

TIGER PRIDE



SUPPORT



LIFELONG LEARNER



COLLABORATION



GREATNESS



RELATIONSHIPS



PURPOSE



ENGAGED



CURIOSITY



OPTIMISM



2025 • 2026 COURSE GUIDE

Message from the Principal

Dear High School Students and Families,

Over the past few years, there have been a large number of courses and electives added to the high school in an effort to give students a rich and diverse academic experience. We are excited to showcase our class offerings in this 2025-2026 Course Catalog and Planning Guide. Please take the time to review the catalog and all of the opportunities carefully, keeping in mind which classes will match your students' strengths and interests. The choices that you make in this process will start to define the career path you will embark on after graduation.

School counselors review the course selection process for the next school year each winter and inform students about the options available to them. This includes evaluating required courses for graduation, electives, recently added courses, and options for college and AP courses. Counselors will mail home course selections with the 35-week progress reports.

The class selection process is something that students must consider seriously and thoughtfully. The number of classes available in the Hudson Falls Central School District are determined by students' course selections and must be done prior to the master schedule being built. Major changes to course selections would change the schedule drastically and can become very disruptive to the scheduling process. After the end of July, no changes to schedules will be made until the first two weeks of school are complete.

Your school counselors will be available to answer questions about schedules and both program and course options throughout the spring. In addition, I am available to answer questions and speak with students and their family members. Please feel free to contact the high school with any assistance you may need during this important academic process.

Sincerely,

Mrs. Jessica Hogan
High School Principal

Counselors, Chairs and Roles List

Counselors

Sarah McCormick	(518) 681-4216
Krista Rosse	(518) 681-4217
Sondra Smith	(518) 681-4215
Bridget Davis <i>Counseling Office Secretary</i>	(518) 681-4214

Social Worker

Kristin Gordon	(518) 681-4275
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Social Work Associate

Lisa Hogan	(518) 681-4235
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School Psychologist

Arielle Gofstein	(518) 681-4223
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Department Chairs

Art	Greg Smith
English	Sharon Farrell
Guidance	Sondra Smith and Sarah McCormick
World Languages	Brianna Steele
Library Media	Chris MacPherson
Music	Diane Havern
Math	Kristen Saville
Physical Education	Ryan Carpenter
Science	Rob Livingston
Secondary Special Education	Vickie Peterson
Social Studies	Jennifer French

Attendance

Comprehensive Attendance Policy

School attendance is both a right and a responsibility. Our district is an active partner with students and parents to ensure all students meet or exceed the New York State Learning Standards.

Consistent attendance, academic success, and receiving a diploma are all directly related.

Our Comprehensive Student Attendance Policy is developed and revised as needed to support your student along that path to success. Its objective is to:

- Increase school completion for all students;
- Raise student achievement and close gaps in student performance;
- Identify attendance patterns in order to design attendance improvement efforts;
- Know the whereabouts of every student for safety and other reasons;
- Verify that individual students are complying with education laws relating to compulsory attendance;
- Determine the District's average daily attendance for state aid purposes.



Introduction

The purpose of the Academic Planning Guide is to provide a comprehensive overview of graduation requirements as well as the course offerings at Hudson Falls High School. Our district is fortunate to have many opportunities for high school students to help them be successful in all paths of life. This planning guide should serve as a resource along with your School Counselor to help you find your best path. Course offerings are subject to change due to insufficient enrollment, scheduling, or budget constraints.

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STUDENT SPOTLIGHT



Q What does it mean to be a Tiger?

“I love that as Tigers, we never stop trying. Whether it’s in the classroom, on the field, or trying something new, we never give up!”

Charlee Marshall-Pratt
– Class of 2028

Snapshot of Our School

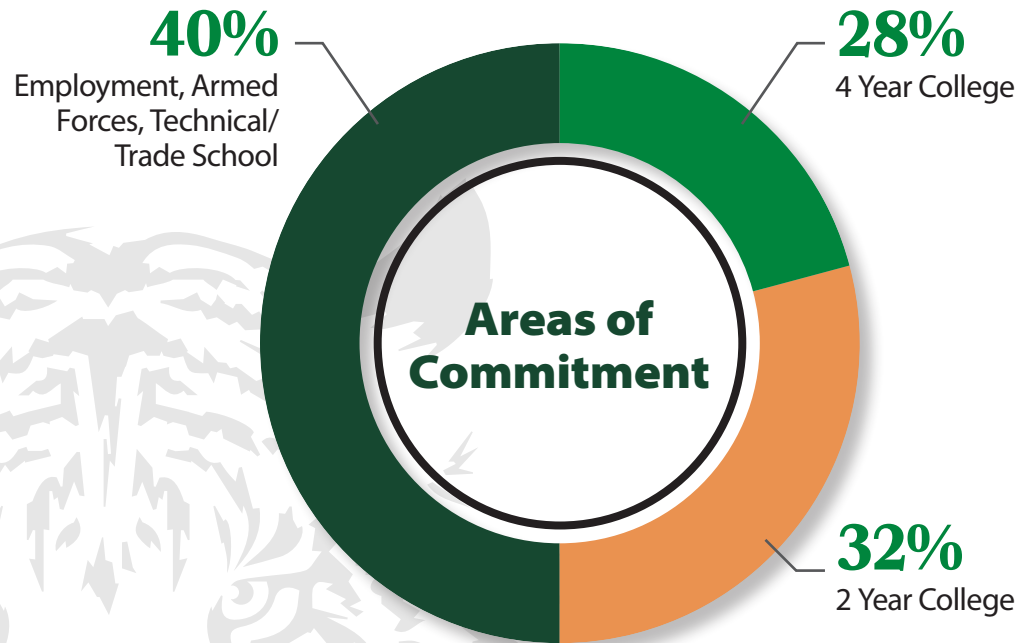
A snapshot of our school in 2024



2,103
Total District students

654
High School students

467
Middle School students



High School Credit available in the Middle School

- ✔ Band (.5 credit)
- ✔ Choir (.5 credit)
- ✔ Orchestra (.5 credit)
- ✔ Introduction to Programming (.5 credit)
- ✔ Regents Algebra 1
- ✔ Regents Living Environment
- ✔ Studio in Art (.5 credit)
- ✔ Spanish 1/French 1
- ✔ Digital Media (.5 credit)
- ✔ VEX Robotics (.5 credit)
- ✔ Greek Mythology (.5 credit)
- ✔ Creative Writing (.5 credit)

Available College Credits in the High School

- ✔ Science: 15
- ✔ Math: 12
- ✔ Social Studies: 12
- ✔ French/Spanish: 11
- ✔ ELA: 6
- ✔ Business: 3

Graduation Requirements

See page 6 to learn about how to graduate early.

High School Graduation Requirements

In high school you, the student, are in charge of your education. You select your courses and determine whether or not you are enrolled in a program designed for:

- Higher education at a college or technical school;
- Entry into the Armed Forces;
- School to career, or
- Other educational programs.

The courses of study at Hudson Falls High School are designed to meet the needs of all students. Regardless of which choices you make, you will want to learn all of the requirements for graduation. Graduation requirements include credit, course, and testing requirements for each diploma type.

Diploma Requirements

A student graduating from Hudson Falls High School may receive one of the following diplomas and we encourage all students to challenge themselves to achieve the highest level they can:

- **The Advanced Regents Diploma** is the highest diploma a student may receive in a New York State High School. It represents the traditional college preparatory curriculum and requires a minimum of a 65 on nine required Regents exams.
- **The Regents Diploma** is awarded to those who have satisfactorily completed all requirements for graduation with a minimum of a 65 on all five required Regents exams.
- **The Local Diploma** is awarded to those CSE classified students who have satisfactorily completed all minimum requirements for graduation with a minimum of a 55 on five required Regents exams, or to those who will utilize a Regents exam grade appeal for two exams.
- **The Skills and Achievement Commencement Credential** is awarded to special education students who have satisfactorily completed the requirements as described in their Individualized Education Program (IEP).
- **CDOS** is awarded to students who have successfully completed the career development and occupational studies pathway. (See page 6.)

Credit and Course Requirements

The graduation requirements chart specifies courses and electives required for the local diploma, Regents, and Advanced Regents diplomas. Hudson Falls High School policy requires all students maintain a minimum of six credits plus physical education each semester so they can be on track to receive one of these diplomas as well as graduate with their class cohort.

Graduation Requirements

Local Diploma (CSE)		Regents Diploma		Advanced Regents Diploma	
Content Area	Credits	Content Area	Credits	Content Area	Credits
English	4	English	4	English	4
Social Studies	4	Social Studies	4	Social Studies	4
Math	3	Math	3	Math	3
Science	3	Science	3	Science	3
World Languages	1*	World Languages	1*	World Languages	3**
Art/Music	1	Art/Music	1	Art/Music	1
Health	0.5	Health	0.5	Health	0.5
Physical Education	2	Physical Education	2	Physical Education	2
Electives	3.5	Electives	3.5	Electives	1.5
Total:	22.0	Total:	22.0	Total:	22.0

* Students must complete two units of study and will earn one credit by the end of the freshmen year. One unit of credit is earned by passing the state World Languages proficiency exam or earning a unit of commencement level credit in World Languages.

** Students acquiring five units in Art, Music, Technology or Vocational Education may be exempt.

Required Exams

Local Diploma (CSE)	Regents Diploma	Advanced Regents Diploma
CSE students with Regents exams 55–64	Passing score of 65 or above on 5 Regents exams	Passing score of 65 or above on 9 Regents exams
English	English	English
Global History and Geography	Global History and Geography	Global History and Geography
U.S. History and Government	U.S. History and Government	U.S. History and Government
Integrated Algebra or Common Core Algebra	Integrated Algebra or Common Core Algebra	Integrated Algebra/ Common Core Algebra, Geometry & Algebra 2
Science	Science	2 Science (1 life and 1 physical)
World Languages Checkpoint A or High School Credit	World Languages Checkpoint A or High School Credit	World Languages Checkpoint A and Checkpoint B (Local Exam)

Pathways to Graduation

4+1 Pathways

Must pass four regents exams (English, 1 Math, 1 Science, 1 Social Studies)

Arts

✓ Completion of an arts sequence and approved assessments

Bi-Literacy

✓ Completion of World Languages sequence and approved assessment (pending)

CTE

✓ Completion of approved CTE program and assessments

Humanities

✓ Additional SS or ELA course and Regents or approved assessment

STEM

✓ Second science or math regents

4+CDOS

- ✓ Pass four regents exams (English, 1 Math, 1 Science, 1 Social Studies)
- ✓ State standards for essential work-readiness knowledge and skills necessary for successful employment after high school

Students eligible: all | **Diploma type earned:** Regents

CDOS

Option 1

- ✓ Development of a career plan
- ✓ Meet CDOS learning standards
- ✓ 216 hours CTE (54 work-based learning)
- ✓ Employability profile

Students eligible: all | **Certificate earned:** CDOS

Option 2

- ✓ Meet requirements for one of the following: National Work Readiness Credential, SkillsUSA Work Force Ready Assessment, National Career Readiness Certificate, OR Comprehensive Adult Student Assessment

Students eligible: all | **Certificate earned:** CDOS

Appeals

Must have passed the course and sat for the exam two times

- ✓ Appeal 60-64 on up to two exams

Diploma type earned:

- 1 appeal – Regents
- 2 appeals – local

Special Education Students

- ✓ Appeal 52-54 on up to 2 exams

Diploma type earned: local

ELL Students

- ✓ Appeal 55-59 on ELA exam
- ✓ Only need to sit once

Diploma type earned: local

How to Graduate Early

In accordance with Board of Education policy, a student may be eligible for early graduation in fewer than eight semesters if the student completes all requirements for graduation, excluding physical education. The High School Principal will consult with appropriate personnel, the student, and appropriate family member(s), and consider factors such as the student's grades, performance in school, future plans, and benefits to graduating early in making its decision.

Upon approval, students eligible for early graduation become members of the graduating class to which they have moved, and are ranked along with that class.

Important Considerations

Quality Points Explained

As part of our District’s Mission and Vision, Hudson Falls believes in both broad opportunities and high expectations. This belief is embedded in our GPA calculations.

Hudson Falls uses a system of “Quality Points” to give added weight to our more challenging courses. Our intention is twofold. We want to encourage students to take more academically demanding courses. And, secondly, we do not want to penalize students who are challenging themselves and may score lower in these more demanding courses. By adding a bigger multiplier, or weight, to the Level II courses we aim to incentivize enrollment, which is also intended to offset any possible lower score. Students are encouraged to challenge themselves when possible.

Below you can see the multiplier, or weight, given to each passing grade in all Level I and Level II courses.

