recreation Worker
- Dance Medicine and Science
- Geriatric Fitness Specialist
- Gerontology
- Athletic Coach
- Dance Educator
- Exercise Science / Sports Medicine
- Sports Management
- Sports Medicine
- Health Educator



ENGLISH LANGUAGE ARTS			
English 9: Literary Analysis and Composition I	**Grade 9**	**40 Weeks (full year)**	**1 Credit (Required)**
English 9 is the first high school course to help students prepare both for the Regents exam in English Language Arts and college and career paths beyond high school. Students develop the skills necessary to effectively analyze literature, evaluate non-fiction work and discern relevant information to formulate coherent and well-reasoned arguments/claims regarding the tests. Students also work on effectively conveying this analysis through writing. This is accomplished through a focus on critically reading texts and internalizing written response structures while continuing to develop skills that demonstrate mastery of conventions of formal written English. Students will read short stories, novellas, novels, plays, and study a unit on mythology to accomplish these goals.			
English 10: Literary Analysis and Composition II	**Grade 10**	**40 Weeks (full year)**	**1 Credit (Required)**
This is the second of three courses that will prepare students for the Grade 11 English Language Arts Common Core Regents. This intermediate course focuses on fiction and nonfiction selections, poetry, and plays. Students will build on literary critique and analysis skills while improving grammar, spelling and other composition skills. Reading material will include, but is not limited to: short stories, novels, plays, novellas, nonfiction articles and essays. Literature will include works by the following authors: Dahl, Jackson, Hemingway, Faulkner, Steinbeck, Bradbury, Shakespeare, McCarthy, Joyce and Porter.			
English 11 and Media and Culture (HVCC ENGL 136)	**Grade 11**	**20 Weeks English 11 (half year) - .5 Credit (Required) 20 Weeks Media and Culture (HVCC ENGL 136) (half year) - .5 Credit (3 college credits*)**	
The first half of this course will consist of the regular English 11 (Literary and Composition III) curriculum. It will then shift into the HVCC Media and Culture class for the remainder of the year. This course examines theories and issues related to mass media and its impact on American culture. Special focus will be given to the evaluation of the forces that shape mass media and effect social change. Print and electronic media will be covered, including newspapers, radio, television, film, and the internet. It is strongly recommended that students interested in taking HVCC Journalism as a senior, first take this class. **Students may register with Hudson Valley Community College to be eligible to receive up to three undergraduate credits at a reduced tuition through the College in the High School Program. Students on free and reduced lunch may apply for scholarships.*			

ENGLISH LANGUAGE ARTS			
English 12: Critical Analysis of Literature & Writing	**Grade 12**	**40 Weeks (full year)**	**1 Credit (Required)**
This course will build upon the language skills students already possess and venture further into literature, expression, analysis, and persuasion. Following a theme of subjective reality through the use of seminal classic and contemporary works of literature (i.e. Hamlet, Poe, Kesey) students will use literature and writing to further an understanding of how their individual interactions with the world shape their understanding of it. The course will include literature, contemporary novels, drama, editorial reading and writing, grammar, the short story, allegory, and much more.			
AP English Literature & Composition (Prerequisites: See below.)	**Grade 12**	**40 Weeks (full year)**	**1 Credit - Weight 1.1%**
Pre-Requisites: Comprehensive English II Midterm of 85 or higher or a Common Core Regents score of 90 or higher and successfully complete summer work. Related Assessments: AP Examination This class is an Advanced Placement, college level survey of major British and American authors. The course includes the study of Thomas Hardy, James Joyce, William Shakespeare, Mary Shelley, George Orwell, William Faulkner, John Steinbeck, Ernest Hemingway, Toni Morrison, and other representable authors of the 19th and 20th centuries. Also, it will prepare students to succeed on the AP Literature exam.			
Journalism I (HVCC ENGL 130) Grade 12 (Prerequisite: English 11)	**Grade 12**	**20 weeks (half year, Fall)**	**.5 Credit (3 college credits*)**
This course is designed to introduce the students to the study of journalism. The goal of this program is to integrate the key principles of journalism into everyday research, allowing the students to evaluate issues and make sound decisions that will impact the society in which they live. **Students may register with Hudson Valley Community College to be eligible to receive up to three undergraduate credits at a reduced tuition through the College in the High School Program. Students on free and reduced lunch may apply for scholarships.*			
Public Speaking (HVCC ENGL 125) (Prerequisite: English 11)	**Grade 12**	**20 weeks (half year, Spring)**	**.5 Credit (3 college credits*)**
The aim of this course is to equip students through speech planning, organization, delivery and evaluation for various extemporaneous speaking experiences which they may encounter in their professional and personal lives. This course includes speeches to inform, demonstrate, persuade, and evoke emotion. **Students may register with Hudson Valley Community College to be eligible to receive up to three undergraduate credits at a reduced tuition through the College in the High School Program. Students on free and reduced lunch may apply for scholarships.*			

ENGLISH LANGUAGE ARTS			
Film Studies (Prerequisite: English 9: Literary Analysis and Composition I)	**Grades 10 - 12**	**40 Weeks (full year)**	**1 Credit**
The course is designed for students to study various film genres using critical thinking skills. The goal of the course is for students to analyze film with open classroom communication. Students should be able to actively participate with discussion pertaining to character development, director's/producer's choice, social concepts, conflicts, etc. The course will not only involve watching film, but responding through conversation and written work: worksheets, journals, and creative writing. Active participation and appropriate attention will be a key factor in the course following in-class viewing of each film.			
Mythology (Prerequisite: English 9)	**Grades 10 - 12**	**20 weeks (everyday half year) or 40 weeks (every other day all year)**	**.5 Credit**
This course will begin with a very brief overview of the foundations of mythology. We will begin with a study of Egyptian mythology, move to the myths of Meopotamia and then a more extensive study of Greek mythology than is offered in English 9. We will briefly examine Norse and Celtic, Asian, Indian, and African myths outside of Egypt. Our studies will end with the myths of North and South America, and a focus on the myths of the indigenous peoples of the United States. The course will be structured around these guiding questions: • What were the core values and beliefs of the people that founded such elaborate faith systems? • What commonalities exist among such diverse faith systems of different cultures and time periods as they pertain to the human experience?			
HEALTH, WELLNESS AND PHYSICAL EDUCATION			
Health and Wellness	**Grade 10**	**20 Weeks (half year, everyday)**	**.5 Credit**
Health Education is a required course provided to all High School students in tenth grade. The goal of the program is to have students apply the knowledge they have gained over the course of their education toward living a healthy lifestyle, and to empower them to use the skills they have learned to make informed decisions. The curriculum encompasses seven developmental personal and social skills which when mastered, enable students to enhance personal, family and community health and safety. These skills include self-management, relationship management, stress management, communication, decision making, planning and goal setting, and advocacy. Class discussions, group projects, media, technology and a variety of other methods may be used to convey information. **Upon completion, this course fulfills the Health requirement for graduation.*			

HEALTH, WELLNESS AND PHYSICAL EDUCATION			
Strength and Conditioning	**Grades 9 - 12**	**40 Weeks (full year, every other day)**	**.5 Credit**
This course introduces the fundamental skills of weight training for personal fitness and athletic development through hands-on experience, participation, and guidance. Emphasis will be placed on proper techniques, training programs, and the overall benefit of weight training. Attendance is required of each student to successfully gain the knowledge and benefits of this class. This class fulfills the yearly requirement for Physical Education.			
Physical Education Grades 7 - 12	**Grades 7 - 12**	**40 Weeks (full year, every other day)**	**.5 Credit**
Physical Education in grades 7-12 focuses on personal health with an emphasis on health-related fitness. The curriculum will focus on exercise, cardiovascular fitness, body composition, strength, endurance, and flexibility. Students engage in fitness activities based on their fitness level. A variety of fitness, skills, individual, and team activities are utilized to promote the development of lifetime fitness skills. Sports offered in the district will be included as units in addition to different sports from around the world. The course directly addresses emotional-social development due to the uniqueness of the interactions and the teamwork required to succeed as a group. *For Physical Education class: Each student must have sneakers (cleats are OK for outdoor activities), shorts, and a T-shirt. Sweatshirts and sweatpants are also permitted.*			
MATHEMATICS			
Algebra 1A (Prerequisites: Teacher Recommendation, NYS Math 8 Exam Score Level 1 or 2)	**Grade 9**	**40 weeks (full year)**	**1 Credit**
This is the first of a two-year sequence in algebra preparing students to take the Algebra 1 Regents Exam. The students will study the foundations of algebra; equations, inequalities, functions, linear functions, and systems of equations and inequalities. Other topics include factoring polynomials and the quadratic functions and equations. *Related Assessments: Local Final Examination*			
Algebra I (Prerequisites: 8th grade Math)	**Grade 9**	**40 weeks (full year)**	**1 Credit**
This course fulfills the minimum mathematics requirement for graduation and to attain a Regents Diploma. It is also the first in a three-course math sequence leading to an Advanced Regents Diploma. Topics include the study of linear, quadratic, absolute value, rational, exponential and radical functions, as well as simplifying expressions, solving equations, solving systems of equations, and data analysis and probability. *Related Assessments: NYS Algebra 1 Regents Examination.*			

