

Cover Art: *The Student*, Sophia Kong '25

Chappaqua Central School District

Christine Ackerman, Ph.D., Superintendent of Schools

BOARD OF EDUCATION

Ryan Kelsey, *President*
Cailee Hwang, *Vice President*
Matthew Auerbach
Alissa Dorfman
Hilary Grasso

Statement for Inclusion

"The Board policy manual is available online (chappaquaschools.org) in each school building, the Chappaqua Library and the District Clerk's office in the Education Center. For further information on policies and for contact information for **Nondiscrimination Policy 0120, District Equity Policy 0130, District Neutrality Policy 2075, Section 504/Title II A.D.A (Americans with Disabilities Act) Compliance and Appeal Procedures Policy 3040, Outside Speakers Policy 4060, Comprehensive Student Attendance Policy 5015, Sexual Harassment of Students Policy 5080, Bill of Rights and Responsibilities of Students Policy 5020, Transportation for District Sponsored Activities or Athletic Events 5026, Code of Conduct Policy 5030, Student Clubs Policy 5105, Generative AI Policy 5110, School Policy on Alcohol and Drug Use by Students Participating in Sports and Employee Harassment Policy 9050, Harassment, Bullying and Discrimination Prevention and Intervention Policy 5052, Disability Discrimination Policy for Students Policy 5054, Title VI Civil Rights Act Policy 0119**, contact the District Clerk at the Education Center, 238-7200 Ext. 1002."

October 25, 2004 - Handbook Directive to Administrators
November 10, 2004
Board Revised April 24, 2007, June 19, 2012

PRINCIPAL'S LETTER

Dear Horace Greeley Students,

Each year, our faculty and staff carefully review and revise the *DECISIONS* book to reflect our most up-to-date course offerings. This booklet is an invaluable resource, providing detailed information on graduation requirements and descriptions of all the courses available at Greeley.

We encourage you to explore this resource thoroughly and discuss it with your parent(s), guardian(s), and others who know you well. Together—with the guidance of your counselor, faculty, and the high school administration—you will craft a program of courses that not only fulfills graduation requirements and prepares you for college and career opportunities but also encourages you to develop as a well-rounded individual.

Greeley's program of studies is uniquely rich in variety, especially for a school of our size. As you design your program, consider how your course selections can help you grow in multiple areas of your life. Along with core academic subjects, explore opportunities in music, art, and the performing arts, which are integral parts of our academic offerings. Strive for balance by complementing your studies with co-curricular activities like publications, athletics, clubs, school service, and student government. These experiences will help you discover new passions, develop a range of skills, and shape you into a well-rounded individual.

At Horace Greeley High School, we are committed to making your high school experience both meaningful and fulfilling. We look forward to supporting you as you make choices that help you become your most well-rounded self!

Dr. Sandra Sepe

Principal

GRADUATION REQUIREMENTS

Students must earn a minimum of 22 credits to graduate. Refer to the table below.

REGENTS DIPLOMA			
Required Courses	**Credits**	**Required Courses**	**Credits**
English	4	Language Other Than English	1
Social Studies	4	Art and Music All 9th-graders must complete a credit in art or music	1
Mathematics	3	Health	.5
Sciences 1 credit must be in Living Environment (Life Science: Biology)	3	Electives	3.5
Physical Education	2	TOTAL CREDITS	22

New York State Required Regents Exams

As of January 2015, the New York State Board of Regents has revised the requirements for a Regents diploma. Students must pass five (5) Regents exams to meet graduation requirements. Students also now have a "4+1" option that creates alternate tracks towards earning a Regents diploma.

The Required Four
Students need a 65 or higher on the following four (4) exams:

- ELA Regents exam
- one Math Regents exam
- one Science Regents exam
- one Social Studies Regents exam

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

- Additional Math Regents exam in a different course
- Additional Science Regents exam in a different course
- Additional Social Studies Regents exam in a different course
- Additional English assessment in a different course selected from the NYS Department Approved Alternative list
- A NYS Department-approved CTE pathway assessment following successful completion of an approved CTE program
- A NYS Department-approved pathway assessment in the Arts
- A NYS Department-approved pathway assessment in a Language other than English (LOTE)

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

- For students with disabilities, a score of 55 may satisfy graduation requirements.
- There are additional exams and courses required for the Regents with Advanced Designation.
- Graduation requirements may change based on New York State Department of Education.