Grade Conversion-Quality Point Table

Numeric Grade	Level 1	Level 2
100	6.500	7.200
99	6.400	7.100
98	6.300	7.000
97	6.200	6.900
96	6.100	6.800
95	6.000	6.700
94	5.900	6.600
93	5.800	6.500
92	5.700	6.400
91	5.600	6.300
90	5.500	6.200
89	5.400	6.100
88	5.300	6.000
87	5.200	5.900
86	5.100	5.800
85	5.000	5.700
84	4.900	5.600
83	4.800	5.500
82	4.700	5.400
81	4.600	5.300
80	4.500	5.200
79	4.400	5.100
78	4.300	5.000
77	4.200	4.900
76	4.100	4.800
75	4.000	4.700
74	3.900	4.600
73	3.800	4.500
72	3.700	4.400
71	3.600	4.300
70	3.500	4.200
69	3.400	4.100
68	3.300	4.000
67	3.200	3.900
66	3.100	3.800
65	3.000	3.700

Weighted vs. Unweighted Average

A student’s unweighted average is also calculated and will be used for things like Transcripts, Report Cards, Honor Roll, and other awards.

The weighted average (Course Grade plus Quality Points) is used for Class Rank and permanent transcripts. Additionally, a student’s Class Rank prioritizes courses that lead to a Regents Diploma with an Advanced Designation. Please speak with your School Counselor as you chart your path through high school to maximize your Class Rank.

Grade Level and Homeroom Assignments

Grade levels and homerooms are assigned based on credits accrued:

- **Freshman Class Standing:** Less than 5 credits;
- **Sophomore Class Standing:** 5-10 credits;
- **Junior Class standing:** 10.5-15 credits;
- **Senior Class Standing:** Above 15 credits.

We are here to support every student’s successful path toward walking at graduation. In turn, we need all students to understand that full time attendance in their chosen academic program is expected. How do you accomplish this expectation? **Enroll in six courses plus physical education each year of school.**

Grade	Units of Credit Required
Grade 9/Freshman	Promotion from 8th grade
Grade 10/Sophomore	Students who have earned: 5 cumulative credits including: <ul style="list-style-type: none"> • 1 year of English or Social Studies
Grade 11/Junior	Students who have earned: 10 cumulative credits including: <ul style="list-style-type: none"> • 3 units of English/Social Studies, • 1 unit of Mathematics, and • 1 unit of Science
Grade 12/Senior	Students who have earned: 15 cumulative credits including: <ul style="list-style-type: none"> • 4 units of English/Social Studies, • 2 units of Math, • 2 units of Science. • Additionally, the student must be enrolled in all courses that are required for him or her to graduate in June.

Planning at a Glance

Each student will have at least one individual meeting with their counselor every year to discuss their academic progress and future planning. The best ways to prepare for your future are to:

- Attend school regularly;
- Focus on your academics; and
- Be involved in your school and community.

Below are examples of grade level specific opportunities we strongly encourage students to pursue and counselors welcome discussing:

Grade 9

- Take the PSAT 8/9 exam
- Career Inventory on Choices 360*

Grade 10

- ASVAB**
- PSAT 10
- Tour BOCES, ECCA, or IB

Grade 11

- ASVAB**
- SAT/ACT
- Junior Parent Meeting

Grade 12

- Financial Aid Night
- College Caravan

*To set up a Choices360 account please see your guidance counselor.

**The Armed Services Vocational Aptitude Battery (ASVAB) measures an individual's strengths, weaknesses, and potential for future success in four domains: verbal, math, science and technical, and spatial.

Timeline for Planning Your Courses

January-March	Counselors will visit classes for course selections. Note: Course offerings are based on enrollment and are subject to final budget approval.
Spring	Course selections will be mailed home to be reviewed by students and families and also be available to view on SchoolTool.
Spring	Students may submit course change requests with parental approval.
Late August	Schedules mailed home. Student schedules available for viewing online. No schedule changes will be made unless a student is missing a required course.
First Day of School	Students receive final hard copies of schedules. No drops will occur during the first two weeks of the school year.

Add/Drop Timeline

Add a semester course	Within the first two weeks of the semester
Add a full-year course	Within the first three weeks of the school year
Drop a semester course*	After two weeks of trying the class, but no longer than five weeks into the semester
Drop a full-year course*	After two weeks of trying the class, but no longer than five weeks into the school year
Level adjustment	Within the first 10 weeks of the school year

*When dropping a course after the second week of school, it may not be possible to add a course in its place. Students must be enrolled in no less than 6.5 credits.

National Collegiate Athletic Association (NCAA)

The NCAA has strict academic eligibility requirements in order to compete at the collegiate level in Division I or II athletics. In determining eligibility, the NCAA considers the academic courses a student takes, performance on standardized tests, and grade point average. Not all courses can be used toward eligibility to become a student athlete at the Division I or Division II level.

Please make note of the courses that are and are not NCAA approved in the course descriptions. Students are highly encouraged to meet with their counselor as early as 8th grade but no later than 10th grade if they are interested in playing a collegiate sport.

To further familiarize yourself with Hudson Falls' course eligibility and other academic requirements, please review the NCAA course portal online at web3.ncaa.org/hsportal/exec/hsAction.

Hudson Falls High School's CEEB code 332485

Award Opportunities

New York State Seal of Biliteracy

The New York Seal of Biliteracy (NYSSB) is awarded to high school graduates who have attained a high level of proficiency in English and one or more world languages. The NYSSB encourages the study of languages, identifies high school graduates with language and biliteracy skills for employers, provides universities with additional information about applicants seeking admission and placement, and prepares students with twenty-first century skills. Successful candidates will earn three points in English and three points in each world language from a points matrix, which includes course grades, national and state exams, transcripts, and culminating projects. The NYSSB takes the form of a Seal on the student's diploma and a medallion worn at graduation. To earn the NYSSB, students must demonstrate intermediate high proficiency in English and the required level of proficiency in one or more world languages set forth by the NYS Learning Standards for World Languages.

Seal of Civic Readiness

The Seal of Civic Readiness is a formal recognition that a student has attained a high level of proficiency in terms of civic knowledge, civic skills, civic mindset, and civic experiences. The

Seal of Civic Readiness distinction on a high school transcript and diploma shows the student's understanding of a commitment to participatory government, demonstrates to universities, colleges, and future employers that the student has completed an action project in civics or social justice, and recognizes the value of civic engagement and scholarship. In order to obtain the Seal of Civic Readiness, a student must complete all requirements for a New York State local or Regents diploma and earn a total of six points with at least two points in Civic Knowledge and at least two points in Civic Participation.

Individual Arts Assessment Pathway (IAAP)

The Individual Arts Assessment Pathway (IAAP) is 4+1 graduation pathway option in which students complete a locally determined three-unit sequence in the arts and demonstrate, through a collection of creative works, growth over time that meets the High School II Accomplished Performance Indicators in the New York State Learning Standards for the Arts. The artistic method(s), media, or form(s) students use to meet the appropriate State developed IAAP criteria are based on student artistic and research interests in consultation with their arts teachers. The IAAP offers arts students a graduation pathway that prepares them for future professional and educational experiences and opportunities in the arts.

Additional Pathways

International Baccalaureate (IB) Programme

(Junior/senior years)

Through a partnership with the Queensbury Union Free School District and held at Queensbury High School, Hudson Falls High School students in their junior and senior year are able to participate in the International Baccalaureate Diploma Programme (IB DP). Students will spend their junior and senior years at QHS for a full-day program. The IB DP is designed as an academically challenging and balanced program of education with final examinations that prepare students for success at the university level and beyond. The program is taught over two years and has gained recognition and respect from the world's leading universities. IB Diploma students study six academic areas over two years in which they are awarded points. Students complete assessment tasks in the classroom, which are scored by their teachers, and then moderated by IB. In addition, students take written examinations at the end of the program, which are marked by external IB examiners.

Early College Career Academy (ECCA)

(Begins junior year)

The Early College Career Academy: An Early College High School Program, is a partnership between SUNY Adirondack and the Washington-Saratoga-Warren-Hamilton-Essex BOCES (WSWHE BOCES). Students are eligible to earn up to 32 college credits, tuition-free, while earning marketable industry credentials and participating in work-based learning experiences. The programs begin in your junior year of high school.

These two-year programs offer the following pathways:

- Advanced Manufacturing
- Business and Entrepreneurship
- Information Technology/Computer Networking
- New Media
- Pathways to Teaching

Additional Pathways

PTECH at SUNY ADK

(Begins freshman year)

PTECH (Pathways in Technology Early College High School) is a unique six-year program that gives high school students the experiences, practical skills, qualifications and credentials they need to secure rewarding careers in technology-based industries. The Southern Adirondack PTECH is a partnership between high schools, WSWHE BOCES, SUNY Adirondack and many local industries. PTECH students are incoming ninth graders who will, in parallel, earn a Regents high school diploma from their high school and an associate degree from SUNY Adirondack at no cost to their family.

Students who participate in the Southern Adirondack PTECH program will be dually enrolled in high school and SUNY Adirondack as matriculated students. Students must enroll at the start of their ninth-grade year. Freshman and sophomore students are required to participate in 25 hours of Extended Learning Opportunities (Bridge Activities) throughout the school year. Extended Learning Opportunities include field trips, after-school enrichment and Saturday Seminars. In addition, students are required to attend a one-week Summer STEM Camp located at the SUNY Adirondack Queensbury Campus. Beginning in the junior year, half of the day will consist of college and Career and Technical Education courses on SUNY Adirondack's campus; the other half will include Regents level courses at the home school. Every student will be provided with a laptop, notebook or tablet (1:1 technology). The college portion of the half-day sequence for high school juniors and seniors will be co-taught by college professors and a BOCES Career and Technical Education instructor. Science, Technology, Engineering, and Math (STEM) fundamentals will be taught in a connected, collaborative environment, with time devoted to hands-on learning using state-of-the-art equipment.

The two pathways for PTECH are:

- Advanced Manufacturing
- Information Technology/Computer Networking

Career and Technical Education (CTE)

(Applications due: March, sophomore year)

WSWHE BOCES Career and Technical Education (CTE) programs provide hands-on learners an opportunity to master academic and technical skills within a subject that interests them and leads to a rewarding career. WSWHE BOCES CTE programs are offered as half day programs over the course of a student's junior and senior year. Applications are due in March of sophomore year. To be eligible, a student must be on track to graduate and attend school on a regular basis. Hudson Falls students may attend either the Southern Adirondack Education Center (SAEC) or F. Donald Myers Education Center (Myers) in either the morning or afternoon depending on the BOCES lottery.

The WSWHE BOCES CTE programs offered are:

- Auto Body Repair
- Automotive Technology
- Construction Trades
- Cosmetology
- Criminal Justice Studies
- Culinary Arts & Hospitality
- Early Childhood Education
- Environmental Conservation & Forestry
- Graphic & Visual Communications
- Health Occupations
- HVAC-R
- Heavy Equipment Operation & Maintenance
- Horse Care
- Horticulture, Landscaping, & Floral Design
- Industrial and Performance Machining
- Interactive Media & Game Design
- Power Sports Technology
- Service Level Programs
 - Hospitality & Human Services
 - Technical & Trade Services
- Small Animal Science
- Welding

All WSWHE BOCES CTE programs are considered as **Level 1 courses**.

STUDENT SPOTLIGHT



“I really enjoy coding and this program has opened me up to opportunities within Cybersecurity. Being on a college campus has better prepared me for life after high school.”

Lee Ellis – Class of 2026
ECCA Information Technology/Computer Networking

New Visions Health Careers Exploration

(Open to seniors)

Enrollment in the academically rigorous New Visions program is limited to seniors who meet established admissions criteria. Admission to the New Visions program is very competitive. The program involves 3.5 hours of study each day and carries four units of credit. Students are responsible for their own transportation.

New Visions Health Careers Exploration is an academically rigorous one-year program for college-bound high school seniors who plan to major in pre-med, chemistry, biology or other allied health fields. Students learn and observe in a hospital setting from physicians and physician assistants, physical and occupational therapists, registered nurses, and a wide range of other health care professionals. The academic curriculum is combined with clinical experience to provide students with a rich and rewarding learning opportunity. Students meet for 3.5 hours daily, attending classroom instruction two days per week and clinical rotations in a variety of health professions the other three days. Clinical rotations are assigned at Glens Falls Hospital, Saratoga Hospital, Wesley Health Care Center, and several private practices and clinics throughout the region. Students observe acute and routine medical procedures, as well as provide ancillary support services to patients.



STUDENT SPOTLIGHT



“I like that cooking requires teamwork and I enjoy the responsibility of creating my own food presentations. Food is the great connector!”

Justice Harris – Class of 2026
CTE Culinary Arts & Hospitality



Grading Guidelines

Payment Charts

Hudson Falls High School partners with several local colleges/universities so students may earn college credits while in high school (dual-credit). Students should see their counselor for more information regarding course options. **The district covers the fees** for these classes but may require basic financial information from households in order to be eligible for financial aid.