MATHEMATICS			
Algebra 1B (Prerequisites: Algebra 1A)	**Grade 10**	**40 Weeks (full year)**	**1 Credit**
This is the second of a two-year sequence in algebra preparing students to take the Algebra 1 Regents Exam. As a continuation of Algebra 1A, the students will study polynomials, factoring polynomials, quadratic functions and equations, data analysis and probability, exponential and radical functions, rational functions and equations. *Related Assessment: NYS Algebra 1 Regents Examination*			
Geometry (Prerequisites: Algebra 1 Regents; Course Average 75+)	**Grades 9 - 11**	**40 weeks (full year)**	**1 Credit**
This is the second in the three-course sequence leading to an Advanced Regents Diploma. The geometry curriculum is based on the frameworks designed by the New York Department of Education. In this class, students will focus on the Next Generation Learning Standards in Geometry. Topics include congruence and similarity of triangles, transformations, coordinate geometry, constructions, quadrilateral properties and proofs, circle properties and proofs, and measurement and modeling of 2D and 3D figures, right triangle trigonometry, and more. *Related Assessment: NYS Geometry Regents Examination*			
Introduction to Geometry (Prerequisites: Teacher recommendation, AND Algebra 1 or Algebra 1B)	**Grades 10 - 11**	**40 Weeks (full year)**	**1 Credit**
This is a teacher recommended prep course to either prepare students for Regents Geometry or count as one of their three required mathematics credits for graduation. It combines algebra and basic geometry skills needed to be successful in NYS Next Generation Geometry. Topics will include, but not limited to, exponents and square roots, linear equations, properties of polygons, angle relationships, measurement and modeling of 2D and 3D figures, transformations, constructions, and more. *Related Assessment: Local Final Examination*			
Introduction to Statistics and Probability (Prerequisite: Teacher recommendation, Regents Geometry)	**Grades 11 - 12**	**40 Weeks (full year)**	**1 Credit**
Introduction to Statistics is a course to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Topics include data analysis, probability, simulations, inferential statistics, normal and binomial distribution, techniques of sampling, confidence intervals, and hypothesis testing. Students use exploratory methods to identify patterns and make decisions. Emphasis is placed on applications and the use of statistics to solve real-life problems.			

MATHEMATICS			
Math in Society (Prerequisites: Teacher recommendation, Algebra 1B or Introduction to Geometry)	**Grades 11 - 12**	**40 Weeks (full year)**	**1 Credit**
This is a non-regents real world course that fulfills a third year graduation requirement. It will focus on math concepts used in the real world. Topics will include, but not limited to, banking, percent, measurements, volume, area, surface area, and perimeter. *Related Assessment: Local Final Examination*			
Intermediate Algebra (Prerequisites: Regents Geometry or Intro to Geometry)	**Grades 11 - 12**	**40 Weeks (full year)**	**1 Credit**
This class fulfills the third year mathematics requirement for graduation while intending to prepare students for college math courses. The students will study rational expressions, the real numbers, geometry of the circle, and the complex numbers. Additional topics include trigonometric functions, trigonometric graphs, exponential and logarithmic functions. *Related Assessment: Local Final examination*			
Algebra II (Prerequisites: Geometry Regents; Course average 75+)	**Grades 10 - 12**	**40 weeks (full year)**	**1 Credit**
The last year in a three-year math sequence leading to an Advanced Regents Diploma. This course includes field properties and theorems; set theory; operations with rational and irrational expressions; factoring of rational expressions; in-depth study of linear and quadratic equations and inequalities; solving systems of linear and quadratic equations; graphing of constant, linear, and quadratic equations; properties of higher degree equations; operations with rational and irrational exponents; exponential and logarithmic functions; conic sections; probability and statistics; sequences and series; trigonometric functions, graphs and identities. *Related Assessments: NYS Algebra 2 Regents Examination*			
High School Pre-Calculus	**Grade 12**	**40 weeks (full year)**	**1 Credit**
This course is aligned to the Next Generation Learning Standards and continues to build higher level math skills connecting Algebra and Geometry with Trigonometry and Topics in Precalculus. This class will further develop the algebraic and geometric techniques that will be required of those students that continue their study of mathematics. Inverse functions are explored as students study the relationship between exponential and logarithmic functions and restrict the domain of the trigonometric functions to allow for their inverses. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.			

MATHEMATICS			
Precalculus (HVCC MATH 170) (Prerequisites: HVCC Math 150 Or NYS Algebra 2 Regents grade 75+)	**Grades 11 - 12**	**20 weeks (half year, Fall)**	**.5 Credit (4 college credits*)**
The course includes topics from analytical geometry, and analysis. It explores the study of algebraic and transcendental functions and their graphs, complex numbers, DeMoivre's Theorem, and applications of these concepts. *Related Assessments: HVCC Final Examination* *NOTE: A graphing calculator is required.* **Students may register with HVCC to be eligible to receive up to four undergraduate credits at a reduced tuition through the College in the High School Program. Students on free and reduced lunch may apply for scholarships.*			
HVCC Calculus I (MATH 180) (Prerequisites: HVCC Math 170)	**Grades 11 - 12**	**20 weeks (half year, Spring)**	**.5 Credit (4 college credits*)**
Topics covered include but are not limited to: limits, continuity, differentiation and integration of elementary functions (including transcendental), with applications to curve sketching, optimization problems, related rates, area under a curve problems, and solutions to elementary differential equations. *Related Assessments: HVCC Final Examination* *NOTE: A graphing calculator is required* **Students may register with HVCC to be eligible to receive up to four undergraduate credits at a reduced tuition through the College in the High School Program. Students on free and reduced lunch may apply for scholarships.*			
AP PreCalculus (Prerequisites: Teacher recommendation and Algebra 2)	**Grades 11 - 12**	**40 weeks (full year)**	**1 Credit**
Students enrolled in this course will take the Advanced Placement Precalculus exam in May. This Advanced Placement course is equivalent to a first year college course in precalculus. Topics of study will include Polynomial and Rational functions, Exponential and Logarithmic functions, Trigonometric and Polar functions, and Functions involving Parameters, Vectors, and Matrices. Students will examine major concepts through investigations employing the rule of four; graphically, numerically, algebraically and verbally. All students are equipped with a TI-84+ graphing calculator which is used daily. *This is a rigorous course that requires the time and dedication of both the students and the instructor.* *Related Assessments: College Board AP Precalculus Examination, Local Final*			

MATHEMATICS			
AP Calculus AB (Prerequisites: Math 160 Precalculus and Math 180 Calculus I or equivalent. Teacher recommendation, a Regents exam score of 90 or better on Algebra 2 Exam, completed summer assignments)	**Grades 11 - 12**	**40 Weeks (full year)**	**1 Credit - Weight 1.1%**
Students enrolled in this course will take the Advanced Placement Calculus AB exam in May. This Advanced Placement course is equivalent to a first year college course in single variable calculus. Topics of study will include limits and continuity, derivatives, integrals, infinite sequences and series. Students will examine major concepts through investigations employing the rule of four; graphically, numerically, algebraically and verbally. All students are equipped with a TI-84+ graphing calculator which is used daily. This is a rigorous course that requires the time and dedication of both the students and the instructor. *Related Assessments: College Board AP Calculus AB Examination, Local Final*			
PERFORMING ARTS			
Concert Band [Prerequisites: 9-12 Graders (8th grader: By audition/ permission of instructor only)]	**Grades 8 - 12**	**40 weeks (full year, every other day)**	**.5 Credit**
Concert Band is the fourth of five instrumental groups in the Grades 5-12 band program and offers many options. Primarily, it is ideal for a Freshman and Sophomore as they continue to develop their musical abilities. In addition, Juniors and Seniors may either continue on their primary instrument or learn a secondary instrument (see instructor for details and availability of instruments). Concert Band is also ideal for the beginning high school instrumental student. Students in Grade 7 who finish Junior Band at a high level can be promoted to Concert Band in Grade 8 with permission of the instructor. Concert requirements include the three annual concerts (Winter, Spring, and Pops) and the National Junior Honor Society induction ceremony, and the group may travel to the NYSSMA Major Organization Festival. Individual students may also participate in the NYSSMA Solo Festival. Difficulty of band music will be at the intermediate NYSSMA levels: 2 and 3.			
Symphonic Band (Prerequisites: Junior and Seniors must have a minimum 2 years of Junior and/or Concert Band. Students in Grades 8-10 with permission from the instructor only.)	**Grades 9 - 12**	**40 weeks (full year)**	**1 Credit**
Symphonic Band represents the highest level of instrumental performance at HFCS. Through daily rehearsals and a weekly lesson Symphonic Band members work to improve their musical studies and abilities. Concert requirements include the three annual concerts (Winter, Spring, and Pops), the NHS induction ceremony, and two parades (St. Patrick's Day and Memorial Day), and the group may travel to additional performances, including the NYSSMA Major Organization Festival. Difficulty of band music will be at the advanced NYSSMA Levels: 4, 5, and 6. Individually, students may also participate in the NYSSMA Solo Festival.			