New York State Career Development and Occupational Studies Commencement Credential
The NYS CDOS Commencement Credential is a credential recognized by the NYS Board of Regents as a certificate that the student has the knowledge and skills necessary for entry-level employment. There are two options available for students to earn this credential. For more information, please view this document.

Reminders When Making Your Decisions:

1. Each student must carry a minimum of 5 courses each semester not including physical education. Students cannot take more than 8 core academic courses per semester. Any exceptions must be approved by an administrator.
2. The program at Greeley has depth and breadth. Explore new areas available to you such as art, technology, music, drama, or business. Challenge yourself by taking courses that will be demanding but avoid "over-scheduling" yourself.
3. Additional course electives such as Tech Center offerings, are varied, challenging, and excellent preparation for college or the world of work.

A Note About Course Selection & the NCAA Eligibility Center
NCAA colleges require prospective student-athletes to complete and pass what they have titled "core courses" to be eligible to compete at the NCAA Division I and Division II college level. In addition to completing required core courses, potential recruits will also have to maintain at least a 2.0 GPA for core courses, which is subject to increase with new NCAA requirements. To learn more, please visit the list of NCAA-approved and denied courses for Horace Greeley High School and register for the NCAA Eligibility Center.

COURSE CHANGES AND ADD/DROP POLICIES

Requirements for <u>Adding</u> a Class After the Semester Begins

Full Year Courses
By September 29th (the end of the 3rd cycle), you may do the following:

- Add a new course. Students entering new classes will be expected to make up coursework, as determined by the department.
- Grades will not follow in a course level change. After this date, the grades earned will follow to the new course.

Semester Courses
By September 17th (Fall Semester) (the end of the 2nd cycle), you may do the following:

- Add a new course. Students entering new classes will be expected to make up coursework, as determined by the department.
- Grades will not follow in a course level change. After this date, the grades earned will follow to the new course.

By February 10th (Spring Semester) (the end of the 2nd cycle), you may do the following:

- Add a new course. Students entering new classes will be expected to make up coursework, as determined by the department.
- Grades will not follow in a course level change. After this date, the grades earned will follow to the new course.

Requirements for <u>Dropping</u> a Class After the Semester Begins
Full Year Courses
Until the end of the first semester you may:

- Drop a course, so long as your schedule meets graduation requirements and includes enough classes to maintain full-time status. After the second semester begins, students will receive a "W" on their transcript for any courses that are dropped.

Semester Courses
Until the end of the first quarter you may:

- Drop a course, so long as your schedule meets graduation requirements and includes enough classes to maintain full-time status. After the second quarter begins, students will receive a "W" on their transcript for any courses that are dropped.

The AP/IB weight factor of .4 to the final grade is only added at the completion of an AP/IB course.

Students enrolled in an Advanced Placement course MUST take the appropriate Advanced Placement exam in May of each year in order to earn the AP designation on their transcript and the AP weighting in their grade point average.

The weight factor will not be added to any quarter or semester grades when level changes occur.

ACADEMIC SUPPORTS

At Greeley, we prioritize ensuring that all students have access to the academic, emotional, and behavioral support they need to succeed. We provide tailored resources to meet diverse student needs through programs like the Learning Center, Transitional Support Program (TSP), and Multi-Tiered Systems of Support (MTSS). Whether through structured academic assistance, emotional and therapeutic support, or a tiered intervention system, these programs help foster a supportive learning environment where every student can thrive.

Learning Center

Learning Center support is provided to students based on recommendations from the CSE and is a regularly scheduled class in those students' schedules. Learning Center classrooms are GLC1, GLC2, and GLC3. Students can generally find their case managers in the Special Education office located in E6 or one of the learning center classes.

TSP: Transitional Support Program

The Transitional Support Program is a flexible program providing students with and without disabilities who are experiencing different levels of emotional distress regularly scheduled academic and therapeutic support. Educational supports include direct instruction of coursework, study skills, organizational help, and assistance related to learning difficulties.

TSP may be an appropriate consideration when students: return from hospitalization, residential treatment or other outside placements and need additional support; have experienced a decline in academic and/or behavior functioning; or have experienced significant social, family, or academic stress.

The TSP program is intended to help students transition to healthy, independent, and successful participation in general education classes as quickly as possible. It is not a special education placement program, nor it is intended to be a long term placement.