Course	Affiliated College/ University	College/University Course Title	Fee*
English 101	SUNY Adirondack	Intro to College Writing	\$231 (\$77 per credit)
English 102	SUNY Adirondack	Academic Writing	\$231 (\$77 per credit)
French 4	SUNY Adirondack	Intermediate French	\$231 (\$77 per credit)
College Statistics	SUNY Adirondack	Introductory Statistics with Probability	\$231 (\$77 per credit)
Career Quest I	SUNY Adirondack	Career Quest Program	\$231 (\$77 per credit)
Career Quest II	SUNY Adirondack	Career Exploration Internship	\$231 (\$77 per credit)
Math 121	SUNY Adirondack	Precalculus: Algebra	\$231 (\$77 per credit)
Math 125	SUNY Adirondack	Precalculus: Trigonometry	\$231 (\$77 per credit)
Business	SUNY Adirondack	Personal Finance	\$231 (\$77 per credit)
Social Studies	Syracuse University/SUPA	American History to 1865	\$345 (\$115 per credit)
Social Studies	Syracuse University/SUPA	American History since 1865	\$345 (\$115 per credit)
Social Studies	Syracuse University/SUPA	Advanced Economics Idea & Issues	\$345 (\$115 per credit)
Social Studies	Syracuse University/SUPA	Public Policy	\$345 (\$115 per credit)
Spanish	SUNY Albany	Intermediate Spanish 1	\$160
Spanish	SUNY Albany	Intermediate Spanish 2	\$160

*Fees subject to change each year.

**Offered online only.

Student Ranking

Students will be ranked in their class on the basis of “weighted” grades giving greater emphasis to more difficult courses. A composite index average will be used to determine class rank. The composite index will be comprised of the quality point average for the course work included in the advanced Regents diploma requirements added to the straight arithmetic mean. Courses with the highest quality point total will be automatically substituted for students with course work that is in excess of the advanced Regents diploma requirements. For the purpose of honor roll and academic average, a straight arithmetic mean of grades will be used. Physical education and driver education courses are not factored into class rank.

The course descriptions, beginning on page 15, specify the numerical weighting for each class based on two levels of difficulty.

KEY

■ Level 1 Courses

■ Level 2 Courses*

See page
7 to learn
more about
Quality
Points.

Grading System

Hudson Falls Central School District has a numerical grading system that runs from 0-100, with 65 as passing. Both rank and cumulative averages are calculated using all courses, including accelerated courses from eighth grade. Hudson Falls has been creating sealed transcripts that communicate student performance with an unweighted grade point average (GPA) and weighted rank. Courses listed in this guide with an asterisk (*) are weighted in the weighted GPA calculation.

Class rank is based on a weighted average. Student GPA is an unweighted average.



National Honor Society

The Sandy Hill Chapter of the National Honor Society enrolls new students in the fall. The selection process is outlined below.

1. A list of academically eligible students is generated by the guidance office. The minimum academic standard is an 87 cumulative GPA. This minimum must be applied fairly and consistently to all candidates.
2. Students who are eligible scholastically ("candidates") are notified that for further consideration for selection to the chapter, they must complete the Student Activity Information Form. For consideration, students must:
 - Demonstrate volunteer hours (service)
 - Demonstrate an excellent record of behavior (character) in and out of school
 - Demonstrate leadership roles in school and/or community activities (leadership)
 - Be enrolled as an 11th- or 12th-grade student
3. The actual selection of new members will be made by a vote of the appointed members of the Faculty Council. All faculty members will be invited to make comments on candidates. The Faculty Council may take this information into consideration when reviewing the candidates. In addition, attendance and disciplinary referral records will be reviewed by the Faculty Council. Personal interviews for membership consideration may be conducted if the Faculty Council chooses to do so. Candidates are rated on an objective rubric and those that meet the minimum score established by the Faculty Council should be invited for induction into the chapter. Those candidates who are not selected may be eligible for induction the following year if the criteria is met at that time.

Honor/Merit Rolls/Grading System

Academic accomplishments are recognized each marking period. All courses will be considered, using an unweighted average. Academic recognition listings are as follows:

- **Honor Roll:** 89.445-100.000
- **Merit Roll:** 84.445-89.444

Honor Graduates

Honors graduates are recognized each year in May. Honor graduates maintain a 90% or higher cumulative GPA (unweighted) through the end of the third quarter of senior year.

4. Prior to notification of any candidates, the principal may be informed of the results for the purpose of administrative approval.
5. Formal notification of all selected students and their parents is recommended and will include information about the induction ceremony. Notification of candidates not selected will be timely and considerate.
6. Membership will not be officially bestowed until the candidate takes part in the induction.

NHS members are required to maintain an 87% GPA, log 15 service hours per year, and continue to show good character and leadership skills.



Course Descriptions

KEY

■ Level 1 Courses

■ Level 2 Courses*

ART

Studio Art

1 credit

Prerequisite: None

This foundation art course combines studio experiences in the visual arts with art history and art criticism. It is designed to help students better express their ideas and feelings in visual form by expanding their understanding of the elements and principles of design and developing their skills with a variety of art media techniques (drawing, painting, graphics, ceramics, and collage). Studio Art focuses on the basics and prepares students to take level 2 classes. Sketchbook assignments are required.

Evaluation: Departmental Examination/Project

Studio Drawing and Painting

1 credit

Prerequisite: Completion of Studio Art or Exploration of Art

This full-year course is divided roughly in half with the first half year devoted to intensive studio exploration of various drawing techniques aimed at developing solid drawing skills. The second half-year focuses on painting techniques in connection with a variety of media such as watercolors, pastels, and acrylics with emphasis on an understanding of basic color theories and composition. Sketchbook assignments are required.

Evaluation: Departmental Examination/Project

Ceramics

1 credit

Prerequisite: Completion of Studio Art or Exploration of Art

A studio course designed to acquaint the student with handbuilding clay techniques, wheel throwing and various decorating/glazing techniques. Students develop discipline and appreciation of craftsmanship through their own process of creating pieces, as well as analyzing and critiquing other works of art. Functional ware and sculptural pieces will be constructed along with developing an understanding of the multi-cultural aspects of working with clay.

Evaluation: Departmental Examination/Project

Exploration of Art

1 credit

Prerequisite: None

Exploration of Art is an introduction to the fundamentals of two- and three-dimensional design in various materials. Students will actively participate in the creation of projects using a variety of materials ranging from paper and fabric to linoleum, clay and mixed media. Techniques include assemblage, modeling, carving, printmaking and painting. Students will respond to and analyze works of art as well as develop an understanding of the cultural dimensions and contributions of the arts.

Evaluation: Departmental Examination/Project

Photography 1 (F)

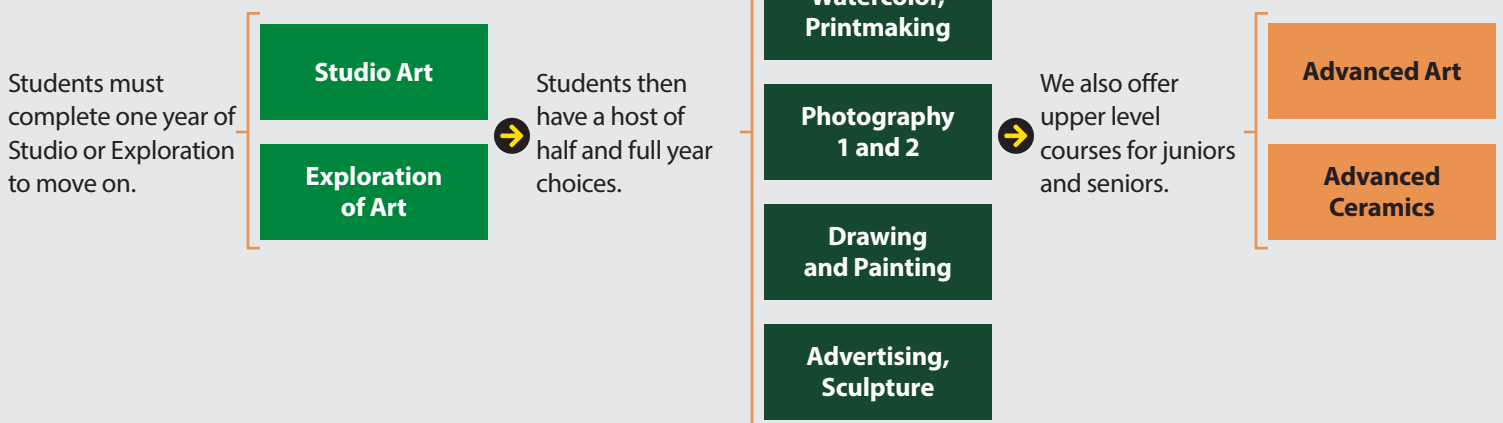
½ credit

Prerequisite: Completion of Studio Art or Exploration of Art

Instruction to familiarize the student with the technical aspects of camera handling, exposure developing black and white film, making contact prints, darkroom procedures, enlarging and mounting prints.

Evaluation: Departmental Examination/Project

Art: Example Sequence



Photography 2 (S)

½ credit

Prerequisite: Completion of Studio Art or Exploration of Art and Photography 1

This course is designed as a follow up course to Photography 1. Additional instruction in black and white film camera and darkroom techniques are covered, but the emphasis will gradually switch students into computer and digital photo techniques. This is a rapidly growing area of photography and an important part of the graphics industry. We will supply the equipment needed to scan and process existing printed images, as well as the creation of new color images with our digital cameras. A variety of software titles will be used to manipulate, enhance and print your new images. You will create a variety of web pages to show off your work, and explore many other ways to use the images you make. This course will present the latest technology and course content will change as our ability to offer the latest technology improves.

Evaluation: Departmental Examination/Project

Advanced Art (alternating years)

1 credit

Prerequisite: Completion of Studio Art or Exploration of Art

Students pursue in greater depth some of the skill areas to which they have been introduced. There is some opportunity for independent study for self-directed students. One short research paper is required. Students will prepare portfolios, which may be used for application to college art programs. Homework drawings are required.

Evaluation: Departmental Examination/Project

Advertising (F) (S) (alternating years)

½ credit

Prerequisite: Completion of Studio Art or Exploration of Art

This course covers the various media advertisers use, the historical background, advertising planning and production, lettering used in advertising and color reproduction. Links to artist and art movements will be incorporated into each unit of study. Connections to the New York State Art Standards will be the backbone of our work. Students will work in both two-dimensional and three dimensional mediums. Emphasis will be placed on current trends in the advertising community. Sketchbook assignments are required.

Evaluation: Departmental Examination/Project

Printmaking (S)

½ credit

Prerequisite: Completion of Studio Art or Exploration of Art

Printmaking provides students with experience in a variety of traditional printmaking media, techniques, and processes. This course emphasizes elements of art and principles of design and introduces the critique process. Advanced courses may encourage students to refine their creative processes and develop their own artistic styles.

Watercolor (F)

½ credit

Prerequisite: Completion of Studio Art or Exploration of Art

Watercolor is a painting course that provides a foundation in painting using a variety of techniques and multimedia, emphasizing observation and interpretation of the visual environment, life drawing, and imaginative painting. This course typically includes applying the elements of art and principles of design, along with a study of art and artists from a worldwide perspective, and instruction in the critique process. Advanced courses may encourage students to refine their creative processes and develop their own artistic styles.

Sculpture

½ credit

Prerequisite: Completion of Studio Art or Exploration of Art

Explore sculpture through different cultures and artistic movements. This course will explore the use of clay, wire, paper mache, cardboard, found objects and plaster to create small to medium scale sculptures. In this course you will learn to use a variety of tools and methods to create a range of sculptures. Relief Sculpture and Sculpture in the round will be taught as basic and advanced 3D concepts will be explored both abstractly and realistically.

Advanced Ceramics (F) (S)

½ credit

Prerequisite: Completion of Ceramics

Advanced Ceramics gives students an opportunity to use their prior knowledge and experience of Ceramics for deeper and broader understanding of clay. Students will continue to develop technical skills and will be challenged as artists creatively. Students will learn more advanced techniques in throwing on the potter's wheel, hand building, glazing and firing.

“Art is one of my favorite subjects because of the extraordinary pieces I create, the peace of mind it gives me, my teacher and friends, and the overall tranquility of the subject and class.”

Ryan Leerkes

– Class of 2028



**STUDENT
SPOTLIGHT**



MUSIC

Band, Orchestra, Choir

½ or 1 credit

Prerequisite: Audition Prior to Enrollment

Vocalists and instrumentalists gain technical facility and knowledge of music literature through performance. Consultation with organization's directors is recommended before registration for musical groups.

Evaluation: Individual Performance Test

Music Appreciation

1 credit

Prerequisite: None

Through the study of an extensive range of music literature and recordings, the student may be enabled to enjoy and appreciate a variety of music and to express himself intelligently about it. Particular emphasis is placed on the relationship between music and other humanistic disciplines.