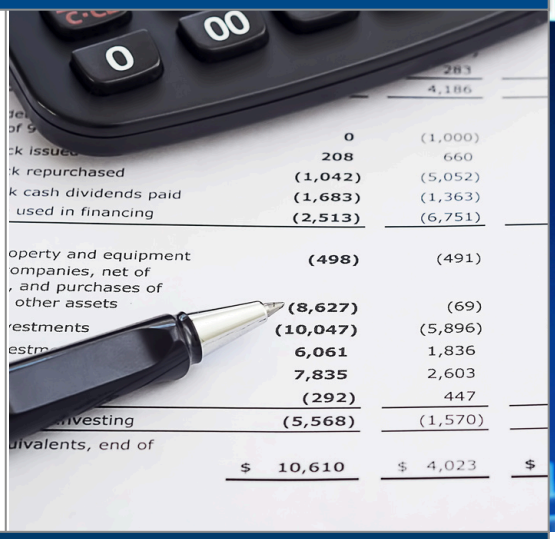
PERFORMING ARTS			
Senior Chorus (Prerequisites: An ability to sing on pitch)	**Grades 9 - 12**	**40 weeks (full year)**	**1 Credit**
Senior Chorus is open to all students from grades 9th -12th. There will be a basic audition to listen for singing on pitch. Students learn the principles of good breathing, posture and articulation in singing, through exercises and vocal warm-ups. Our music genres include American folk songs, classical European repertoire, Popular music, Rock, and Non-Western songs. Participation in school concerts is part of the grading process throughout the year. Based on their vocal ability, an audition and needs of the chorus as a whole, selected students will participate in outside events, such as New York State School Musical Association (NYSSMA).			
Jazz Band (Prerequisites: Selection via audition and/or interview with instructor)	**Grades 9 - 12**	**40 Weeks (full year, every other day)**	**.5 Credit**
In Jazz Band, students will perform music from various styles including swing, blues, Latin jazz, rock, funk, and brass band. Jazz band will be offered as an after-school course; days and times to be determined on a yearly basis. Performances include local concerts and festivals throughout the school year. *Basic proficiency on instruments is required. Attendance in after school rehearsals required.*			
History of Musical Theatre	**Grades 9 - 12**	**40 Weeks (full year)**	**1 Credit**
This class covers prominent shows and figures in Musical Theatre across several decades of history. We will study notable performers, composers, directors, and choreographers. This course involves watching and listening to recordings, individual reflection, and class discussions. An interest in Musical Theatre is helpful for enrolled students.			
Music Theory I	**Grades 9 - 12**	**40 weeks (full year, every other day)**	**.5 Credit**
This course covers notational skills, musical terminology and aural skills: Notational Skills - Rhythms and meters - Clefs and pitches - Key signatures, scales and modes - Intervals and chords - Melodic transposition Musical Terminology - Terms for intervals, triads, seventh chords, scales and modes - Terms pertaining to rhythm and meter, melodic construction and variation, harmonic function, cadences and phrase structure, texture, small forms, and musical performance Aural Skills - Rhythmic dictation (simple and compound meters)			

PERFORMING ARTS			
Music Theory II (Prerequisites: Music Theory I)	**Grades 10 - 12**	**40 weeks (full year)**	**1 Credit**
This course covers similar topics to Music Theory I in more depth.			
Music Appreciation I (HVCC MUSC 100)	**Grades 11 - 12**	**20 weeks (half year, Fall)**	**.5 Credit (3 college credits*)**
This course is designed to provide the college student with the knowledge and experience necessary in developing the art of listening intelligently and perceptively to various types and styles of music heard today, and to increase one's enjoyment and appreciation of music in general. Emphasis will be placed on the music of the Middle Ages (450-1450); the Renaissance (1450-1600); and the Baroque Period (1600-1750). This course will begin with several lectures on the elements of music and musical instruments and end with a study of American Musical and non- western music. Students will be required to write reviews of four performances. **Students may register with Hudson Valley Community College to be eligible to receive up to three undergraduate credits. Their tuition is reduced through the College in the High School Program. Students on free and reduced lunch may apply for scholarships.*			
Music Appreciation II (HVCC MUSC 101) (Prerequisites: Music Appreciation I)	**Grades 11 - 12**	**20 weeks (half year, Spring)**	**.5 Credit (3 college credits*)**
This course is designed to provide the college student a continuation of Music Appreciation I with focus of study on the music of the Viennese Classical Period (1750-1825); the Romantic Age (1825-1900); and twentieth century music (including jazz, rock, popular, and folk music). The course will begin with several lectures reviewing the characteristics of sound and the elements of music. **Students may register with Hudson Valley Community College to be eligible to receive up to three undergraduate credits at a reduced tuition through the College in the High School Program. Students on free and reduced lunch may apply for scholarships.*			
The History of Rock and Roll (HVCC MUSC 106)	**Grades 11 - 12**	**20 weeks (half year, Fall)**	**.5 Credit (3 college credits*)**
This course is designed to furnish the student with the knowledge and experience necessary to develop the art of listening intelligently and perceptively to various styles of rock and roll music. It will also increase enjoyment and appreciation of music in general. The course examines the evolution of rock and roll from its origins in the early 1950s through early 21st century work and will include a study of such music and artists as folk, country, Elvis Presley, soft rock, Motown, the Beatles, disco, heavy metal, acid rock, rap, hip hop, punk rock and more. Students also will examine the impact of rock and roll in our society - socially, culturally, economically, politically and musically. **Students may register with Hudson Valley Community College to be eligible to receive up to three undergraduate credits at a reduced tuition through the College in the High School Program. Students on free and reduced lunch may apply for scholarships.*			

CAREER SPOTLIGHTS: MATHEMATICS

Here are some careers you can enter with a degree in Mathematics:

- **Actuary**
- **Logistician**
- **Market Research Analyst**
- **Accounting**
- **Account Management**
- **Risk Management**
- **Computer Science**
- **Information Technology**
- **Aerospace**
- **Engineering**
- **Teaching**



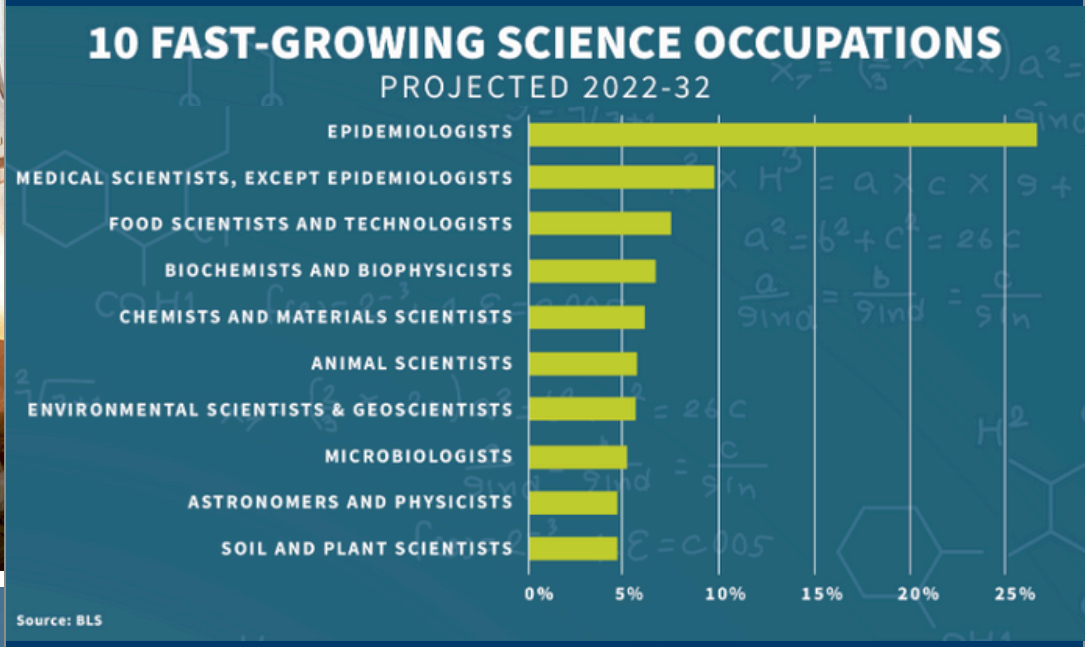
CAREER SPOTLIGHTS: PERFORMING ARTS

Here are some careers you can enter with a degree in the Performing Arts:

- Accompanist
- Adjudicator
- Arranger
- Artist management
- Audio production
- Choral director
- Composer
- Conductor
- Copyist, transcriber
- Copyright consultant
- Cruise ship entertainer
- Entertainment lawyer
- Film scoring
- Librarian
- Lyricist
- Music agent
- Music critic or reviewer
- Music curator
- Music for game development
- Music licensing and clearance
- Music therapist
- Music instrument repair and tuning
- Musical theatre
- Performer
- Production
- Recording (producer, engineer)
- Songwriter
- Sound engineer
- Talent scout
- Technical music assistant
- Tours
- Vocal coaching