MTSS: Multi-Tiered Systems of Support

Multi-Tiered System of Supports (MTSS) is a proactive, data-driven framework designed to provide academic, behavioral, and social-emotional support for all students. It operates on multiple tiers, starting with high-quality instruction and universal interventions for all students (Tier 1), targeted support for those needing additional assistance (Tier 2), and intensive, individualized interventions for students with significant needs (Tier 3). MTSS emphasizes collaboration among educators, continuous progress monitoring, and evidence-based practices to ensure every student receives the support necessary to succeed.

ADVANCED PLACEMENT COURSES

The Advanced Placement program is a cooperative venture on a national scale between the College Board and American high schools. It allows qualified and capable high school students the opportunity to "experience" college-level courses while still in high school. Grades received on Advanced Placement examinations are not considered in computing the final grade in an Advanced Placement course. Advanced Placement courses are "weighted" as an additional 0.4 in calculating the student's grade point average. Students enrolled in an Advanced Placement course MUST take the appropriate Advanced Placement exam in May of each year in order to earn the AP designation on their transcript and the AP weighting in their grade point average.

The following Advanced Placement Programs will be offered for the 2025-2026 school year:

- Biology
- Calculus AB
- Calculus BC
- Chemistry
- Chinese
- Computer Science Principles
- English Literature
- Environmental Science
- French
- Latin
- Macroeconomics
- Music Theory
- Physics 1
- Physics C: Mechanics, Electricity & Magnetism
- Psychology
- Research
- Seminar
- Spanish Language
- Statistics
- Studio in Art: 2D
- Studio in Art: 3D
- Studio in Art: Drawing
- United States History
- US Government and Politics

The application procedure varies by department. Students who wish to take an AP course should check with counselors or teachers. Students may not register for an AP exam where the corresponding course is given at Horace Greeley High School. If a student desires to take an AP exam for a course not offered at the high school, they must seek approval from the Department Chair of that subject area. AP exam results will not be used to place students in specific courses at the high school.

COURSE OFFERINGS BY DEPARTMENT

The chart below outlines Greeley's courses and the diverse academic, artistic, and extracurricular opportunities. It is organized by department and highlights semester-specific and full-year courses to help you plan effectively. Note that some courses are only available in specific semesters, so careful review is key. Consult with your school counselor, Department Chairs, and individual teachers to make informed choices and fully embrace available opportunities.

Art & Life Skills		
Full-Year Courses	**Fall 2025**	**Spring 2026**
• Advanced Placement 2D Art & Design • Advanced Placement 3D Art & Design • Advanced Placement Drawing • College Portfolio Development: *This course is a semester-long course that can be taken for only one semester or repeated for two semesters* Interdisciplinary Course: • Creative Writing and Media	• Visual Dynamics • Introduction to Sculpture • Advanced Topics in Sculpture: Techniques and Design • Advanced Topics in 3D: Sculpture • Introduction to Industrial Design • Advanced Industrial Design • Advanced Topics in 3D: The Maker's Workshop • Introduction to Architecture • Advanced Architecture • Introduction to Fashion Design • Advanced Fashion Design: Studio • Advanced Topics in 3D: Fashion Design • Introduction to Photography • Advanced Photography • Advanced Topics in 2D: Experimental Photography • Introduction to Graphic Design and Advertising • Advanced Graphic Design and Advertising • Introduction to Drawing and Painting • Advanced Drawing and Painting • Advanced Topics in 2D: Drawing and Painting Electives: • Jewelry Design and Fabrication • Introduction to Filmmaking • Advanced Filmmaking	• Visual Dynamics • Introduction to Sculpture • Advanced Topics in Sculpture: Techniques and Design • Advanced Topics in 3D: Sculpture • Introduction to Industrial Design • Advanced Industrial Design • Advanced Topics in 3D: The Maker's Workshop • Introduction to Architecture • Advanced Architecture • Introduction to Fashion Design • Advanced Fashion Design: Studio • Advanced Topics in 3D: Fashion Design • Introduction to Photography • Advanced Photography • Advanced Topics in 2D: Experimental Photography • Introduction to Graphic Design and Advertising • Advanced Graphic Design and Advertising • Introduction to Drawing and Painting • Advanced Drawing and Painting • Advanced Topics in 2D: Drawing and Painting Electives: • Jewelry Design and Fabrication • Introduction to Filmmaking • Advanced Filmmaking