Evaluation: Departmental

Enjoyment of Music

1 credit

This course is designed for 9th and 10th graders. Enjoyment of Music will continue to teach students basic music skills, such as beginning music theory. The course promotes the understanding and enjoyment of music through the use of recorded music and song literature. Students taking this course will develop a deeper understanding of the fundamentals of music. The ultimate goal of the course is to provide a springboard to a life-long interest in music for participants and to encourage them to become strong supporters for performing arts throughout their lives. Through this course, students will gain experience in listening, performing, composing, using basic musicianship skills, and developing special interest independent projects. Students will gain an appreciation for the music that they hear in their everyday lives and how it relates to the history and culture of not only the Western world, but music around the world.

BUSINESS ELECTIVE COURSES

Accounting

1 credit

Prerequisite: Pass Algebra Regents Exam

Prepares students to keep accurate financial records for a business. The complete accounting cycle is presented, and students learn the basic procedures used to operate a business. Students will manage all types of financial information including making business decisions, preparing and interpreting financial reports and recording ALL transactions for a business. Students perform accounting tasks for service businesses organized as proprietorships and for merchandising businesses organized as a partnership. Students will learn how to construct the main financial statements as well as get a foundation on which to continue studying business and accounting at the collegiate level.

Business Computer Applications

½ credit

This course will provide students with instruction in Microsoft Office. Students will learn to type an average of 35-45 words per minute using touch typing method. Students' will become proficient in MS Word, MS Excel, MS PowerPoint and Publisher. Software products used are the Microsoft Office suite and Windows Operating Systems.

Business Math

1 credit

Prerequisite: Pass Algebra Regents Exam

An introduction to understanding personal finances as it relates to students becoming financially literate and independent. Topics include: payroll types, net income, budgeting, calculating interest, banking, using credit wisely, understanding vehicle costs, income taxes, and investment.

College Personal Finance*

½ HS credit; 3 College credits

Prerequisite: Pass Algebra 1 Regents Exam

This course introduces students to the subject areas needed to manage their economic future. Students are introduced to the US economic and financial systems, financial planning, banking, consumer credit, leasing, retirement planning and investing, real estate investing, health insurance, and risk management.

Sports Marketing

½ credit

This course focuses on the basic concepts of marketing and specifically applies to the Sports and Entertainment industry. In particular, students learn the special nature of the sports industry as it relates to marketing, products and services unique to sports marketing, sports media, stadium design, development, and marketing of a sports team.

ENGLISH

English 9H*

1 credit

Prerequisite: Maintain an 85% grade for quarters two, three, and four of English 8, satisfactorily complete entrance assignments (distributed in February) by April 10, and satisfactorily complete summer work (distributed during the first week of June)

Taken in the freshman year this course begins a four-year program of grade-level, but rigorous, study in the language arts that will challenge the student who is highly motivated in English and who seeks an enhanced opportunity. The entire program is demanding of time, effort, and intellect. It strives for a deep understanding of usage, composition, and literary skills. Student choice for independent reading is incorporated into each class. Required summer reading is a necessary part of the Honors program. Students must maintain a minimum 87% average to remain in this course. **NCAA Approved Course.**

English 9R

1 credit

Prerequisite: Completion of English 8

Taken in the freshman year, this required course strengthens the student's abilities in reading, writing, listening, and speaking. It begins to prepare students to pass the New York State NextGen English Regents Examination administered in eleventh grade and needed for graduation. Student choice for independent reading is incorporated into each class. Required writing pieces include narrative, research, and argument. **NCAA Approved Course.**

Freshman Writing Skills

¼ credit

Our Freshman Writing Skills course will be a semester-long opportunity for all Regents ninth graders to instructionally gain baseline skills beyond surface level writing fluency. The course is designed to explicitly target writing and inherent reading tools that support the frameworks students will experience in high school Regents level courses. The course is driven by "Tours" or content needed units to explicitly address English and social studies writing demands. Each of those "Tours" have identified "adventures" or writing strategies students will explore in an on-demand setting. Via motivating mini lessons/direct instruction, centers, self and peer assessment, and teacher feedback, meaningful models will be built. Teachers will be especially eager to find common ground with writing challenges across high school curricula.

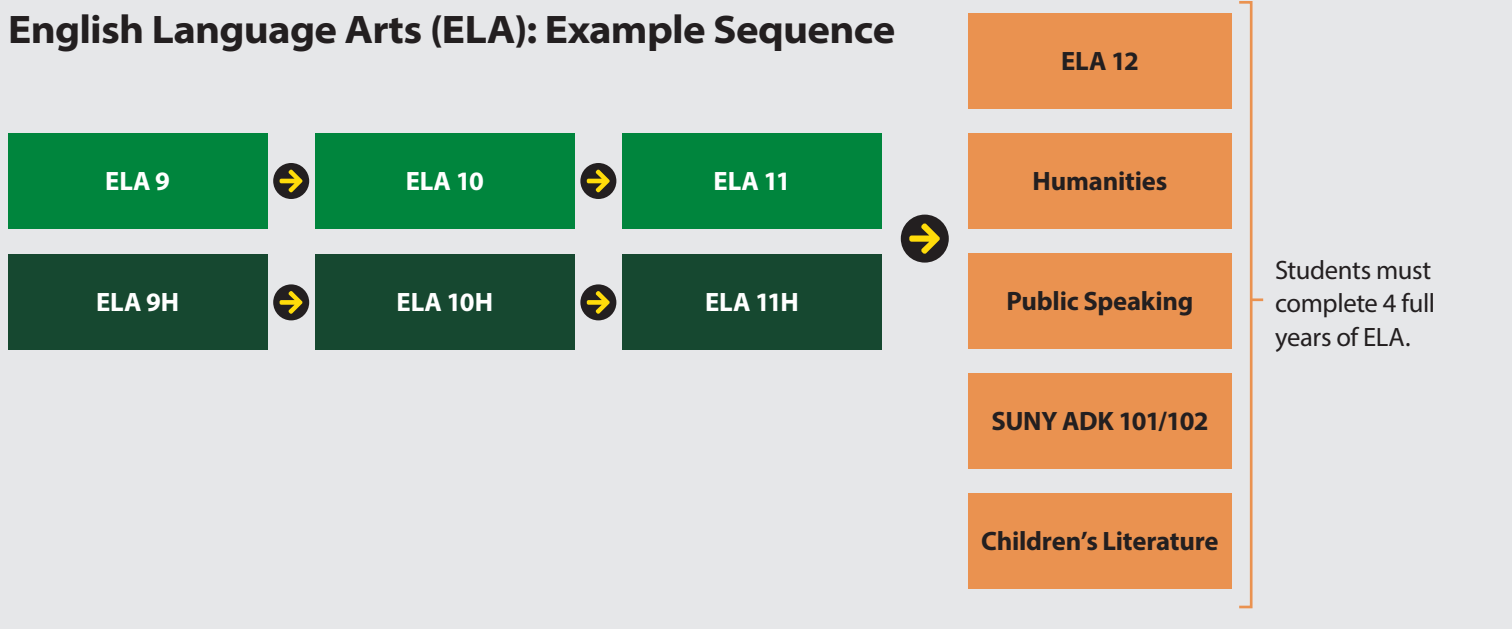
English 10H*

1 credit

Prerequisite: Teacher recommendation, minimum grade in English 9 of 85%

Taken in the sophomore year, this course continues the four-year study in English language and literature. The research paper is required for successful completion of the course. This course also emphasizes study on world literature so as to complement the student's study of world history at the 10th grade level. Student choice for independent reading is incorporated into each class which will improve their reading skills, comprehension, and written responses to literature. Required summer reading of assigned literature is a necessary part of the Honors program. **NCAA Approved Course.**

English Language Arts (ELA): Example Sequence



English 10R

1 credit

Prerequisite: Completion of English 9

Taken in the sophomore year, this required course continues studies begun in English 9 in the mastery of literary analysis and writing skills in preparation for the eleventh grade English Regents exam. It includes a variety of modern and classic literary works. A fully documented research project is also a major part of this course. Student choice for independent reading is incorporated into each class which will improve their reading skills, comprehension, and written responses to literature. **NCAA Approved Course.**

English 11H*

1 credit

Prerequisite: Teacher recommendation, minimum grade in English 10 of 85%

This course continues a four-year in-depth study leading to the Advanced Placement Examination in the senior year. This course includes instruction in composition with emphasis on developing style and includes instruction as outlined in the description of English 11R. The chief difference between English 11H and 11R lies in the more challenging literature studies and an attempt to use this literature to answer questions similar to those expected on the AP exam. Summer work and quarterly projects are required. **NCAA Approved Course.**

Evaluation: January and/or June English Regents Exam

English 11R

1 credit

Prerequisite: Completion of English 10

Taken in the junior year, this required course continues studies begun in English 9 and 10 in the mastery of reading and writing skills. The course is designed to improve the student's ability to communicate effectively in writing, especially in expository, persuasive, narrative, and descriptive writing. Students engage in consistent independent-reading through self-selected works. Creative original works are assigned. Content is designed to prepare students for the Regents examination in English. **NCAA Approved Course.**

Evaluation: January and/or June English Regents Exam

Survey of the Humanities

1 credit

The theme of Humanities is humanity as a creator. This full year course covers many aspects of the humanities — literature, art, music, drama, writing, mythology, speech etc. Students learn to appreciate the efforts human beings take to express themselves, and they learn to express themselves in a new form. Extensive attention is given to films and outside cultural events about which students then discuss and write. Several works of literature are read by the class, including "The Alchemist," "Death of a Salesman," and collections of Greek and Norse myths. An original creative project is required. **NCAA Approved Course.**

Evaluation: Departmental Examination and Major Project

Children's Literature (alternating years)

1 credit

The Children's Literature Course is typically offered to students in their junior or senior year. They will read and analyze a variety of children's literature such as fables, poems, myths, fairy tales, and picture books. A variety of traditional assessments and projects must be completed. A Reading Buddy Partnership with younger students in the Primary School and/or Kindergarten Center will also complement this full year course. **NCAA Approved Course.**

Public Speaking

1 credit

This course is typically offered to students in eleventh and twelfth grade. This course will introduce and explore rhetorical theories, practical applications, and the importance of public speaking in real world formal settings. Techniques in controlling speech anxiety, structuring and organizing presentations for a variety of audiences, and physical and vocal delivery skills are life long skills addressed throughout this year-long course. Course assessments will alternate between traditional and performance based formats. We will benefit from guest speakers and community members and organizations utilizing public speaking skills. **NCAA Approved Course.**

War in Literature and Film (alternating years)

1 credit

This full year English course focuses on examining how war is represented in literature and film. The class will explore various points of view from a span of generations who experienced war on all fronts. Literature will include independent reading, novels, parts of novels, memoirs, and nonfiction texts. Films may include major studio productions, documentaries, and television series. A variety of traditional assessments and projects will be completed. **NCAA Approved Course.**

Crafting Connections

1/2 credit

This creative writing course focuses on using concrete objects as inspiration to create compelling stories. Students develop their unique writer's voice, explore various genres and forms, and make choices in their writing outputs.

HEALTH

Health

½ credit

Prerequisite: None

This course is designed to make the senior high school student aware of, knowledgeable in, and decisive about many current topics, which may influence his/her physical or emotional health. Successful completion of this course is required for graduation.

Evaluation: Departmental Examination/Project

PHYSICAL EDUCATION

Physical Education

¼ credit per semester

Physical education is required for all students for graduation. The program consists of activities based on achieving a sound healthy body, and proper attitude towards wholesome physical activities. The activities are invaluable in promoting social, emotional, intellectual and physical growth. The program puts stress on individual development, cardiovascular fitness, group games, and activities. Major emphasis will be placed on wellness as the program addresses many societal concerns and social issues, including but not limited to: AIDS awareness, breast/testicular cancer, alcohol and tobacco use, abduction resistance training, peer pressure, date rape/sexual harassment, and smoking cessation. Along with regular classes, students are encouraged to participate in interscholastic, intramural, and extramural programs in sports.



STUDENT SPOTLIGHT

“Teachers help critique my work so I can be the best writer I can. I hope to author fantasy novels one day.”

Lilly Anderson – Class of 2027

Zero Block

¼ credit per semester

2x per week; 6:45 a.m. - 7:30 a.m.

Prerequisite: Students must have at least one full credit of General Physical Education.

This is an elective course that will provide students with an opportunity for the development of strength and conditioning skills for various sports, fitness related activities and general strength and fitness training. The course will provide students with safe and effective techniques and practices to help improve athletic and performance fitness, reduce the risk of injury, increase muscular strength and endurance, flexibility, power, speed, agility and balance. Students will be required to show proper progression in strength and conditioning throughout the semester. Students will be responsible for providing their own transportation to Period Zero on the designated days. Due to the advanced nature of this course, preference will be given to juniors and seniors.