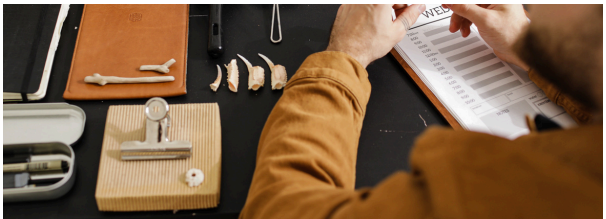
CAREER SPOTLIGHTS: SCIENCE



CAREER SPOTLIGHTS: SOCIAL STUDIES

Here are some careers you can enter with a degree in history:

- Historians as Educators
- Elementary Schools
- Secondary Schools
- Postsecondary Education
- Historic Sites and Museums
- Historians as Researchers
- Museums and Historical Organizations
- Cultural Resources Management and Historic Preservation
- Think Tanks
- Historians as Communicators
- Writers and Editors
- Journalists
- Documentary Editors
- Producers of Multimedia Material
- Historians as Information Managers
- Archivists
- Records Managers
- Librarians
- Information Managers
- Historians as Advocates
- Lawyers and Paralegals
- Litigation Support
- Legislative Staff Work
- Foundations
- Historians in Businesses and Associations
- Historians in Corporations
- Contract Historians
- Historians and Nonprofit Associations

SCIENCE			
Living Environment (Biology) (Corequisite: Attached lab every other day)	**Grade 9 (8th grade accelerated)**	**40 weeks (full year)**	**1 Credit, Lab Requirement**
This course prepares students for the New York State Regents Living Environment exam and provides students with a basic understanding of biological processes and environments. Topics to be discussed include unity and diversity in living things, maintenance in living things, human physiology, reproduction and development, genetics, evolution, ecology, and development of biological laboratory skills. Students are provided with an opportunity to understand and apply scientific concepts, principles, and theories pertaining to biology and its historical development. In addition, students will use mathematical analysis, scientific inquiry, problem solving, and research in order to understand and apply the themes that connect mathematics, science, and technology and to solve real-life problems. Students will be expected to explain, analyze, and interpret the processes and natural phenomena of biology. This course counts toward achieving a Regents Diploma upon satisfactory completion of both the course and Regents exam. **Successful completion of 1,200 minutes of laboratory time, including four New York State mandated labs, is a requirement for admittance to the Regents Exam*			
Physical Setting: Earth Science (Corequisite: Attached lab every other day)	**Grade 10 (9th grade accelerated)**	**40 Weeks (full year)**	**1 Credit, Lab Requirement**
The Regents Physical Setting/Earth Science course of study is designed to encourage students to understand the processes of change in earth and space through first-hand observation and inference. Through various units, including Rocks and Minerals, Earthquakes, Landscapes, Geological History, Meteorology and Astronomy, emphasis is placed on scientific inquiry and analysis of data relevant to the New York State Learning Standards. Students will be taught to formulate questions that relate to their experiences, and to use their acquired skills to investigate these questions. Throughout the year, timely environmental issues such as global warming and environmental pollution will be explored, with an emphasis on how we interact with the planet Earth, and our responsibility to understand and value our natural environment. **Successful completion of 1,200 minutes of laboratory time, including three New York State mandated labs, is a requirement for admittance to the Regents Exam.*			
Physical Setting: Chemistry (Corequisite: Attached lab every other day; Algebra II or higher)	**Grades 11-12 (10th grade accelerated)**	**40 Weeks (full year)**	**1 Credit, Lab Requirement**
Regents Chemistry is a course dealing with the fundamental relationships between matter and energy and the changes which matter undergoes. Topics include atomic structure, chemical bonding, stoichiometry kinetics, equilibrium, acid-base theory, oxidation-reduction and organic reactions. **Successful completion of 1,200 minutes of laboratory time, including three New York State mandated labs, is a requirement for admittance to the Regents Exam.*			

SCIENCE			
Physical Setting: Physics (Prerequisites: 2 years of high school science. Corequisite: Attached lab every other day)	**Grades 11 - 12**	**40 weeks (full year)**	**1 Credit, Lab Requirement**
Students who take this course will develop a conceptual understanding of physics principles, apply these principles through laboratory experiments to solve real-world problems, perform group design and construction activities that illustrate specific physics principles in action, and observe physics at work through demonstrations, data collection and data analysis. Topics covered include forces, linear motion, harmonic motion, circular motion, momentum, conservation laws, waves, sound, fluids, thermodynamics, electricity, magnetism, and optics. Over the course of the year we will see how physics principles are used in driving and car safety, amusement park rides, sports, electrical systems, the entertainment industry, and other areas. **Successful completion of 1,200 minutes of laboratory time, including three New York State mandated labs, is a requirement for admittance to the Regents Exam.*			
AP Biology (Prerequisites: Students should have successfully completed NYS Regents Living Environment with a minimum course average of 90 and NYS Regents Physical Setting/Chemistry with a minimum course average of 85. Students should also have earned a minimum of a 75 in NYS Regents Algebra as a course average and on the regents exam. Corequisites: Students should be concurrently enrolled in college pre-calculus and calculus or AP Calculus AB)	**Grades 11 - 12**	**40 weeks (full year)**	**1 Credit, Lab Requirement**
The Advanced Placement Biology course is equivalent to a two-semester college introductory biology course. Students cultivate their understanding of biology through inquiry-based investigations as they explore the following topics: evolution, cellular processes, energy and communication, genetics, information transfer, ecology, and interactions. This course requires that 25% of the instructional time will be spent in hands-on laboratory work, with an emphasis on inquiry- based investigations that provide students with opportunities to apply the science practices.			
AP Chemistry (Prerequisites: Students should have successfully completed Regents Chemistry and Algebra II.)	**Grades 11 - 12**	**40 weeks (full year)**	**1 Credit, Lab Requirement**
AP Chemistry is an introductory first year, college-level chemistry course. Students cultivate their understanding of chemistry through inquiry-based lab investigations as they explore the four Big Ideas: scale, proportion and quantity, structure and properties of substances, transformations and energy. *Lab requirement: This course requires that 25% of instructional time engages students in lab investigations. This includes a minimum of 16 hands-on labs (at least six of which are inquiry-based). It is recommended that students keep a lab notebook throughout.*			

SCIENCE			
AP Environmental Science / SUNY Environmental Science & Forestry - Global Environment (EFB120) (Prerequisites: Successful completion of Regents Living Environment, Regents Physical Setting/Earth Science, and Regents Physical Setting/Chemistry (or taking concurrently)	**Grades 11-12**	**40 weeks (full year)**	**1 Credit (3 college credits*), Lab Requirement**
The Advanced Placement Environmental Science course is designed to be the equivalent of a one-semester, introductory college course in environmental science. The goal of this course is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, explore the linkages between local, rural, urban and suburban communities and the larger global ecosystem, 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 or preventing them. **Students may earn three college credits from SUNY Environmental Science and Forestry and are required to take the Advanced Placement Environmental Science exam.*			
General Chemistry (Prerequisites: Two years of high school science. Corequisite: Attached lab every other day)	**Grades 11-12**	**40 Weeks (full year)**	**1 Credit, Lab Requirement**
This course covers fundamental principles and laws of chemistry, Topics include measurement, atomic and molecular structure, periodicity, chemical reactions, chemical bonding, stoichiometry, thermochemistry, gas laws and solutions.			
Conceptual Physics (Prerequisites: Two years of high school science)	**Grades 11-12**	**40 Weeks (full year)**	**1 Credit**
This is an elective science course to be taken as an alternative to Regents Physical Setting/Chemistry and/or Regents Physical Setting/Physics. It covers many of the same topics as Regents Physical Setting/Physics, but is less dependent on math skills and concentrates more on concepts. Hands-on laboratory work is a major component of the course.			
Forensic Science (Prerequisites: Two years of high school science)	**Grades 11-12**	**20 weeks (half year)**	**.5 Credit**
Forensic science is an upper-level course rich in exploration and lab investigation which applies many disciplines of scientific study such as biology/anatomy, chemistry, and physics to solving crimes.			