Business		
Full-Year Courses	**Fall 2025**	**Spring 2026**
• Electives: • Virtual Enterprise 1 • Virtual Enterprise 2	• Business Law • Personal Finance and Investing	• Marketing • Introduction to Business • Accounting

English

Full-Year Courses

- English 9
- English 10
- American Literature
- Contemporary World Literature
- SUNY College Writing: Literature and Film Theory
- British and Ancient Greek Literature
- AP English Literature

Interdisciplinary Courses:

- Creative Writing and Media - English or Art Credit
- SUNY Racism, Classism, Sexism - English or Social Studies Credit

Electives:

- AP Seminar
- AP Research

Mathematics & Computer Science

Full-Year Courses

- Essentials of Algebra
- Quantitative Geometry
- Geometry
- Enriched Geometry
- Math 9 Honors
- Essentials of Geometry
- Algebra 2
- Enriched Algebra 2/Trigonometry
- Math 10 Honors
- Essentials of Algebra 2
- Trigonometry & Topics in Precalculus
- Enriched Precalculus
- Advanced Precalculus and Calculus A
- AP Calculus AB
- AP Calculus BC
- Essentials of Trigonometry
- Introductory College Calculus
- Introductory College Calculus and Statistics
- AP Statistics
- Advanced Topics in College Mathematics
- Advanced Topics in College Computer Science

Fall 2025	Spring 2026
• Computer Science in Java	• Computer Science in Java

Performing Arts

Full-Year Courses

- Chorus
- String Orchestra
- Symphony Orchestra
- Concert Band
- Wind Ensemble
- Chorus/Wind Ensemble
- Chorus/Symphony Orchestra
- Wind Ensemble/Symphony Orchestra
- AP Music Theory
- Theatre Repertory Company

After-School Options for Credit

- Madrigal Choir
- Treble Choir
- Chamber Orchestra
- Small Instrumental Ensembles

Fall 2025

- Music Theory
- Digital Songwriting and Composition 1
- Digital Songwriting and Composition 2
- Pep Band - *Fall only*
- Musical Theatre
- World Drumming
- The Piano Project
- The Acting Studio
- Speech Communication

After-School Options for Credit

- Stagecraft
- The Theatre Lab

Spring 2026

- Music Theory
- Digital Songwriting and Composition 1
- Digital Songwriting and Composition 2
- Musical Theatre
- World Drumming
- The Piano Project
- The Acting Studio
- Speech Communication

After-School Options for Credit

- Stagecraft
- The Theatre Lab

• Stage Band		

Physical Education

Fall 2025	Spring 2026
• Physical Education 9 • Physical Education: Personal Fitness • Physical Education: Strength Training • Physical Education: Net Games • Physical Education: Team Sports and Games • Health Education	• Physical Education 9 • Physical Education: Personal Fitness • Physical Education: Strength Training • Physical Education: Net Games • Physical Education: Team Sports and Games • Health Education

Science

Full-Year Courses

- Earth Science
- Life Science: Biology
- Physics 9
- Chemistry
- Physics
- Introduction to Engineering and Design
- Engineering and Design 2
- Plant Biology for a Sustainable World
- Advanced Placement Biology
- Advanced Placement Chemistry
- Advanced Placement Physics
- Advanced Placement Physics C: Mechanics, Electricity, and Magnetism
- Advanced Placement Environmental Science
- Advanced Placement Psychology
- Forensic Science
- Introduction to Science Research
- Science Research
- Advanced Science Research

Fall 2025	Spring 2026
• Ripples and Resonance • Energy Odyssey • Unraveling the Genetic Code • Citizen Science: Ecology in Action	• Ripples and Resonance • Energy Odyssey • Unraveling the Genetic Code • Citizen Science: Ecology in Action

Social Studies

Full-Year Courses	Fall 2025	Spring 2026
• Global 9 • Global 10 • US History and Government • AP United States History • AP US Government and Politics • Democracy in Action Electives: • SUNY Racism, Classism, Sexism - English or Social Studies Credit • AP Seminar	• Foreign Affairs • History: Individualized Study • Psychology • Women's Studies	• Foreign Affairs • History: Individualized Study • Psychology • Women's Studies