HOME AND CAREER SKILLS

Creative Cooking

½ credit

This ½ credit, semester, lab course is designed to begin to explore the world of food. Students will learn and use nutrition guidelines when planning labs.

Gourmet Foods

½ credit

This ½ credit, semester, lab course is designed as an extension of Creative Cooking to continue to explore the world of food. In addition to practicing the basics of food preparation, students will learn and practice more advanced food preparation techniques. They will review basic nutrition information in order to analyze the nutritional value of foods they prepare. They will also be exploring foods from different regions of the U.S. as well as foreign foods and foods traditionally prepared for various holidays.

Flavors of Latin America

½ credit

This lab course elective is designed as an extension of Creative Cooking and focuses on the exploration of foods from the Southwestern United States to the southern tip of Argentina. In addition to the hands-on practice of basic food preparation, students will learn and practice more advanced food preparation techniques and their cultural significance. They will review basic nutrition information in order to analyze the nutritional value of the foods they prepare. Students will also explore where foods come from as well as their role in daily life and various celebrations.

MATHEMATICS

(Note: all Mathematics courses require a Texas Instruments 84+graphing calculator)

Algebra 1

1 credit

Prerequisite: Passed Grade 8 Math course and teacher recommendation

This course begins the three year regents program in mathematics. Topics of instruction include equations, functions and their graphs, descriptive statistics, linear and exponential functions, polynomials and quadratic expressions. **NCAA approved course.**

Evaluation: Algebra Regents

Algebra 1A

1 credit

Prerequisite: Passed Grade 8 Math course and teacher recommendation

This is the first year of a two year algebra course which allows students more time to become competent with Regents-level curriculum. Topics include linear equations and inequalities in one variable, linear functions, modeling with functions, linear equations and inequalities in two variables, quadratic functions, properties of exponents, exponential functions, probability, and statistics. **NCAA approved course as .5 credit.**

Evaluation: Departmental Exam

Algebra 1B

1 credit

Prerequisite: Passed Algebra 1A course

This course is the second year of Algebra 1 completing the topics from the one-year course. The units covered are systems of equations, modeling, sequences, solving quadratic equations, translations and other functions. **NCAA approved course as .5 credit.**

Evaluation: Algebra Regents in January and June

Algebraic Analysis

1 credit

Prerequisite: Passed Algebra 1B or Algebra 1 but not the Algebra Regents exam

This course is designed to be a second or third year of Algebra allowing students more time to become competent with Regents-level curriculum. Topics of instruction include equations, functions and their graphs, descriptive statistics, linear and exponential functions, polynomials and quadratic expressions.

Evaluation: Algebra Regents

Geometry

1 credit

Prerequisite: Passed Algebra 1 class with at least a 75%, passed Algebra Regents with at least a 70%, and teacher recommendation

This course continues the three year regents program in mathematics. Topics of instruction include intermediate algebra, geometric measurement and dimension, modeling with geometry, geometric properties with equations, geometry with proofs, congruent and similar triangles, coordinate geometry, transformations, right triangle trigonometry, circles, and Euclidean Geometry. **NCAA approved course.**

Evaluation: Geometry Regents

Geometry A

1 credit

Prerequisite: Passed Algebra 1 regents with a grade between 65 and 79, passed Algebra 1 class

This is the first year of a two-year geometry course which allows students more time to become competent with Regents-level curriculum. Topics of instruction include intermediate algebra, geometric measurement and dimension, geometric properties with equations, geometry with proofs, congruent triangles, coordinate geometry, transformations, and Euclidean geometry.

Evaluation: Departmental Exam

Geometry B

1 credit

Prerequisite: Passed Geometry A

This course is the second year of geometry, completing the topics from the one-year course. Topics of instruction include modeling with geometry, geometric properties with equations, geometry proofs, similar triangles, right triangle trigonometry, circles, and Euclidean geometry.

Evaluation: Geometry Regents

Algebra 2

1 credit

Prerequisite: Passed Geometry class with at least a 75%, passed Geometry Regents with at least a 70%, and teacher recommendation

This course completes the three-year regents program. Topics covered are linear, quadratic, exponential, and logarithmic functions, radicals and complex numbers, trigonometric functions, sequences, series, probability and statistics.

NCAA approved course.

Evaluation: Algebra 2 Regents

Pre-Calculus

1 credit

Prerequisite: Passed Algebra 2 and teacher recommendation

Pre-Calculus is a preparation for calculus. Topics covered are analytical geometry, analysis of functions (polynomial, rational, exponential, logarithmic, and trigonometric), matrices, and statistics. **NCAA approved course.**

Evaluation: Departmental Exam

MAT 121*

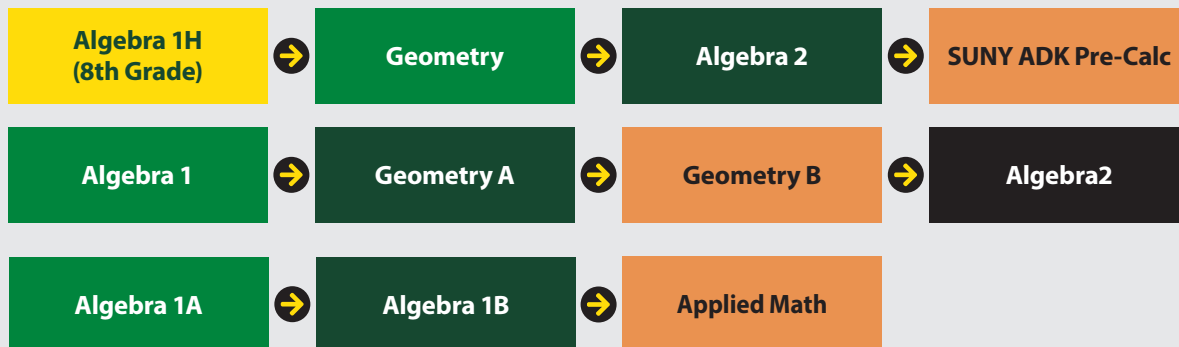
½ credit

Prerequisite: Passed Algebra 2 Regents with 75% or better

A preparation for calculus through an extensive study of theory of non-trigonometric functions. Function families include polynomial, rational, and radical functions. SUNY Adirondack charges a reduced tuition rate of approximately \$200 for each course. **NCAA approved course.**

Evaluation: Departmental Exam

Mathematics: Example Sequence



MAT 125***½ credit****Prerequisite: Passed Algebra 2 Regents with 75% or better**

A preparation for calculus through an extensive study of the theory of trigonometric functions. Topics include radian measure of angles, trigonometric and inverse trigonometric functions, and trigonometric identities. Highly recommended for students pursuing degrees in mathematics and /or the sciences. SUNY Adirondack charges a reduced tuition rate of approximately \$200.00 for each course. **NCAA approved course.**

*Evaluation: Departmental Exam***AP Calculus AB*****1 credit****Prerequisite: PreCalculus or MAT 121/125**

AP Calculus AB is a year-long course designed to be the equivalent of a first semester college calculus course devoted to topics in differential and integral calculus. Students are required to use definitions and theorems to build arguments and justify conclusions. Through the use of big ideas of calculus this course becomes a cohesive whole, rather than a collection of unrelated topics. **NCAA approved course.**

*Evaluation: AP exam***AP Computer Science Principles*****1 credit****Prerequisite: Passed Algebra 1 Regents and course**

This course introduces students to the foundational concepts of computer science and explores the impact computing and technology have on our society. With a unique focus on creative problem solving and real-world applications, the CodeHS AP Computer Science Principles course gives students the opportunity to explore several important topics of computing using their own ideas and creativity, use the power of computing to create artifacts of personal value, and develop an interest in computer science that will foster further endeavors in the field. **NCAA approved course.**

*Evaluation: AP exam***AP Pre-Calc*****1 credit****Prerequisite: Passed Algebra 2 and teacher recommendation**

AP Precalculus will prepare students for other college-level mathematics and science classes. The skills learned in this course are foundational not only for success in required college math courses, but also to careers in math, physics, biology, health science, data science and social science. AP Pre-Calc class is made up of four units: Polynomial and Rational Functions, Exponential and Logarithmic Functions, Trigonometric and Polar Functions, and Functions Involving Parameters, Vectors, and Matrices. Through these units, students will gain a deep conceptual understanding of functions and their graphs, learning how to model and interpret models of functions. By the end of the course, the student will have established a strong foundation of higher math skills. **NCAA approved course.**

*Evaluation: AP exam***Applied Math****1 credit****Prerequisite : Passed Algebra 1 Regents and course**

This course has an emphasis on topics from the Algebra and Geometry courses applied to real-life situations, and the majority of the work is project-based. Topics will include measuring, area and perimeter, construction estimates, nutrition graphs, problem solving, analysis of advertisements.

Statistics**1 credit****Prerequisite : Passed Algebra 1 Regents and course**

From opinion polls and clinical trials to self-driving cars, statistics influences and shapes the world around us. Students will understand the role of statistics in their everyday life. The topics include exploring and comparing data, distributions, sampling, regressions, and statistical testing. **NCAA approved course.**

*Evaluation: Departmental Exam***Computer Programming****½ Credit****Prerequisite: Algebra I**

This semester-long course teaches in-demand knowledge and skills students will use regardless of the career path they choose. With emphasis on project-based learning and collaboration, students will use visual, block-based programming that will seamlessly transition to text-based programming languages such as Python. Students will learn a diverse set of computational thinking concepts while working together to design and solve real world problems by creating user friendly applications. **NCAA approved course.**

SCIENCE

(All Regents Science courses have a NYS laboratory requirement)

Living Environment

1 credit

Prerequisite: Successful completion of General Science 8

This course follows the New York State Regents Standards. The theme of this course is the environment of living things, both internally and externally. Topics include: cellular biology, human maintenance, reproduction and development, genetics, ecology, and evolution. Coursework consists of a blend of laboratory work, lecture-discussions, textbook readings, small projects, and current event issues in biology. Many assignments are long-term. Classes meet for double periods and single periods on alternating days throughout the week. **NCAA approved course.**

Evaluation: Regents Examination

Physical Setting/ Regents Earth Science

1 credit

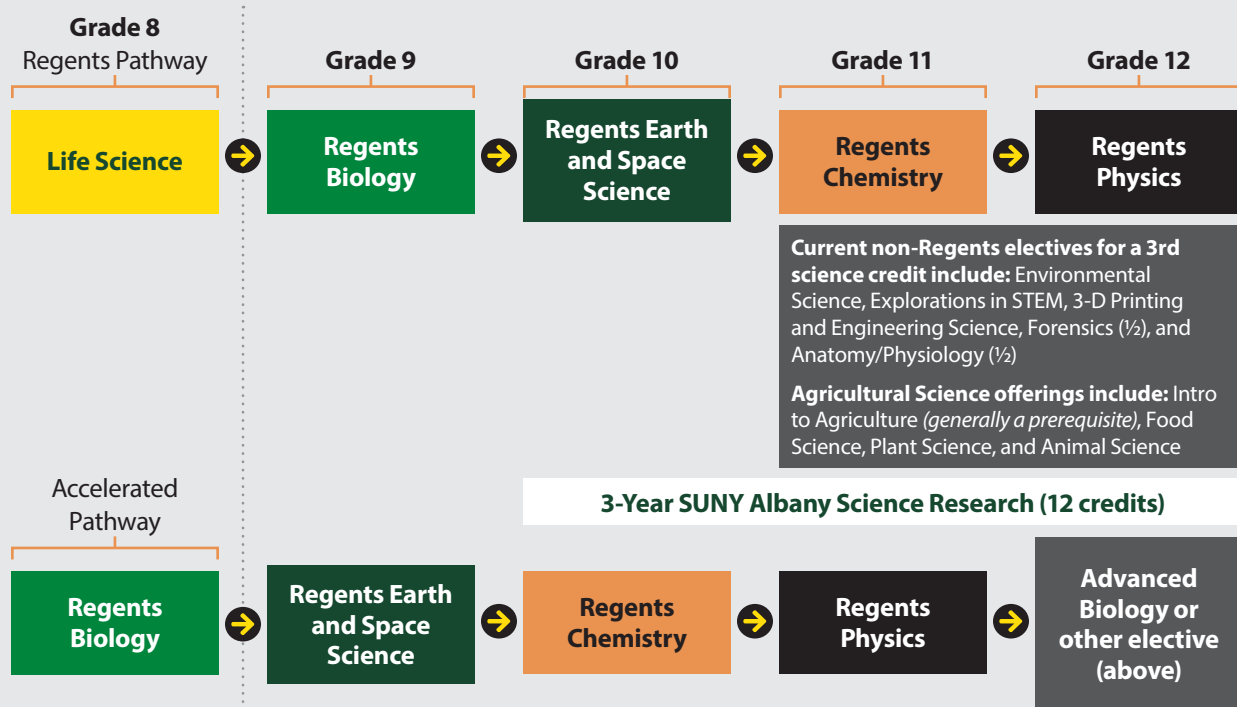
Prerequisite: Successful completion of General Science 8

This course follows the New York State Regents Standards. Students are expected to learn to use standard measuring apparatus, to collect and organize data, construct and interpret graphs, and relate information from laboratory experiences to practical applications. In addition, students will be required to use basic math skills to calculate problems using formulas from the Earth Science Reference Table. Major areas of study include: Topographic maps and the shape of the Earth, rocks and minerals, weathering, erosion and landscapes, earthquakes and plate tectonics, geologic history, meteorology and climate, water cycle, astronomy and seasons. Classes meet for a double period and single period on alternating days throughout the week. **NCAA approved course.**

Evaluation: Regents and Lab Performance Examination

Science: Example Sequence

7th: Physical
6th: Earth and
Space (MS)



Life on Earth

1 credit

Prerequisite: Passed Living Environment

This course is designed for students in grades 9 and 10 who need additional support in preparing for the Regents exam in Living Environment after successfully completing the course. The objective of the first semester is to review specific content for the Regents, as well as utilize and improve scientific literacy skills through themes of biology, as well as revisiting the four required New York State Living Environment Labs. Upon successful completion of the January Living Environment Regents exam, students will “bridge” the content to move on to Regents Earth and Space Science the following year through a series of activities based in the Earth and Physical Sciences.