SCIENCE			
Anatomy and Physiology (Prerequisite: 2 Regents Sciences courses 1 of which is Living Environment)	**Grades 11 - 12**	**20 weeks (half year)**	**.5 Credit**
Anatomy and Physiology studies the interaction of the physical body (Anatomy) with the body chemistry that makes it function (Physiology). We study the terminology and construct of each system in the body; Skeletal, Muscular, Central Nervous System, GI Tract, Reproductive, Endocrinology, etc. etc. There is a significant amount of dissection involved as we will dissect eyes, brains, kidneys, cats, etc.			
Historical Geology (Prerequisite: 2 years of high school science)	**Grades 11 - 12**	**20 weeks (half year)**	**.5 Credit**
Historical geology is the study of deep time using fossil evidence. This course will begin with a review of rock and mineral classification and plate tectonics. We will learn how paleontologists use stratigraphy and radioactive dating to determine the relative and absolute ages of rock strata. The course will study the Fossil Record along the Geological Time Scale from the formation of Earth 4.6 billion years ago to the present. Students are required to participate in classwork, laboratory investigations and independent research.			
Astronomy (Prerequisite: 2 years of high school science)	**Grades 11 - 12**	**20 weeks (half year)**	**.5 Credit**
Astronomy is the study of celestial objects. This course will go into a more detailed study than Earth Science into the objects that make up the universe including but not limited to our solar system, asteroids, meteors, comets, moons of the Jovian planets, dwarf and exoplanets, stars, galaxies and dark matter phenomenon. Technology will also be studied including telescopes and spacecraft. Students are required to participate in classwork, laboratory investigations and independent research.			
Meteorology (Prerequisites: Two years of high school science)	**Grades 11 - 12**	**20 weeks (half year)**	**.5 Credit**
This course will cover the basic physical processes of the atmosphere as they produce and are related to weather phenomena. These will include weather elements, condensation and precipitation, air masses, fronts, winds, circulation systems, severe storms, interpreting weather maps, and regular discussion of current weather events, including an introduction to climate change. Students will engage in group and individual in-class activities, group laboratory experiences, and are expected to actively pursue the overall goal of becoming more science literate.			
Climate Change and Natural Disasters (Pre-requisite: 2 years of high school science)	**Grades 11 - 12**	**20 weeks (half year)**	**.5 Credit**
Climate change is a natural phenomenon that has occurred over Earth's history. This course will focus on the anthropogenic (human) causes of climate change including global warming. We will also study the phenomenon of natural disasters and how climate change may be influencing them. Students are required to participate in classwork, laboratory investigations and independent research.			

SCIENCE			
Introduction to Genetics (Prerequisite: 2 years of high school science; one science course in biology)	**Grades 11 - 12**	**20 weeks (half year)**	**.5 Credit**
Introduction to Genetics is a technical, hands-on course which involves studying mechanisms of chromosomal inheritance patterns. The course will begin with a review of the cell cycle and cell division with the primary focus on meiotic division prior to reviewing sexual reproduction. Following the introductory review, Mendelian inheritance patterns will be investigated in the lab by performing crosses using fruit flies and analyzing the inherited traits of subsequent generations. Non-Mendelian inheritance patterns will also be investigated in the lab using plants.			
Marine Science (Prerequisites: Two years of high school science)	**Grades 11 - 12**	**20 weeks (half year)**	**.5 Credit**
A course in marine biology focusing on physical, biological, and social aspects of the marine environment. Topics include oceanography, ecology, physiology, behavior, conservation, fisheries, exploration, and activism.			
Zoology (Prerequisites: Two years of high school science) **Hands-on dissection of preserved animals is required.**	**Grades 11 - 12**	**20 weeks (half year)**	**.5 Credit**
Zoology is a lab based course in which students discover and study the characteristics of animals by careful dissection and examination of body structure. For each phyla of animals, topics include: a) an examination of body plans, body complexity, structure and function of tissues, organs, and organ systems, b) a study of reproduction and patterns in development, and c) an exploration of the connection between animal anatomy, behavior and the environment.			
Introduction to Engineering (Prerequisites: Algebra I)	**Grades 10 - 12**	**20 weeks (half year)**	**.5 Credit**
This course is designed to give students a real look into the different disciplines of engineering. It will cover selected topics in Materials Engineering, Mechanical Engineering, Civil Engineering. Other engineering disciplines may be explored in the event of student interest. Students will learn about properties of materials, stress, strain and failure criteria, the design process, truss analysis, simple machines, and an introduction to robotics. Throughout the course there will be tests, lab activities, and several major projects. (For example, students will learn how to mathematically determine the stresses in a simple truss bridge. Students will design the bridge, and based on material properties determine the maximum load of the bridge. Students will then test the bridge and analyze the results).			
Introduction to Coding (Prerequisites: Algebra I)	**Grades 10 - 12**	**20 weeks (half year)**	**.5 Credit**
This "Introduction to Coding" course provides a foundational understanding of computer programming principles, including basic concepts like variables, data types, algorithms, and logic, allowing students to write simple programs in a chosen language (often Python or JavaScript) to build practical skills and prepare for further study in coding or software development; typically focusing on hands-on practice with minimal prior coding experience required.			

SOCIAL STUDIES			
Global History & Geography I	**Grade 9**	**40 weeks (full year)**	**1 Credit (Required)**
This is the first half of a two-year course organized chronologically to study all areas of the world with the exception of the United States. This course covers a variety of units including the development of cultures from prehistoric times, the Ancient World (4000 B.C.E. to 500 C.E.); expanding zones of exchange and encounter (500 C.E. to 1200 C.E.); and global interactions (1200 C.E. to 1750 C.E.). During this course there will be a special focus on the acquisition of a more sophisticated level of reading and writing skills. ** The Global History and Geography Regents examination is not given until the end of second year of this course - Grade 10*			
Global History & Geography II (Prerequisite: Global History and Geography I)	**Grade 10**	**40 weeks (full year)**	**1 Credit (Required)**
This is the second half of a two-year course organized chronologically to study all areas of the world with the exception of the United States. This course continues with the study of the world throughout the 19th and 20th centuries. This course of study includes examination of the nine themes of social studies: 1. Belief systems and philosophies 2. Environmental impact 3. Economics 4. Technology and Innovation 5. Conflict 6. Human Rights and Inequalities 7. Interconnectedness and Cooperation 8. Politics and power 9. Social and Cultural connections. Students will learn content through a variety of sources including primary sources, films, readings and maps just to name a few. Throughout the year a special focus will be on the acquisition of a more sophisticated level of reading and writing skills. **The Regents Global History and Geography examination, which covers the content of both Global History and Geography 1 and 2, will be administered at the end of this course.*			
United States History & Government (Pre-requisites: Global History & Geography I & II)	**Grade 11**	**40 weeks (full year)**	**1 Credit (Required)**
This is a survey history course covering the birth of Colonial America through the era of modern globalization. The course will focus on constitutional issues that have challenged the developing nation, such as due process rights, the authority of the federal government, the power of the presidency, nationalism, sectionalism, civil war, civil rights, women's rights, government control over the economy, interdependence, globalization and terrorism. The course is based on critically reading and comprehending historical documents in order to analyze the impacts of historic events and government policies on the direction of the nation, all of which are critical skills for passing the NYS Regents exam in June.			

SOCIAL STUDIES			
Participation in Government/Economics (Prerequisites: United States History and Government Examination)	**Grade 12**	**40 weeks (full year)**	**1 Credit (Required)**
In this class students will study and analyze the importance of federal and local government as well as public policy. Students will analyze parties and their platforms, comparing and contrasting their different viewpoints. Additionally, students will study the basic principles of economics as well as the three main types of economies; specifically how capitalism impacts the United States. Students will also analyze how the government influences a society's economy. Students will be required to complete 15 hours of mandatory community service hours and attend three meetings, one town, one village and one school board. These hours and meetings will need to be documented and completed by June 1st.			
Ancient World to 1750 at War: A Journey Through Conflict and Its Consequences (Prerequisite: Completion of Global History & Geography I)	**Grades 10-12**	**40 weeks (full year)**	**1 Credit**
From the clash of bronze swords in ancient Mesopotamia to the thunder of cannons on 18th-century battlefields, warfare has left an indelible mark on human history. This course delves into the fascinating and often brutal world of conflict from the dawn of civilization to the cusp of the modern era. Through lectures, discussions, primary sources, and multimedia presentations, we will explore: • The causes and consequences of major wars: Dive into the motivations behind iconic conflicts like the Trojan War, the Punic Wars, the rise and fall of empires, and the age of gunpowder revolutions. • The evolution of warfare: Trace the development of military tactics, technologies, and weaponry from chariots and phalanxes to muskets and siege engines. • The impact of war on societies: Examine the social, political, economic, and cultural ramifications of conflict,from the rise of warrior elites to the devastation of civilian populations. • The experiences of war: Hear the voices of soldiers, civilians, and leaders through firsthand accounts, literature,and art, gaining a deeper understanding of the human cost of war.			
The World at War (Prerequisites: Junior or Senior status; successful completion of the Global History and Geography Regents)	**Grades 11 - 12**	**40 weeks (full year)**	**1 Credit**
This is a full year course designed to enhance the study of World War I, World War II, Holocaust and Vietnam. The World at War will begin with an in-depth examination of the global issues which led to World War I. Through the use of textbook readings and videos, students will gain insight into the perspectives and actions of the major combatants in the Great War. Special attention will then be given to the failings of the Weimar Republic and the rise of Adolph Hitler. As the course continues, students will explore the inevitability and significant events of World War II along with a study of the Holocaust. Presentation of this portion of the course will contain graphic and frank imagery of the brutality uncovered by the Allies' liberation of the death camps. The course will conclude with a comprehensive understanding of Vietnam by exploring the Cold War, the war itself through the lens of various perspectives. This course will be primarily project based with the use of instruction, readings, film, and survivor stories.			