World Languages

Full-Year Courses

- Chinese 1
- Chinese 2
- Chinese 3
- Chinese 4
- AP Chinese Language and Culture
- French 1
- French 2
- French 3
- French 4
- French 5
- French 9
- French 10
- French 11
- AP French Language and Culture
- Latin 1
- Latin 2
- Latin 3
- Latin 4: College
- Latin 5
- AP Latin
- Spanish 1
- Spanish 2
- Spanish 3
- Spanish 4
- Spanish 5
- Spanish 9
- Spanish 10
- Spanish 11
- AP Spanish Language and Culture
- Spanish for Spanish Speakers Accelerated

Special Offerings

Fall 2025	Spring 2026
• Independent Study • Independent Study: Podcast Production with Adobe Audition	• Independent Study • Independent Study: Podcast Production with Adobe Audition

ALTERNATIVE OPTIONS

SENIOR CAPSTONE

Senior Capstone allows students to design a personalized learning experience for the final weeks of their senior year. Students accepted into the program are released from classes the last five weeks of the year to pursue internships or self-directed study, where they can experiment with career possibilities, pursue passions or interests, give back to the community, and extend the power of learning beyond the classroom. They spend a minimum of 20 hours per week engaged in internships or project work and meet weekly with their mentors. Students will attend Friday Seminars at Greeley during the Senior Capstone Experience. Eligible seniors must have accrued and continue to accrue sufficient credits to graduate in June 2026, and must continue to meet Greeley attendance and behavior requirements. Accepted students must complete the Senior Capstone satisfactorily to be eligible for graduation. Interested students must apply in December of their senior year.

9700/9705 INDEPENDENT STUDY PROGRAM - Elective Credit (1 credit, ½ credit)

The Independent Study Program allows students to earn credit for exploring subjects not currently included in the curriculum. It is designed to provide an in-depth experience in library, statistical, or experimental research. To participate, students must secure approval from their parents, a cooperating teacher, their school counselor, the Department Chair, the Assistant Principal for that department, and the Principal. Proposals for projects exceeding one credit may be considered under an expanded version of the student's individual independent study program. This program is graded and contributes to a student's academic record. ***Please note that courses already offered as part of the regular Horace Greeley High School academic program cannot be pursued as Independent Study.***

BOCES TECH CENTER COURSE OPPORTUNITIES

The High School program of studies includes vocational training through the Board of Cooperative Educational Services. Students attend the Tech Center on a partial-day basis. Part of the day is spent at Greeley taking English, history, and other required and/or elective courses. Students can earn up to four credits per year towards graduation for the Tech Center course. Most courses are two-year sequences meant for juniors and seniors. However, there are a few appropriate courses for 10th graders with a three-year sequence and for seniors with a one-year sequence. The programs include experiences in the following areas:

CAREER AND TECHNICAL EDUCATION OPPORTUNITIES

Environmental & Business Career
Microcomputer Technology
New Visions Business
Urban Forestry

Communications Career
Animation & Motion Graphics
Digital Film & Sound
Fashion Business & Design
Graphic Design & Digital Photography

Construction Career
Architecture/Engineering
Carpentry
Construction Electricity
Heating, Ventilation, & Air Conditioning
New Visions Engineering
Welding

Cosmetology Career
Cosmetology

Health & Human Services Career
Certified Nurse Assistant
Child Development & Education
Law Enforcement
Medical Assistant
New Visions Health
Sports Medicine
Veterinary Science