Evaluation: Regents Examination

Physical Setting/ Regents Chemistry

1 credit

Prerequisite: Successfully passed Algebra 1 and enrolled in Geometry or above

This course follows the New York State Regents Standards. Chemistry involves the study of the structure of matter, changes in matter, and relationships between matter and energy. The course is designed to make students aware of both the technological impact of chemistry and the total effect of the application of chemical principles in our lives. Major topics studied include atomic structure, bonding, periodic table, chemical mathematics, kinetics and equilibrium, acids and bases, electrochemistry, organic chemistry and nuclear chemistry. Classes meet for double periods and single periods on alternating days throughout the week.

NCAA approved course.

Evaluation: Regents Examination

Physical Setting/ Regents Physics

1 credit

Prerequisite: Passed Geometry, Enrolled in Algebra 2

This course follows the New York State Regents Standards. This is an introduction to a contemporary view of the physical world and the laws that govern energy, matter, space, and time. Topics covered in theoretical as well as experimental modes include: force, motion, and energy, structure of matter, wave motion, electricity, electromagnetism, Quantum theory, and nuclear physics. Students will be required to develop extensive lab procedures and reports throughout the year based on these topics. It is designed to prepare students to adapt an independent approach to learning while still driving toward the Regents goal. Successful completion of Chemistry prior to Physics is preferred as well as a strong mathematical background will prove beneficial to the student. The student will be evaluated on tests, lab reports, homework and research based projects throughout the year. Classes meet for double periods and single periods on alternating days throughout the week. **NCAA approved course.**

Evaluation: Regents Examination

Environmental Science

1 credit

Prerequisite: Successful completion of two years of science and two years of math

This course follows both the College Board topic outline for Environmental Science and the New York State Standards for the Living Environment. The environmental science course is designed to present to the student an overview of how the concepts in earth science, biology, chemistry and physics are used to develop our understanding of the natural environment and how the impacts of human behavior affect it. The course takes a rigorous approach and the student should have good study skills and be able to work independently to complete assignments. It is offered to students who may fall into one of the following three categories:

1. Those students who have a strong interest in environmental issues and may be pursuing further studies in this area in college;
2. Those who need a third science course to graduate with a Regents diploma, but prefer not to take Regents Chemistry; and
3. Those who have already met the Regents requirement but choose to take this course instead of Physics. The course is a survey of six major areas of study including:
 - I. Interdependence of Earth's systems: Fundamental Principles and Concepts
 - II. Human Population Dynamics
 - III. Renewable and Nonrenewable Resources: Distribution, Ownership, Use, Degradation
 - IV. Environmental Quality
 - V. Global Changes and Their Consequences
 - VI. Environment and Society: Trade-Offs and Decision Making.

The student's performance in this course will be evaluated by tests, quizzes, laboratory performance, homework and both long-term and short term research projects. Classes meet for a double period and single period on alternating days throughout the week. **NCAA approved course.**

Evaluation: Departmental Examination

Science Research

1 credit per year

Prerequisite: The candidate has to be a self-motivated, hard worker.

Corequisite: Students must still enroll in core Regents courses.

The research course is a three-year elective in which students choose a topic and carry out an original research project on that topic. The student does ALL of what professional researchers do, from journal readings to finding a mentor, planning a project, and carrying it out to an appropriate research conclusion. As the work progresses, the student writes research papers, creates posters, and presents research findings at available competitions and symposia as determined by the instructor. During the student's junior and senior years, he or she may elect to take the course for college credit for a total of up to twelve credits at the State University of New York. Also during the junior and senior years, each student is required to enter available venues for competition as determined by the instructor. All students are welcome to apply regardless of past academic history. **NCAA approved course.**

Evaluation: Departmental Examination

Science Electives

Explorations in STEM

1 credit

Prerequisite: Two years of science study; passed Algebra

Explorations in STEM is a course designed to expose students to concepts of STEM (Science, Technology, Engineering and Math) through problem solving and hands-on activities. This project-based course will employ physics, engineering, mathematical and scientific concepts in order to research and design solutions to engineering design problems. Students will also be exposed to the research process, which incorporates reading, writing and presenting scientifically. Topics include motion, simple/complex machines, statics, dynamics, energy, material science, electricity and wave nature. **NCAA approved course.**

Evaluation: Departmental Exam

Anatomy Physiology

½ credit

Prerequisite: At least one credit of Regents science

Designed to explore one of the most amazing machines ever assembled, of course we are talking about the human body! We won't be using cadavers, but we do have an abundance of support, learning tools, and technology at our disposal. During the course of study, we will investigate the following topics and systems: Organization of the Body, Histology, Integumentary, Skeletal, Muscular, Nervous, Senses, Endocrine, Circulatory, and Digestive Systems. We are going to approach this class from an introductory perspective. Anatomy and physiology can be quite a challenging discipline on many levels. The intention of this course is to cover the essential information of each unit. Those students interested in health professions are introduced to the concepts which will provide them a foundation for further studies. **NCAA approved course.**

Forensics

½ credit

Prerequisite: At least 1 credit of Regents science

Fingerprints. Blood spatter. DNA analysis. The world of law enforcement is increasingly making use of techniques and knowledge from the sciences to better understand the crimes that are committed and to catch those individuals responsible for crimes. Forensic science applies scientific knowledge to the criminal justice system. This course focuses on some of the techniques and practices used by forensic scientists during a crime scene investigation (CSI). **NCAA approved course.**



AGRICULTURAL SCIENCE

Food Science

1 credit

Discover the science behind your favorite foods and create a new food product of your own design. These activities and more will be explored as you investigate principles of food processing and food science. Topics to be covered include food safety and regulations, processing and preservation, product development, and nutritional content of various foods. The course places emphasis on hands-on lab activities and discussion.

Introduction to Agriculture, Food, and Natural Resources

1 credit

Students participating in this course will experience hands-on activities, projects, and problems. Student experiences will involve the study of communication, the science behind agriculture, plants, animals, natural resources, and agricultural mechanics. While surveying the opportunities available in agriculture and natural resources, students will learn to solve problems, conduct research, analyze data and work in teams.

Animal Science

1 credit

Prerequisite: Successful completion of Regents Living Environment or Intro to Agriculture

This course engages students in hands-on laboratories and activities to explore the world of animal agriculture. Student experiences will involve the study of animal anatomy, physiology, behavior, nutrition, reproduction, health, selection, and marketing. For example, students will acquire skills in meeting the nutritional needs of animals while developing balanced, economical rations. Throughout the course, students will consider the perceptions and preferences of individuals within local, regional, and world markets.

Plant Science

1 credit

Prerequisite: Successful completion of Regents Living Environment or Intro to Agriculture

This course teaches students the form and function of plant systems. Students experience various plant science concepts through inquiry-based exercises filled with activities, projects, and problems utilizing laboratory and practical experiences. Student experiences will include the study of plant anatomy and physiology, classification, and the fundamentals of production and harvesting. Students will learn how to apply scientific knowledge and skills to use plants effectively for agricultural and horticultural production. Students will discover the value of plant production and its impact on the individual, the local, and the global economy.

ADVANCED ELECTIVES

Advanced Biology*

(option to challenge the AP Exam)

1 credit

Prerequisites: Regents Living Environment, Regents Chemistry, passed Algebra 2, Pre-calculus recommended

The College Biology course is designed to offer seniors at Hudson Falls the opportunity to take a college-level general biology class that provides the foundation for them to challenge the College Board AP Biology Exam, potentially resulting in transferable credits to ACC or to any institution of higher education. The course will be suitable for science majors and non-majors alike, and shall prepare all students for upper level classes in the biological sciences. Major topics will include both the historical and modern study of plants and animals including their evolution, classification, anatomy and physiology, life history, behavior and ecology. Rather than approaching the material from an ecological perspective, the Advanced Biology at Hudson Falls class will build on the emphasis already placed on genetics and biochemistry in Regents-level science, and seek to further understand biodiversity and phylogenetic relationships from a molecular genetics standpoint. Laboratory work will be primarily inquiry-based, and will complement the lecture material. Emphasizing science as a process, it aims to provide students with the analytical skills necessary to deal critically with the rapidly changing science of biology. **NCAA approved course.**

Evaluation: Departmental Final Examination, AP Exam option, Research Paper and presentation

SOCIAL STUDIES

Global History and Geography I 9R

1 credit

Prerequisite: Completion of Grade 8

The first five Global History eras that comprise the two-year course established by the New York State Education Department will be examined in grade 9. The eras include: I. Introduction to Global History; II. The Ancient World: Civilizations and Religions (4000 BC-500 AD); III. Expanding Zones of Exchange: (500-1200); IV. Global Interactions: (1200-1650) and V. The First Global Age: (1450-1770). Class procedures include lecture, discussion, films and student prepared papers and projects. **NCAA approved course.**

Evaluation: Departmental Examination with credit earned toward a Regents diploma

World History 9H*

1 credit

Prerequisite: Maintain an 85% grade for quarters two, three, and four of Social Studies 8, satisfactorily complete entrance assignments (distributed in February) by April 10, and satisfactorily complete summer work (distributed during the first week of June)

Highly-motivated social studies students with superior analytical and writing skills can begin this two-year Advanced Placement World History curriculum in 9th grade. This course is designed to prepare students for the rigorous Advanced Placement exam in World History that will be administered after completion of the second year of the course. The World History AP curriculum focuses on three major historical eras from prehistory to 1750 C.E. The purpose of the course is to develop a greater understanding of the evolution of global processes and contacts over time. The course requires students to develop the habits of mind of the analytical historian in making connections between broad, sweeping patterns in history and the particular events that occur in specific cultures. **NCAA approved course.**

Evaluation: Departmental Examination

Global History and Geography II 10R

1 credit

Prerequisite: Completion of Social Studies 9

In grade 10, students will continue their chronological study of the world to include: I. An Age of Revolutions (1750-1914); II. Nationalism and a Century of Crisis and Achievement (1900-1945), III. The Non-Western World since 1945, and IV. Global Connections and Interactions. An intensive review of the entire course will prepare students for the Regents Examination, which is based on material covered in grades 9 and 10. Class procedures will include lecture, discussion, films and student prepared papers and projects. **NCAA approved course.**