SOCIAL STUDIES			
History and Popular Culture	**Grades 11 -12**	**20 weeks (half year)**	**.5 Credit**
Students will examine changes in American society at the end of the 19th century as it confronted issues such as industrialization, immigration, and urbanization. Students will compare and contrast policies and attitudes toward isolationism and collective security. Students will study the impact of World War I and determine how the resolution to that way set the stage for World War II. Students will also study the changing values of the 1920's, the stock market crash of 1929, the Great Depression, and the social, economic, cultural, military, and political growth and change in the United States from World War II to the present.			
The American Presidents	**Grades 11 -12**	**20 weeks (half year)**	**.5 Credit**
A different view of the U.S. History as seen through the lens of each of our presidents. This course focuses on learning about past presidents' biographies and how they shaped their presidencies.			
Introduction To Policy Making (Prerequisite: US History)	**Grade 12**	**20 weeks everyday (half year) or 40 weeks every other day (full year)**	**.5 Credit**
This is an introductory course which will focus on developing actual real world government policy. Students will research the benefits and harms of implementing the policies that they create. The course will culminate in a structured policy debate which will count towards students receiving the Civic Seal of Readiness.			
AP Psychology (Prerequisites: Junior or Senior status; completed summer assignments)	**Grades 11 -12**	**40 weeks (full year)**	**1 Credit - Weight 1.1%**
The AP Psychology course introduces you to the systematic and scientific study of human behavior and mental processes; i.e., *why do we do the things we do? How does our mind shape our experiences, and vice versa?* While considering the psychologists and studies that have shaped the field, you will explore and apply psychological theories, key concepts, and phenomena associated with such topics as the biological bases of behavior, sensation and perception, learning and cognition, motivation, developmental psychology, testing and individual differences, treatments for and types of psychological disorders, and social psychology. Throughout the course, you will employ psychological research methods, including ethical considerations, as you use the scientific method, evaluate claims and evidence, and effectively communicate ideas. AP Psychology is a challenging course that is equivalent to an introductory college course in psychology. Solid reading and writing skills, along with a willingness to devote considerable time to study, are necessary to succeed. Students are expected to take the associated College Board Advanced Placement examination in May.			

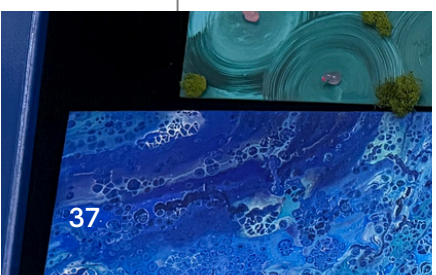
SOCIAL STUDIES			
AP Human Geography (Prerequisite: Global History and Geography I & II Summer Assignment is required)	**Grades 11 -12**	**40 weeks (full year)**	**1 Credit - Weight 1.1%**
Explore how humans have understood, used, and changed the surface of Earth. You will use the tools and thinking processes of geographers to examine patterns of human population, migration, and land use. Skills: Connecting geographic concepts and processes to real-life scenarios, Understanding information shown in maps, tables, charts, graphs, infographics, images, and landscapes, Seeing patterns and trends in data and in visual sources such as maps and drawing conclusions from them, Understanding spatial relationships using geographic scales.			
Interpretations of American History I (HVCC HIST110) Interpretations of American History II (HVCC HIST111) (Prerequisite: Successful completion of Global I and Global II or a teacher/counselor recommendation.)	**Grades 11 -12**	**40 weeks (full year)**	**1 Credit (6 college credits*)**
This is a reading-intensive course with weekly assigned readings which will require a firm commitment on the part of each student to help ensure successful completion of the course(s). **Students taking both courses will be taught the necessary skills to help prepare them to sit for and successfully complete the U.S. History Regents Exam at the end of the academic year in June. This is considered a dual-enrollment course, one in which students who successfully complete the course(s) will earn both high school and college credits. **Students opting to take both HVCC History 110 and 111 courses and who sit for the Regents exam *will not need to take the 11th-grade US History and Government course.* HIST110 is a course that covers issues and problems in American history through the Civil War period for the first semester (quarter one and two). Some of the topics include Life in Colonial America, The Empire under Strain, and The American Revolution through The Impending Crisis, The Constitution and the New Republic, The Civil War, and the Reconstruction and the New South. Students may continue on to Interpretations of American History II (HIST111) for the second semester (quarters three and four), which covers the Reconstruction era through the present time. Some topics include Reconstruction and the South, the Conquest of the Far West, and Industrial Supremacy through The New Deal, The Global Crisis and The Cold War. This course is run through HVCC and students are able to earn up to six college credits (if they take both courses; three college credits will be earned if they take one). **Students may register with Hudson Valley Community College to be eligible to receive up to six undergraduate credits at a reduced tuition through the College in the High School Program. Students on free and reduced lunch may apply for scholarships.*			

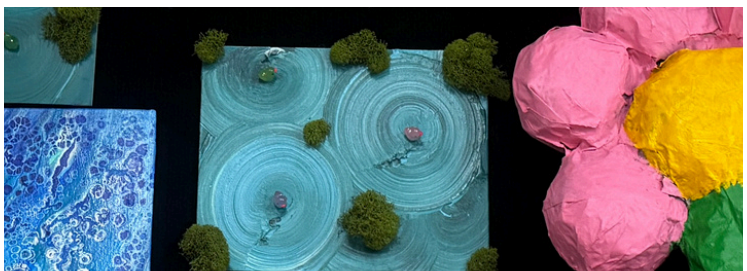
SOCIAL STUDIES			
AP U.S. Government and Politics & Economics 12 (Prerequisite: 11th grade USHG or HVCC HIST110 & HIST111)	**Grade 12**	**40 weeks (full year)**	**.5 credit (government) .5 credit (economics)**
An introductory college-level course in U.S. government and politics. Students cultivate their understanding of U.S. government and politics through analysis of data and text-based sources as they explore topics like constitutionalism, liberty and order, civic participation in a representative democracy, competing policy-making interests, and methods of political analysis. Students interested in the following career fields would benefit from taking this course: law, political science, history, politics, journalism, social work, or government. Coursework will also cover the content and skills required by the New York State Social Studies Framework in the area of economics. *This course can be taken in place of 12th-grade Participation in Government (PIG) and Economics.*			
TECHNOLOGY EDUCATION			
Design, Drawing & Production (DDP) ***Upon completion, this course fulfills the Fine Arts requirement for graduation.***	**Grades 9 -12**	**40 weeks (full year)**	**1 Credit**
This project based course offers students the opportunity to learn multiple drawing techniques, develop problem solving skills and apply these skills to the production of various hands-on projects. The focus throughout the year will be drafting, CAD programs, architectural 3D modeling, laser engravers, 3D printers, as well other traditional production skills.			
Architectural Drawing (Prerequisites: Design, Drawing & Production)	**Grades 10 - 12**	**20 weeks (half year)**	**.5 Credit**
In this half year course students will use a combination of hands-on and traditional learning techniques to gain a better understanding of Architectural Drawing. Throughout this course students will develop skills using traditional drafting and CAD programs to illustrate architectural drawing features. As a culminating activity for the course, students will use CAD programs to create a model for their final project, then use a laser to create building materials for the construction of a three dimensional physical model.			
Power Mechanics	**Grades 9 -12**	**40 weeks (full year, every other day)**	**.5 Credit**
This course covers the operation of small gasoline engines and concentrates on the maintenance, repair and rebuilding of engines and power equipment. Project work will involve experiences with garden tractors, lawnmowers, chainsaws, string trimmers and other small engines.			

TECHNOLOGY EDUCATION			
Automotive Technology I (Prerequisites: Power Mechanics. Corequisite: Attached lab every other day)	**Grades 10 -12**	**40 weeks (full year)**	**1 Credit**
This every other day double-period course covers Automotive Engine Systems, such as the ignition, cooling, lubrication, fuel and emission control system. The operation, maintenance and repair of each system is reinforced through hands-on activities working on cars and trucks. No prior automotive knowledge is necessary.			
Automotive Technology II (Pre-Requisites: Automotive Technology. Corequisite: Attached lab every other day)	**Grades 11 -12**	**40 weeks (full year)**	**1 Credit**
This every other day double period course expands the Automotive Technology course continuing instruction in the areas of clutches, manual transmission, automatic transmission, drivelines and chassis systems. Welding equipment is also covered, and the majority of experiences are from auto repair working on cars and trucks.			
Introduction to Woodworking	**Grades 9 -12**	**40 weeks (full year)**	**1 Credit**
Woodworking is a hands-on project and lab-centered course, which is designed to develop the student's knowledge, concepts, and skills in woodworking. Students will have the opportunity to design, plan, layout, and construct different projects pertaining to several different areas of woodworking. Emphasis in the course will include design, furniture styles, joinery, construction principles, craftsmanship, project planning, measurement, finish types and critical thinking. Safety is stressed throughout the course and is integrated into instruction on all equipment and processes.			
Advanced Woodworking (Prerequisites: Introduction to Woodworking)	**Grades 10 -12**	**40 weeks (full year)**	**1 Credit**
This course will enable students to further their knowledge, concepts and skills in woodworking. It will provide an opportunity to design, plan, layout, and construct various woodworking pieces. Emphasis in the course will include, design and styles of furniture, joinery, construction principles, operation of advanced woodworking equipment, craftsmanship, development of jigs and fixtures, project planning, and critical thinking. Safety is stressed throughout the course and is integrated into instruction on all equipment and processes.			
Comprehensive Construction	**Grades 11 -12**	**40 Weeks (full year, 2 periods every other day)**	**1 Credit**
This project-based course will introduce students to the fundamentals of tiny home construction, from design and planning to construction and finishing. Students will work in teams to design and build a small, functional, and mobile dwelling, gaining valuable experience in carpentry, electrical wiring, plumbing, and other construction skills. The course will also cover important topics such as safety, budgeting and building codes.			