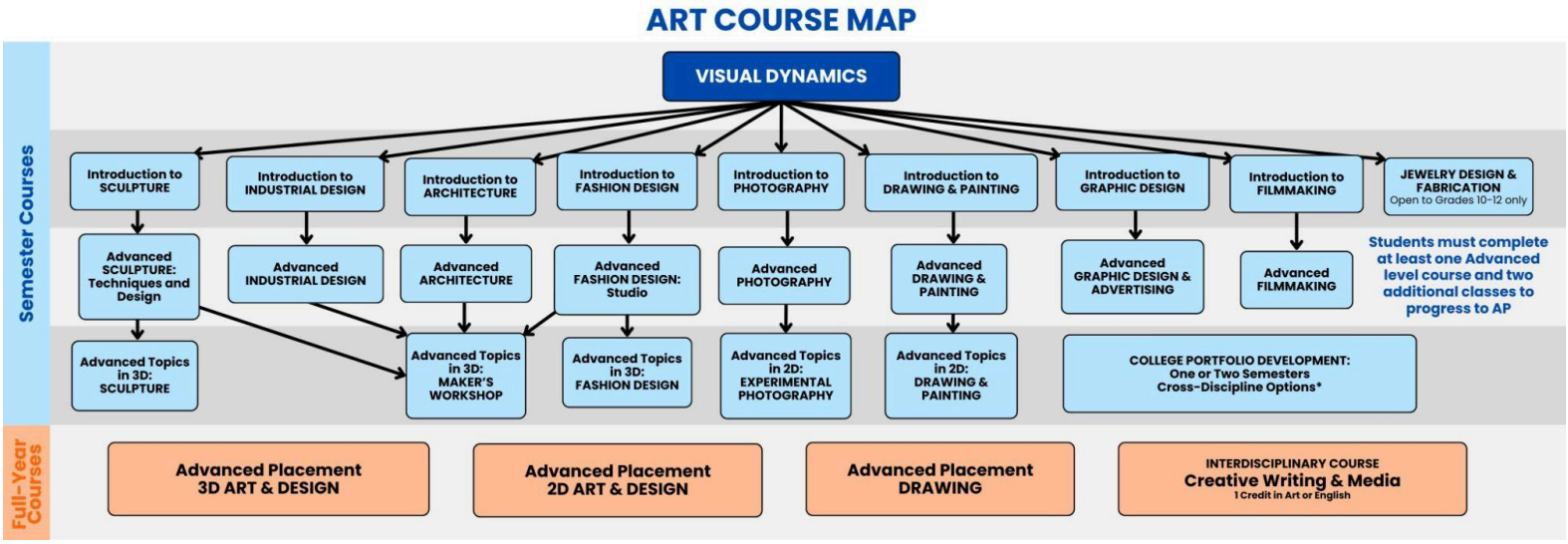
Hospitality Career
Culinary Arts

Transportation Career
Auto Body
Auto Mechanic

The Tech Center also offers some pre-professional college credit courses for selected high school students. These courses are conducted in conjunction with local colleges. Some Tech Center courses may not be offered in 2025-2026. Check with your counselor for updated information.

ART & LIFE SKILLS

Greeley's Art & Life Skills Department is dedicated to cultivating students' creativity, critical thinking, and self-expression. With a focus on foundational skills and advanced techniques, the program encourages exploration across various disciplines, from traditional mediums like drawing and sculpture to modern practices such as graphic design and filmmaking. The graphic below outlines the progression of courses from grades 9 to 12, beginning with the foundational "Visual Dynamics" course in 9th grade and advancing through introductory, advanced, and college-level portfolio development courses, culminating in AP options for seniors. Additional electives, including filmmaking, jewelry design, and interdisciplinary offerings, provide opportunities for hands-on learning, interdisciplinary collaboration, and specialization, preparing students for higher education, professional careers, and a lifelong relationship with the arts.



To view the Art Course Map in more detail, please click here.

9000(F)/9001(S) VISUAL DYNAMICS (½ credit)
Open to incoming 9th-grade students and all students
This is a prerequisite for all art courses.
In Visual Dynamics, we will explore the interconnectedness of our visual world. Using 2-D and 3-D Design, we will develop a deeper understanding of our creative process, individual and collaborative problem-solving, the work of contemporary and historical artists and designers, and our visual environment.

9063(F)/9062(S) INTRODUCTION TO SCULPTURE (½ credit)
Open to incoming 9th-grade students
Prerequisite: Visual Dynamics
This course introduces three-dimensional creative design and explores our relationship to physical form through various media and processes. Media may include clay, wire, wood, plaster, wax, and 3-D printing. The emphasis is on the creative process.

9054(F)/9055(S) ADVANCED SCULPTURE: TECHNIQUES AND DESIGN (½ credit)
Prerequisite: Introduction to Sculpture
Building on the skills from Introduction to Sculpture, students will explore materials and form further through various media. The emphasis is on developing a more personal aesthetic approach to ideas and form.