Evaluation: Regents Examination

AP Modern World History*

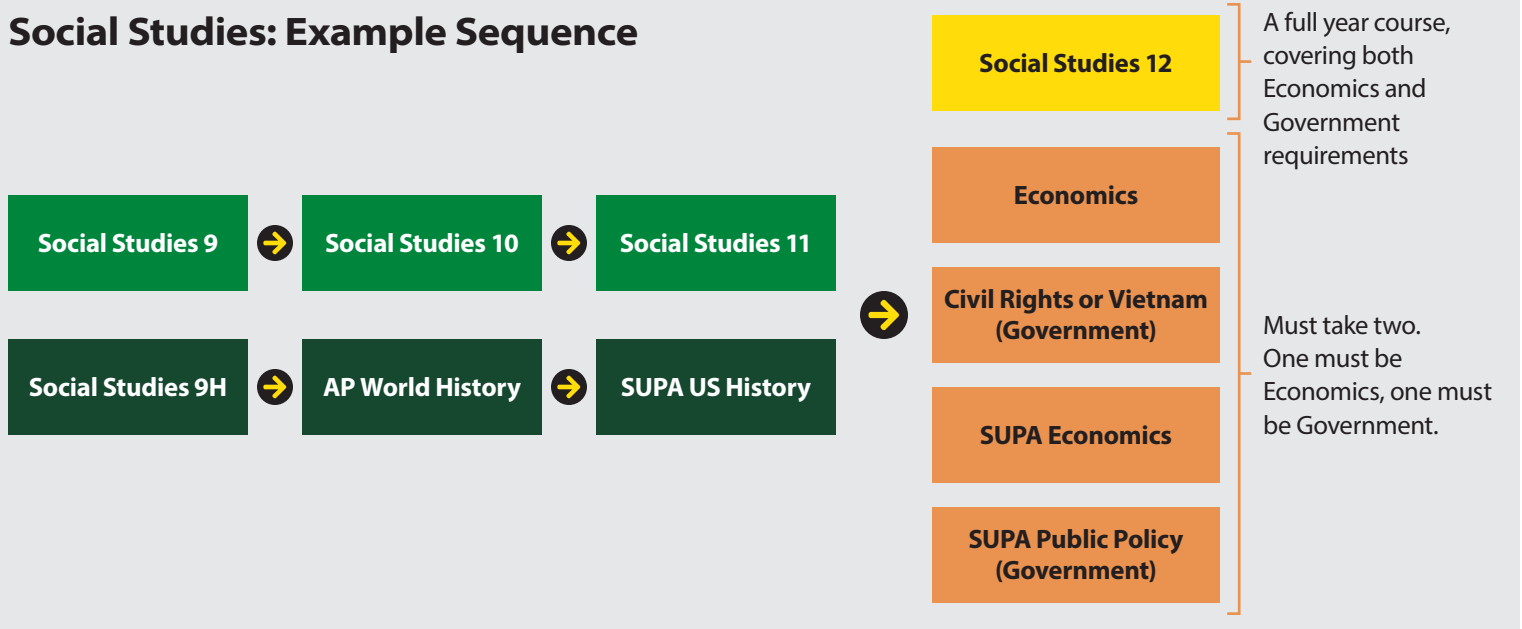
1 credit

Prerequisite: Completion of 9 Honors World History with 85% average, summer work portfolio

Highly-motivated social studies students who have successfully completed World History 9 Honors may continue their advanced study of world history in this second half of the two-year program. The course is designed to prepare students for the rigorous Advanced Placement exam scheduled for May. The 10 AP World History curriculum emphasizes the time periods of 1200-present and focuses on the same themes and habits of mind that the student was introduced to in 9 Honors. Students who successfully complete this course will also be well prepared for the NYS Regents exam in Global History and Geography. **NCAA approved course.**

Evaluation: AP Exam (May), Global and Geography Regents exam (June)

Social Studies: Example Sequence



Social Studies 11R
(United States History and Government)

1 credit
Prerequisite: Completion of Social Studies 10

This course in American History and Government will emphasize the circumstances surrounding the development of our nation, the evolution of our culture and the formation and historical practice of our government. It begins with the early cultural roots of the American people, summarizes colonial political events and builds to a comprehensive understanding of the United States Constitution. Eighteenth and nineteenth century political and social events are surveyed as the course emphasizes economic developments in the post-Civil War era, meshing economic, political and social issues. The course proceeds into the history of the twentieth century and, increasingly, global concerns are explored. The course assumes a competent level of basic social studies skills, which are carried further towards the goal of enlightened citizenship and cultural awareness.

Evaluation: Regents Examination

Social Studies 12

1 credit
Prerequisite: Completion of Social Studies 11R

The nine standards — five for Government and four for Economics — will be reflected in the instruction provided by the classroom teachers and demonstrated through the projects assigned and completed by the students. There will be a total of eight projects that will correspond with the five-week reporting periods with the eighth project reflected as the final exam for the course. The course will focus on constitutional foundations and civic participation, personal financial literacy and national and international economic issues, the legislative process and the environmental economy and environmental entrepreneurship. **NCAA approved course.**

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Social Studies Electives

The Long Civil Rights Movement

½ credit
Grade 12 Participation in Government
Prerequisite: Completion of Social Studies 11R

An exploration of the “Long Civil Rights Movement” as shaped by the evolution of the foundational rights established in the Constitution. The course develops understanding of the roots of issues as they developed in the 17th-19th centuries while applying much attention to the period of 1950-modern times. Students will study the leaders, movements, and government actions taken to build equality. This course meets NYSED Core Framework requirements for Participation in Government.

Students who enroll in this course will enroll in a ½ credit Economics course as well to meet NYS graduation requirements.

The Vietnam War

½ credit
Grade 12 Participation in Government
Prerequisite: Completion of Social Studies 11R

This course examines the US war in Vietnam from the 1950s through the fall of Saigon and its legacies up to the present. Considering a range of texts by and about soldiers and veterans, policy makers and protesters, reporters and refugees, the course covers key events in the war, as well as representations and reinterpretations of these events in later years. Materials produced during the war are paired with those produced after the war in order to explore Americans’ contested and changing understandings of the experiences and meanings of the Vietnam War. Texts include popular films, documentaries, journalism, fiction, letters, diaries, government documents, and war memorials. The course includes conducting oral history interviews in order to collect and utilize primary source information. **NCAA approved course.**

Psychology

½ credit
Open to students in grades 11-12

This course will focus on developmental (lifespan) psychology, personality development and application of theories to everyday life. Students will explore issues pertaining to mental health, as well as the causes and treatments of mental disorders. Students will gain a better understanding of their behavior, knowledge about how psychologists study human and animal behavior and practical applications for enriching their lives. **NCAA approved course.**

Sociology

½ credit
Open to juniors and seniors

Sociology focuses on many different aspects of human behavior and life. The class covers how ethics vary in different cultures, groups and societies, the cultural trends that affect how society operates, and how to work well with people from different backgrounds. Students will also learn about the political and economic aspects of sociology in cultures around the world, what stereotypes and prejudices people from other cultures endure, and give students a clear understanding of how people interact as individuals and in groups on an everyday basis. Students will be able to compare and contrast their daily lives, cultural norms, and their relationship with family and friends with that of other people from around the globe. **NCAA approved course.**

College Credit Bearing Courses:

All courses below have a course FEE (if indicated) that is paid for by student's family to SUNY Adirondack and/or Syracuse University.

Syracuse University Project Advance (SUPA) US History

American History to 1865 (HST 101) & American History Since 1865 (HST 102)*

1 credit; 6 college credit hours

Prerequisite: AP Modern World History or maintain 85% in Global 10

If you want to get the roots of the "American Experiment," HST 101 provides the framework, examining the incubation of our current political and societal values. You'll be presented with complex historical issues and asked to analyze all the ramifications of their resolution. You may be asked questions such as: How did Europeans from the medieval culture influence and adapt to the American experience of citizenship? What was the political, social, and economic impact of the struggle for American independence? How and why did America "sectionalize"?

From the Civil War to the present (HST 102), you'll trace the impact of the social movements engendered by pivotal American events. You'll read diverse texts, including first-hand reactions to everything from the end of slavery and the struggle for equal rights to the "war at home" fueled by Vietnam and Watergate. Best of all, you'll own critical perspectives and construct arguments to support your historical analysis. **NCAA approved course.**

Evaluation: Final in each course & Regents Examination.



STUDENT SPOTLIGHT

"Taking Spanish has opened my mind to seeing the world in a different light. Planning for our Culture Fair has taught me how traditions shape a culture."

Evangeline Johnson – Class of 2028

Public Policy*

3 college credit hours

Prerequisite: SUPA US History or maintain 85% in US History 11

The overall goal of this course is to provide the two most important goals of all undergraduate programs--to give the students the skills and perspectives to do well and do good or to be more formal, to prepare for careers and to be effective citizens. It provides students with basic research, communication, and decision-making skills used in public policy analysis. In addition, students are required to read and analyze newspaper articles on local, state, and federal public policies. Students chose a public policy topic of interest to them and come up with a policy they would support. The content coverage of the course, while important, is secondary to the development of a range of applied social science skills that will help the student make more informed choices as a citizen, worker, and consumer. These include the ability to: define and identify the components of public policy issues; communicate ideas and findings with respect to public policy issues; collect information on public policy issues, use graphs, tables and statistics to analyze public policy, examine the use of surveys and informal interviewing procedures; identify a social problem and come up with a proposed public policy to deal with it; list the benefits and costs of a proposed public policy; forecast the impact of the policy on societal conditions; analyze the political factors and develop strategies to implement a proposed public policy; identify essential features of major current public policy issues; and work in teams effectively.

Evaluation: Final Exam

Economics 203*

3 credits

Prerequisite: SUPA US History or maintain 85% in US History 11

Economic Ideas and Issues, is an introduction to mainstream economic thought designed for students with a liberal arts interest. The goals of this course are to introduce students to the ideas that form the foundation of modern Western (neoclassical) economic thought, to examine the basic framework (the model) that economists have built on this foundation, and to show how this model is applied to current issues facing individuals and society.

Evaluation: Final Exam

TECHNOLOGY

Manufacturing Systems I (F), II (S)

½ credit each

Prerequisite: None for Manufacturing Systems I, you should pass I to take II

This course provides students with an introduction to production technology and its relationship to society, individuals, and the environment. Course content will include use of standard measurement, the safe use of hand tools, and the operation of various woodworking machines. Course content will also cover industrial manufacturing processes and practices. Production of products made from wood will be the primary focus. Activities include a mass production product, use of jigs and fixtures, computers and a look at many industrial processes used in manufacturing and woodworking. This course also serves as a preparation for WSWHE BOCES courses in Machine Shop, Welding, Auto, and similar courses.

Evaluation: Departmental Examination

Energy Systems (S)

½ credit

Prerequisite: Recommended for junior and seniors

The Energy Systems course at Hudson Falls will be a laboratory study of energy technology as a resource of society. Emphasis is placed on the most recent technological developments related to each energy source from the very primitive to the most sophisticated. Laboratory endeavors will center upon research activities, experimentation, the design and fabrication of projects, scale models and mockups which utilize or demonstrate generation and application of energy. The primary focus will be on the different forms of alternative energy. As our fossil energy forms are becoming depleted, it is imperative that our community be knowledgeable about the past, present and future energy sources, as well as their influence and interrelationships with technology.

Evaluation: Departmental Examination

Pre-Engineering (F)

½ credit

Prerequisite: Recommended for juniors and seniors after D & D/ IED

Pre-Engineering is the process of applying scientific and mathematical principles in the design, production, and operation of products, structures, and systems. This one-semester course will focus on the actions and processes of engineering as found in the design and application of materials, mechanisms, products, structures, and systems. The main topics in this course include electrical engineering, computer engineering, mechanical engineering, civil engineering, and biomedical/chemical engineering (nano-tech). This course is readily adaptable to the interest and skills of the individual student while at the same time providing an arena for teamwork and team competition. Students learn the principles and concerns of today's engineers as they work their way through real life scenarios while problem solving and building. Students interested in engineering careers will find this course most beneficial, as it introduces the student to basic design and manufacturing skills used in university programs, develops problem solving skills and provides hands-on experience with varied robotic devices. **NCAA approved course.**

Evaluation: Departmental Examination

Power Mechanics (S)

½ credit

Prerequisite: None

Power Mechanics is a course that acquaints the student with a wide range of methods used to move people, materials, and products from one place to another. The study of land, sea, and air transportation systems will be the main focus of this course. Scientific principles of land, sea and air vehicles will be covered along with the construction of appropriate prototypes. Lab work periods will be provided so that students will experience a lot of lab activity, such activities will include construction of model cars, planes, rockets and hovercrafts. Also, students will be involved in the repair of a small internal combustion engine. Students will be taught the theory of engine operation, function of each engine part, troubleshooting procedures, and major repair techniques. Also the use of a number of basic and special repair tools will be covered.

Evaluation: Departmental Examination

Introduction to Engineering Design – PLTW (F,S)

1 credit

Prerequisite: None

Recommended for 9th graders; recommended for ALL 9th grade PTECH students

This full-year course focuses on using systems in producing drawings and specifications for products and structures. The emphasis is placed on using modern computer applications such as Autodesk Inventor. This course also includes learning the fundamentals of traditional board drawings. The six-step design process is utilized throughout the course to create drawings and 3-D models of products. This course is especially useful to trade, art and engineering students and the recommended prerequisite for students entering the Pre-Engineering course. It also satisfies the art/music graduation requirement.

Evaluation: Departmental Examination

Computer Integrated Manufacturing – PLTW (S,F)

Prerequisite: Introduction to Engineering Design – PLTW

Recommended for ALL 10th grade PTECH students

This full-year course will train students to design a product, create a prototype, and build and program robots. That robot will manufacture the product all while taking into consideration the most ethical, responsible, and resourceful use of materials, as well as the most efficient way to manufacture, store, and transport the product. Units include topics such as manufacturing processes, product design, robotics, and automation and use VEX Robotics, programming simulated robotic arms, and setting up a CNC milling machine using G-code.