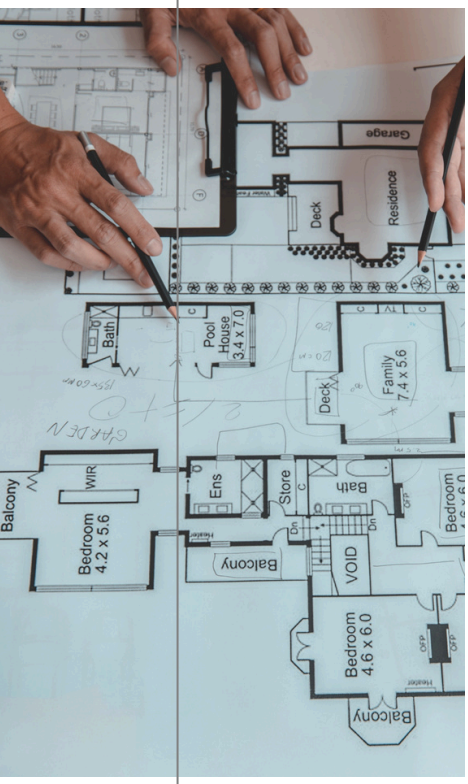
VISUAL ARTS			
Studio Art ***Upon completion, Studio Art fulfills the Arts requirement for graduation**	**Grades 9 - 12**	**40 weeks (full year)**	**1 Credit**
Studio Art is the first high school art course and the prerequisite for all future courses. This studio-based art course is designed to emphasize the creative process and artistic production in both 2-dimensional and 3-dimensional art forms. Students will use inquiry, literature, and critical thinking skills to solve problems through artistic means. Students will be learning about the elements of art, the principles of design, why they exist and how to apply them to each individual project. They will also be learning about various techniques, skills, art movements, and styles used around the world. Students will be encouraged to use their own interests, personality, and individuality in their artwork. Students should be able to express their voice in a visual format as well as appreciate and evaluate their work and the work of others.			
Advanced Studio Art [Prerequisites: Studio Art (overall average 85% or higher)]	**Grades 10 -12**	**40 weeks (full year)**	**1 Credit**
Advanced Studio Art builds upon the skills developed in Studio Art, requiring an increased focus on the principles of artistic design, expansion of verbal and written critiques and development of a portfolio.			
Computer Graphics [Prerequisites: Studio Art (overall average 85% or higher)]	**Grades 10 - 12**	**20 weeks (half year)**	**1 Credit**
This course is focused on the use and application of Adobe Photoshop. Students will use the various tools of Photoshop to manipulate and edit photographs and images to create finished pieces of digital art. They will be learning about the principles of design and using them to express their ideas. Throughout the course, students will be encouraged to emphasize their own interests, personality, and individuality in the creation of their artwork. At the conclusion of the course, each student will have a unique digital portfolio of their work uploaded to the cloud and viewable from anywhere in the world.			
Ceramics & Advanced Ceramics **[Ceramics Prerequisites: Studio Art (overall average 85% or higher) Advanced Ceramics Prerequisites: Ceramics (overall average 85% or higher)]**	**Grades 10-12 & Grades 11-12**	**40 weeks**	**1 Credit**
These two classes are designed for students who have an interest in working with clay. Students will gain experience in making functional and sculptural works in clay using a variety of handbuilding and wheel-throwing techniques. They will draw on their knowledge of the elements of art and the principles of design to create, refine, and glaze ceramic forms using various methods and materials. Students also learn about historic and modern ceramic and styles and techniques used around the world. Throughout the course, students are encouraged to emphasize their own interests and personality to create original works of art. Visual literacy, idea development, problem solving, reflection, good craftsmanship, and time management skills are strongly emphasized. *Class Requirement: Students will display their work in the school as well as the community. Students will participate in art field trips, community art projects, and fundraisers. Information about museums, galleries, studios, and community resources will also be shared.*			

VISUAL ARTS			
(AP) Advanced Placement 2D Art & Design (Prerequisites: Computer Graphics/Advanced Studio Art)	**Grades 11 -12**	**40 weeks (full year)**	**1 Credit - Weight 1.1%**
This advanced studio-based art course is designed to develop a professional portfolio in the visual arts, expand artistic skills, and further emphasize artistic production. Students will develop technical skills and become familiarized with the functions of visual elements as they create an individual portfolio of work for evaluation at the end of the course. They will demonstrate mastery through any two-dimensional medium or process, such as graphic design, digital imaging, photography, collage, fabric design, weaving, fashion design, fashion illustration, painting and printmaking. *Related Assessment: Portfolio Submission (administered in May.*			
(AP) Advanced Placement Drawing (Prerequisites: Computer Graphics/Advanced Studio Art)	**Grades 11 -12**	**40 weeks (full year)**	**1 Credit - Weight 1.1%**
This advanced studio-based art course is designed to develop a professional portfolio in the visual arts, expand artistic skills, and further emphasize artistic production. Students will develop technical skills and become familiarized with the functions of visual elements as they create an individual portfolio of work for evaluation at the end of the course. They will explore drawing issues including line quality, light and shade, rendering of form, composition, surface manipulation, the illusion of depth and mark-making through a variety of means, such as painting, printmaking or mixed media. *Related Assessment: Portfolio Submission (administered in May)*			
WORLD LANGUAGES			
Spanish I (Prerequisites: Spanish 7 and Spanish 8)	**Grade 9**	**40 weeks (full year)**	**1 Credit**
This course, based on state and national standards, strengthens the students' language skills at the intermediate level and expands their knowledge of culture. Students who pass this course receive one high school credit in World Languages, which is required for high school graduation.			
Spanish II (Prerequisites: Spanish 1 or equivalent)	**Grade 10**	**40 weeks (full year)**	**1 Credit**
This course, based on state and national standards, is a continuation of Spanish I. It strengthens the students' language skills at the intermediate level and expands their knowledge of culture.			






WORLD LANGUAGES			
Spanish Language & Culture III (HVCC SPAN 200) (Prerequisite: Spanish I, Spanish II and Passing the Checkpoint B Exam)	**Grade 11**	**40 weeks (full year)**	**1 Credit (3 college credits*)**
This course offers a review and extension of grammar, concentrating on expanding vocabulary, conversational fluency, writing and reading skills, and cultural understanding through the discussion of selected readings in Spanish. Classroom discussions are conducted primarily in Spanish and are supplemented with computer-enhanced exercises. **Students may register with HVCC to be eligible to receive up to three undergraduate credits at a reduced tuition through the College in the High School Program. Students on free and reduced lunch may apply for scholarships.*			
Spanish Language & Culture IV (HVCC SPAN 201) (Prerequisites: HVCC SPAN 200)	**Grade 12**	**40 weeks (full year)**	**1 Credit (3 college credits*)**
A continuation of HVCC Spanish 200, this course completes the review of Spanish grammar and provides more reading of Spanish works. Classroom discussions, conducted primarily in Spanish, concern classroom readings and Spanish customs and culture. Classroom instruction is supplemented with computer-enhanced exercises. **Students may register with HVCC to be eligible to receive up to three undergraduate credits at a reduced tuition through the College in the High School Program. Students on free and reduced lunch may apply for scholarships.*			
ADDITIONAL ELECTIVES			
Drivers Education (Pre-Requisites: New York State Driving Learners Permit)	**Grades 10 - 12**	**20 weeks (half year)**	**.5 Credit**
This is a course implemented via a joint partnership between the New York State Education Department (NYSED), and the Department of Motor Vehicles (DMV). The Driver Education course is intended to educate students (age 16 or older) on appropriate driving skills and habits as well as playing a responsible role in the highway transportation/safety system. Please note that additional practice beyond driver's education is highly recommended.Students who satisfactorily complete the course are eligible to receive the MV-285.			
Career Exploration Internship Program (CEIP)	**Grades 11 - 12**	**20 weeks (half year) OR 40 weeks (full year, every other day)**	**.5 Credit - half year 1 Credit - full year**
The Career Exploration Internship Program (CEIP) assists students in understanding the linkages among school, work, and postsecondary education. CEIP allows students to learn about a variety of career options through a non-paid worksite experience in a career area of interest. CEIP is a partnership between education institutions and business and industry to provide students the opportunity to learn firsthand about the skills and education requirements necessary for career areas in which they have an interest.			