9064(F)/9066(S) ADVANCED TOPICS IN 3D: SCULPTURE (½ credit)

Prerequisite: Advanced Sculpture: Techniques and Design

This advanced course is designed for students ready to pursue self-directed sculptural projects. Students will begin to develop a cohesive body of work that demonstrates technical proficiency and conceptual depth. Emphasis will be placed on exploring personal themes and pushing the boundaries of materials and techniques. Students will also be asked to document and reflect on their work process and create artist statements.

9117(F)/9113(S) INTRODUCTION TO INDUSTRIAL DESIGN (½ credit)

Open to incoming 9th-grade students

Prerequisite: Visual Dynamics

This course introduces classic industrial design topics, including transportation, housewares, electronics, toys and furniture, and other 3D design areas like engineering and architecture. The course structure will follow a STEAM think tank environment, heavily emphasizing brainstorming, revision, collaboration, sketching and blueprints, model making, and basic marketing strategies. In this course, students will look at both traditional and contemporary design styles, work with a variety of materials, and learn basic manufacturing techniques ranging from hand-building to subtractive and additive manufacturing using industrial mass production tools (laser cutters, 3D printers, CNC routers, 4-axis mills, and other related equipment). Students will learn intermediate production and joinery techniques to create increasingly sophisticated products using various materials. This is a required course for admission to AP 3D.

9123(F)/9124(S) ADVANCED INDUSTRIAL DESIGN (½ credit)

Prerequisite: Introduction to Industrial Design

Students will begin to specialize in their primary areas of interest, including vehicle design, toys and games, housewares, electronic accessories, and hybrid projects. Projects will include personal "passion projects," individual projects, and collaborative class projects. Students will develop a digital portfolio of work based on their passion.

9122 ADVANCED TOPICS IN 3D: THE MAKER'S WORKSHOP (½ credit)

Prerequisite: Advanced Industrial Design, Advanced Sculpture, Advanced Architecture, OR Advanced Fashion Design Studio

Unlock your creativity in the Advanced Topics 3D Maker's Workshop, where you'll dive into the world of cutting-edge fabrication technologies and explore advanced topics like furniture design, relief carving, stained glass, inlay, mechanical systems, thermoforming, and casting. Work with state-of-the-art tools like 3D printers, CNC routers, laser cutters, thermoform machines, 4-axis mills, and 3D clay printers to bring your designs to life. Experiment with new materials such as metal, stone, glass, leather, TPU, rubber, and wax. Collaborate in teams to design challenges and explore your passion through individual projects. Whether interested in product design, sculpture, architecture, or engineering, this course allows you to pursue your unique interests. Join us and push the boundaries of design in a class that combines art, technology, and innovation. By the end of this course, students will have developed a robust portfolio of work demonstrating their technical capabilities in digital design, advanced fabrication, and creative problem-solving.

9126(F)/9125(S) INTRODUCTION TO ARCHITECTURE (½ credit)
Open to incoming 9th-grade students and open to all grades
Prerequisite: Visual Dynamics
Are you an aspiring HGTV or HOUZZ designer? This course introduces you to the exciting world of architecture. Students will learn to create industry-standard blueprints and 3D walk-throughs using Autodesk Revit and hand-built and laser-cut models. They will also learn about past architectural styles and compare them with current trends worldwide. No prerequisite software skills are required, but bring your creativity!

9127(F)/9128(S) ADVANCED ARCHITECTURE (½ credit)
Prerequisite: Introduction to Architecture
Do you want to prepare yourself for a college-level architecture program or a career in architecture, urban planning, engineering, or interior design? This course will help you develop advanced skills and an appreciation for how architecture shapes the built environment and our quality of life. In Advanced Architecture, students will develop their own personal aesthetic in architecture. They can express their concepts through hand-built or laser-cut models and use advanced features in Revit to create detailed interiors and exteriors. Some projects will involve working in teams to simulate real-world architectural practices. Students will gain technical proficiency in Revit, try next-generation tools like virtual reality and artificial intelligence, and explore exciting current local and world projects.

9432(F)/9430(S) INTRODUCTION TO FASHION DESIGN (½ credit)
Open to incoming 9th-grade students and all students
Prerequisite: Visual Dynamics
Students will learn how to develop fashion design concepts, including, but not limited to, surface and form. They will also be introduced to the cycles, trends, and fads that constantly initiate change in fashion. Students will create and design original pieces, emphasizing the development of a personal aesthetic.