Evaluation: Departmental Examination

Agriculture Mechanics/Equipment/Structures

1 credit

Prerequisite: None

The Agriculture Mechanics/Equipment/Structures course provides students with the skills and knowledge that are specifically applicable to the tools and equipment used in the industry. While learning to apply their knowledge of the basic principles of technological design and production skills (engine mechanics, power systems, and carpentry/woodworking, among others), students may explore a broad range of topics, including the operation, mechanics, and care of tools and machines; the construction and repair of structures integral to agricultural operations; a study of electricity and power principles; and the study of alternative fuels, and technology and engineering, all while emphasizing safety practices and hands-on experience in building and repairing agricultural structures and equipment.

Evaluation: Departmental Examination

WORLD LANGUAGES

French I

1 credit

Prerequisite: Successful completion of French I

This course is designed to transition students to the next level of language learning, while incorporating technology, games, language lab activities, and authentic communication. The course is focused on participation in both the language and the culture, while engaging students in all elements of language acquisition: listening comprehension, oral proficiency, reading comprehension, and writing. More emphasis on oral proficiency and cultural awareness will take place, as students will study the arts, daily life, celebrations, and literature among others. Classes will also take advantage of our 1:1 devices, which allow language learners to record, listen, speak, respond, etc., in the target language—with the Francophone world at their fingertips. **NCAA approved course.**

Evaluation: Departmental Examination/Course credit

French II

1 credit

Prerequisite: Successful completion of French I

This course is designed to transition students to the next level of language learning, while incorporating technology, games, language lab activities, and authentic communication. The course is focused on participation in both the language and the culture, while engaging students in all elements of language acquisition: listening comprehension, oral proficiency, reading comprehension, and writing. More emphasis on oral proficiency and cultural awareness will take place, as students will study the arts, daily life, celebrations, and literature among others. Classes will also take advantage of our 1:1 devices, which allow language learners to record, listen, speak, respond, etc., in the target language—with the Francophone world at their fingertips. **NCAA approved course.**

Evaluation: Departmental Examination

French III

1 credit

Prerequisite: Successful completion of French II

Successful completion of this course will be the key to future endeavors as it is the last course required in a foreign language for an Advanced Regents Diploma. Students will transition to the next level of language learning, while incorporating technology, games and authentic communication. The course is focused on participation in both the language and the culture, while engaging students in all elements of language acquisition: listening comprehension, oral proficiency, reading comprehension, and writing. More emphasis on oral proficiency and cultural awareness will take place, as students will study the arts, daily life, celebrations, and literature among others. Classes will also take advantage of our 1:1 devices, which allow language learners to

record, listen, speak, respond, etc., in the target language—with the Francophone world at their fingertips. As students progress with the language, a student enrolled in Level III is required to use French in the classroom as much as possible when interacting with the teacher and classmates. The students' goals should include using the language and being as actively involved as possible in the classroom, which will help them in second language acquisition. **NCAA approved course.**

Evaluation: Departmental Examination for Regents Credit

French IV*

1 credit/ 3 college credits

Prerequisite: Successful completion of French III and the Departmental Examination

Successful completion of this course will be the key to future endeavors for students wanting to earn a four-year college degree. Students will learn about the arts, customs, literature, and cuisine of Francophone countries as we take a journey via the classroom and our 1:1 devices. Some of the topics that we will focus on include: Impressionism, music, film, shopping, cooking and much more. It is a course designed to heighten and build upon the skills that students have acquired in the basic Regents sequence. The study of more advanced grammar will enable students to make the transition from the NYS Standards Checkpoint B to Checkpoint C. This level IV course is taught through SUNY Adirondack. For those students who opt to enroll with the program, 3 college credits will be earned upon successful completion of this course. SUNY Adirondack charges a reduced tuition rate of approximately \$200.00 for each course. **NCAA approved course.**

Evaluation: Departmental Examination

French V*

1 credit

Prerequisite: Successful completion of French IV

Enrollment in this course will help to set you apart and give you the extra edge necessary for college acceptance. Taking a Level V language course in high school shows that the student is tenacious and willing to work. Students will take an in-depth look at the arts, customs, literature, and cuisine of Francophone countries as we take a journey via the classroom and their 1:1 devices. French V is designed to heighten and build upon the skills that students have acquired in French I through French IV and the study of more advanced grammar will enable students to communicate verbally and in writing at a higher level. **NCAA approved course.**

Evaluation: Departmental Examination

Spanish I

1 credit

This course may be the first of a three-year sequence of study or a continuation of Middle School Spanish 7/8. Students are introduced to the four skills of using a foreign language: speaking, listening, reading and writing. Topics covered include: personality and physical descriptions, community places, the family and family life, homes, personal possessions, activities, likes and dislikes, making plans, travel, shopping, the seasons, weather conditions, and the days of the week, months, and school life. Vocabulary is the basis for many of the skills at this level and students will strengthen their foundational skills of Spanish by using technology, games, language lab activities, and authentic communication. The cultural objectives of the course provide the student with experience in order to develop global perspectives in learning and understanding cross-cultural differences and similarities. There are unit tests on vocabulary, grammar, and listening skills and cooperative learning activities. Speaking skills are evaluated through individual testing with the teacher, 1:1 devices, class participation, and daily oral work with their "Can-Do Statements." **NCAA approved course.**

Evaluation: Departmental Examination

Spanish II

1 credit

Prerequisite: Successful completion of Spanish I and the Spanish I Departmental Examination

This course is designed to transition students to the next level of language learning, while incorporating technology, games and authentic communication. The course is focused on participation in both the language and culture, while engaging students in all elements of language acquisition: listening comprehension, oral proficiency, reading comprehension, and writing. More emphasis on oral proficiency and cultural awareness will take place, as students will study the arts, daily life, celebrations, and practical use of the language. Our language classes will also take advantage of technology (1:1 devices), which allows language learners to record, listen, speak, respond, etc., in the target language—with the Spanish-speaking world at their fingertips. Speaking skills are evaluated through individual testing with the teacher, regular quizzes, technology, class participation, and daily oral work with their "Can-Do Statements." **NCAA approved course.**

Evaluation: Departmental Examination

Spanish III

1 credit

Prerequisite: Successful completion of Spanish II

Successful completion of this course is essential for students wanting to earn an Advanced Regents Diploma with a foreign language track. Students will transition to the next level of language learning, while incorporating technology, games, immersion through 1:1 activities and authentic communication. The course is focused on participation in both the language and the culture, while engaging students in all elements of language acquisition: listening comprehension, oral proficiency, reading comprehension, and writing. More emphasis on oral proficiency and cultural awareness will take place as students will study the arts, daily life, celebrations, and literature. Our language classes will also take advantage of technology (1:1 devices), which allows language learners to record, listen, speak, respond, etc., in the target language—with the Spanish-speaking world at their fingertips. As students progress with the language, a student enrolled in Level III is required to use Spanish in the classroom as much as possible when interacting with the teacher and classmates. Speaking skills are evaluated through individual testing with the teacher, technology, quizzes, class participation, and daily oral work with their “Can-Do Statements.” **NCAA approved course.**

Evaluation: Departmental Examination for Regents Credit

Spanish IV*

1 credit; 4 college credits

Prerequisite: Successful completion of Spanish III and Departmental Examination

Successful completion of this course will be the key to future endeavors for students wanting to earn a four-year college degree. Students will learn about the arts, customs, literature, and cuisine of Spanish speaking countries as we take a journey via the classroom and 1:1 devices. Some of the topics that we will focus on include music, film, shopping, cooking and much more. It is a course designed to heighten and build upon the skills that students have acquired in the basic Regents sequence. The study of more advanced grammar will enable students to make the transition from the NYS Standards Checkpoint B to Checkpoint C. This level IV course is taught in conjunction with the University in the High School (UHS) program of the University at Albany. For those students who opt to enroll with the UHS program, 4 college credits will be earned upon successful completion of this course. SUNY Albany tuition is approximately \$160 for the year. **NCAA approved course.**

Evaluation: Departmental Examination

Spanish V*

1 credit; 4 college credits

Prerequisite: Successful completion of Spanish IV

Enrollment in this course will help to set you apart and give you the extra edge necessary for college acceptance. Taking a Level V language course in high school shows that the student is tenacious and willing to work. Students will take an in-depth look at the arts, customs, literature, and cuisine of Spanish speaking countries as we take a journey via the classroom and 1:1 devices. Spanish V is designed to heighten and build upon the skills that students have acquired in Spanish I through Spanish IV and the study of more advanced grammar will enable students to communicate verbally and in writing at a higher level. This level V course is taught in conjunction with the University in the High School (UHS) program of the University at Albany. For those students who opt to enroll with the UHS program, 4 college credits will be earned upon successful completion of this course. SUNY Albany tuition is approximately \$160 for the year. **NCAA approved course.**

Evaluation: Departmental Examination

Hispanic Appreciation

½ credit

Students will explore the aspects of Hispanic civilization and culture through food, art, music, dance, film, and more. Enrollment in this course will give you a deeper understanding of popular cultural celebrations like The Day of the Dead and Cinco de Mayo. This course will also focus on the impact of Hispanic heritage on the current popular culture in the United States. Taking this course will be a good basic introduction to Hispanic culture for non-World language students. For any students already enrolled in a Spanish course, this will give them an opportunity to take a deeper dive into the culture and traditions of the Hispanic world.

Evaluation: Departmental Examination



STUDENT SPOTLIGHT

“Learning a language has allowed me to have a better understanding of how globally connected we all are.”

Marion Winter – Class of 2028

Worksheet by Grade Level

Student Name: _____

Diploma Type Desired: _____

Required Subject Areas	Grade 8	Credit	Grade 9	Credit	Grade 10	Credit	Grade 11	Credit	Grade 12	Credit	Total Earned
English (4)											
Social Studies (4)											
Math (3)											
Science (3)											
World Languages (1) 3**											
Fine Arts (1)											
Phys. Ed (2)											
Health (.5)											
Electives (3.5) 1.5**											
22 total credits needed											

Regents Exams	Score
Living Environment	
Algebra	
Global	
US History	
English	
Earth Science */**	
Geometry */**	
Chemistry */**	
Algebra 2 */**	
Physics*	

Designations:	
Mastery in Math	85% or above on 3 Math Regents Exams
Mastery in Science	85% or above on 3 Science Regents Exams
Honors	Average of 90% or above on all Regents Exams

*Not required for Advanced Regents Diploma graduation

**For Advanced Regents Diploma

[Back of worksheet – intentionally left blank]

Clubs-Intramurals-Sports

Joining clubs and activities at school is a great way to build your resume and to be involved in our school community. Use the QR code below to see all that is offered at the high school. Please reach out to your school counselor for more information.



School Counseling Services

First and foremost, our secondary School Counselors' work is with students in setting academic and career goals so that they may grow and reach their full potential in, and beyond, the larger Tiger community. While this work often means coordinating and collaborating with other staff and administration, we will always prioritize what our students need. Our goals include:

Academics

- Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school across their lifespan.
- Students will complete school with the academic preparation essential to choose from a wide range of substantial postsecondary options, including college.
- Students will understand the relationship of academics to the world of work, and to life at home and in the community.

Career and Life

- Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.
- Students will employ strategies to achieve future career goals with success and satisfaction.
- Students will understand the relationship between personal qualities, education, training, and the world of work.

The Whole Child

- Students will acquire the knowledge, attitudes, and interpersonal skills to help them understand and respect themselves and others.
- Students will make decisions, set goals, and take necessary action to achieve goals.
- Students will understand safety and survival skills.

2025 • 2026

COURSE GUIDE



MISSION

Proudly, we are the Hudson Falls Tigers

We exist to create opportunities for students to become confident, lifelong learners and successful, engaged members of the larger Tiger community.

For all students, we believe supportive relationships, broad opportunities, and high expectations pave the way for each individual to grow, reach their potential, and fulfill their purpose.



VISION

Our schools are a place where together we foster curiosity, remain ever-optimistic, adapt to a changing world, and deliver greatness.



VALUES

To deliver greatness, we maintain our unwavering sense of Tiger Pride with trust, respect, collaboration, communication, and a supportive community with expectations for excellence.

Hudson Falls CENTRAL SCHOOL DISTRICT

80 East LaBarge Street
Hudson Falls, NY 12839

 HudsonFallsCSD

 hudsonfallscsd

 HudsonFallsCSD

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Zach Ribert, Public Information
Specialist

NONDISCRIMINATION POLICY/ EQUAL OPPORTUNITY POLICY

The Hudson Falls Central School District does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The following person has been designated to handle inquiries regarding the nondiscrimination policies:

Kevin Polunci, Executive Director of
Business and Human Resources
80 E LaBarge Street
Hudson Falls, NY 12839
(518) 747-2121