CAREER SPOTLIGHTS: TECHNOLOGY

Here are some careers you can enter with a degree in the technology field:

- **Wood manufacturing**
- **Mechanic**
- **Garage manager**
- **Parts manager**
- **Architect**
- **Engineering**
- **Robotics**

Not sure what you want to do after you graduate high school?

That's okay!

Talk to your Counselors, School Administrators, and Teachers.

They can help you figure out what classes you can take to best prepare for YOUR future.

Write your own story!

CAREER SPOTLIGHTS: VISUAL ARTS

Here are some of the careers that can be pursued in the art world:

- Advertising Designer
- Photographer
- Animator
- Antiques Dealer
- Art Administrator
- Art Critic
- Art Dealer
- Art Teacher
- Audio Visual Artist
- Book Illustrator
- Calligrapher
- Caricaturist
- Cartoonist
- Ceramic Artist
- Color Expert
- Courtroom Sketcher
- Decorator
- Gallery Owner
- Glass Blower
- Graphic Designer
- Graphics Art Technician
- Greeting Card Illustrator
- Impressionist
- Interior Decorator
- Internet Web-page Designer
- Municipal Graphic Designer
- Mural Artist
- Printing Designer
- Topographer
- Toy Designer
- Urban Designer

CAREER SPOTLIGHTS: WORLD LANGUAGES

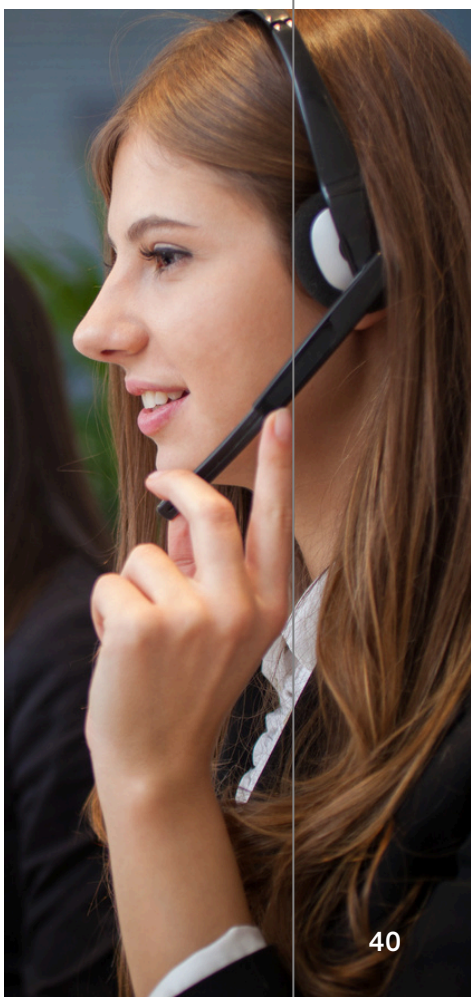
Here are some careers you can enter with a degree in Spanish:

Education:
- Bilingual Educator
- College Professor

Business:
- International Relations Consultant
- Foreign Exchange Trader
- Publishing Specialist
- Foreign Correspondent
- Proofreader
- Importer/Exporter
- Translator/Interpreter
- International Account Manager
- International Banking Officer
- Bilingual customer support

Culture/Tourism:
- Cultural Events Coordinator
- Travel Agent
- Translator/Interpreter
- Escort/Interpreter/Guide

Government:
- National Security Agent
- Immigration Officer
- Court Interpreter
- Cultural Attaché
- UNESCO Official
- Translator/Interpreter
- FBI Agent
- Foreign Diplomat Missionary
- Foreign Service Officer



NCAA Eligibility Requirements

Division I Academic Standards

Division I schools require you to meet academic standards. To be eligible to practice, compete and receive an athletics scholarship in your first year of full-time enrollment, you must meet the following requirements:

NCAA DIVISION I

1. Earn 16 NCAA-approved core-course credits in the following areas:

ENGLISH	MATH (Algebra I or higher)	SCIENCE (Including one year of lab, if offered)	EXTRA (English, math or science)	SOCIAL SCIENCE	OTHER Any area listed to the left or courses listed in additional discipline (world language, comparative religion or philosophy)
4 years	3 years	2 years	1 year	2 years	4 years

2. Complete your 16 NCAA-approved core-course credits in eight academic semesters or four consecutive academic years from the start of ninth grade. If you graduate from high school early, you still must meet core-course requirements.
3. Complete 10 of your 16 NCAA-approved core-course credits, including seven in English, math or science, before the start of your seventh semester. Once you begin your seventh semester, any course needed to meet the 10/7 requirement cannot be replaced or repeated.
4. Earn a minimum 2.3 core-course GPA.
5. Ask your high school counselor to upload your final official transcript with proof of graduation to your Eligibility Center account.

EARLY ACADEMIC QUALIFIER

If you meet specific criteria after six semesters of high school, you may be deemed an early academic qualifier for Division I and may practice, compete and receive an athletics scholarship during your first year of full-time enrollment.

QUALIFIER

You may practice, compete and receive an athletics scholarship during your first year of full-time enrollment.

ACADEMIC REDSHIRT

You may practice during your first regular academic term and receive an athletics scholarship during your first year of full-time enrollment but may NOT compete during your first year of full-time enrollment. You must pass either eight quarter or nine semester hours to practice in the next term.

NONQUALIFIER

You will not be able to practice, compete or receive an athletics scholarship during your first year of full-time enrollment.

NCAA ELIGIBILITY CENTER

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Visit the NCAA eligibility center for more information and full details, and to view Division II and Division III requirements: https://web3.ncaa.org/ecwr3/

GRADE 9 REGISTER

- If you haven't yet, **register** for a free Profile Page account at **eligibilitycenter.org** for information on NCAA initial-eligibility requirements.
- Use NCAA Research's **interactive map** to help locate NCAA schools you're interested in attending.
- Find your high school's list of NCAA-approved core courses at **eligibilitycenter.org/courselist** to ensure you're taking the right courses, and earn the best grades possible!

GRADE 10 PLAN

- If you're being actively recruited by an NCAA school and have a Profile Page account, **transition** it to the required **certification account**.
- Monitor the **task list** in your NCAA Eligibility Center account for next steps.
- At the end of the school year, ask your high school counselor from each school you attend to upload an official transcript to your Eligibility Center account.
- If you fall behind academically, ask your high school counselor for help finding **approved courses** you can take.

GRADE 11 STUDY

- Ensure your **sports participation** information is correct in your Eligibility Center account.
- Check with your high school counselor to make sure you're on track to complete the required number of NCAA-approved **core courses** and graduate on time with your class.
- Share your **NCAA ID** with NCAA schools recruiting you so each school can place you on its **institutional request list**.
- At the end of the school year, ask your high school counselor from each school you attend to upload an official transcript to your Eligibility Center account.

GRADE 12 GRADUATE

- **Request your final amateurism certification** beginning April 1 (fall enrollees) or Oct. 1 (winter/spring enrollees) in your Eligibility Center account at **eligibilitycenter.org**.
- Apply and be accepted to the NCAA school you plan to attend.
- Complete your final NCAA-approved **core courses** as you prepare for graduation.
- After you graduate, ask your high school counselor to upload your final **official transcript** with proof of graduation to your Eligibility Center account.

How to plan your high school courses to meet the 16 core-course requirement:

4 x 4 = 16

9th GRADE	10th GRADE	11th GRADE	12th GRADE
(1) English	(1) English	(1) English	(1) English
(1) Math	(1) Math	(1) Math	(1) Math
(1) Science	(1) Science	(1) Science	(1) Science
(1) Social Science and/or other	(1) Social Science and/or other	(1) Social Science and/or other	(1) Social Science and/or other
4 CORE COURSES	4 CORE COURSES	4 CORE COURSES	4 CORE COURSES

CONTACT THE NCAA ELIGIBILITY CENTER

U.S. and Canada (except Quebec):
877-262-1492 (toll free), Monday-Friday
9 a.m. to 5 p.m. Eastern time
International (including Quebec):
on.ncaa.com/IntlContact

@ncaaec @ncaaec @ncaaec @playcollegesports

NCAA ELIGIBILITY CENTER

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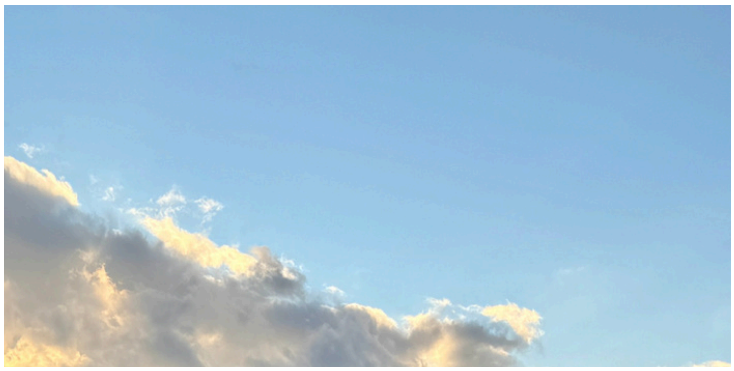
2025 - 2026

HOOSICK FALLS HIGH SCHOOL Curriculum Guide



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