9437(F)/9438(S) ADVANCED FASHION DESIGN: STUDIO (½ credit)
Prerequisite: Introduction to Fashion Design
Students will further develop their personal aesthetic and build upon their cohesive portfolio. They will work on developing and editing self-directed collections and studying current fashion trends. Students may choose to focus on non-traditional construction or sketching. They will create designs and self-directed collections informed by market research and inspired by history, art, and culture. Students will also experience creating looks and concepts for photo shoots.

9441(F)/9442(S) ADVANCED TOPICS IN 3D: FASHION DESIGN (½ credit)
Prerequisite: Advanced Fashion Design: Studio
This course focuses on patterns and textile design. Students will take a self-directed approach, designing and producing a collection that showcases their technical abilities and creative vision. They will also engage in collaborative critiques, learn to photograph their work, and present their designs. Students will push their thinking about fashion as wearable art and innovation in design.

9023(F)/9032(S) INTRODUCTION TO PHOTOGRAPHY (½ credit)
Open to incoming 9th-grade students
Prerequisite: Visual Dynamics
This course is an introduction to digital photography's aesthetic and technical aspects. It will include processing and editing in Adobe Lightroom and Photoshop. Emphasis will be placed on participation, craft, aesthetics, creativity, and critical analysis. This is a required course for admission to AP 2D.

9028(F)/9042(S) ADVANCED PHOTOGRAPHY (½ credit)
Prerequisite: Introduction to Photography
The focus of this course is the continuation of a digital portfolio using Lightroom and Photoshop. This course emphasizes personal expression, craft, aesthetics, creativity, and critical analysis. Students must provide a camera for this class, as it includes extensive shooting outside of school.

9046 ADVANCED TOPICS IN 2D: EXPERIMENTAL PHOTOGRAPHY (½ credit)
Prerequisites: Introduction to Photography and Advanced Photography.
In this hands-on experimental photography course, students will explore a variety of alternative photographic processes, pushing the boundaries of traditional techniques. Students will explore Holga film cameras, light painting, photo embroidery, and printing on non-traditional surfaces. They'll also explore creative uses of different lenses and cameras to alter their images and create unique, mixed-media pieces. The course encourages artistic experimentation, helping students develop a portfolio of one-of-a-kind photographs while deepening their understanding of photography as an expressive art form.

9522(F)/9523(S) INTRODUCTION TO GRAPHIC DESIGN AND ADVERTISING (½ credit)
Open to incoming 9th-grade students
Prerequisite: Visual Dynamics
Graphic design visually communicates ideas or messages. Students will learn digital design skills for planning, creating, and advertising using the Adobe Creative Cloud suite of applications. Projects will be based on real-world applications.

9524(F)/9526(S) ADVANCED GRAPHIC DESIGN AND ADVERTISING (½ credit per semester)
Prerequisite: Introduction to Graphic Design and Advertising
Graphic design visually communicates ideas or messages. Students will build on the digital design skills learned in *Introduction to Graphic Design and Advertising* using the Adobe Creative Cloud suite of applications. Projects in this course are more individualized and tailored to student interests.

9013(F)/9014(S) INTRODUCTION TO DRAWING AND PAINTING (½ credit)
Open to incoming 9th-grade students
Prerequisite: Visual Dynamics
This course is open to all students interested in learning how to draw. Contour drawing, shading techniques, perspective, and rendering are all introduced. We will draw the human figure, portraits, and still-lifes, emphasizing realistic observation. This course also introduces digital media, which will be integrated throughout the semester. *Introduction to Drawing and Painting* is a required course for *AP Drawing*; therefore, to meet all AP prerequisites, students must take *Introduction to Drawing and Painting* in their second semester freshman year or first semester sophomore year. Please note that this is a required course for *AP Studio Art*.

9019(F)/9021(S) ADVANCED DRAWING AND PAINTING (½ credit)

Prerequisite: Introduction to Drawing and Painting

Students will gain further experience in drawing and visual problem-solving. Emphasis will be placed on conceptual exploration and further development of rendering skills. Critique and art history will be incorporated. Digital media will be explored further. This course is for students interested in pursuing Art as a major sequence in high school and is required for AP Art. Students will begin their AP portfolio and gain further experience in conceptual drawing and visual problem-solving. Digital media will be explored further. Critique and art history will be incorporated. There is an increased emphasis on creativity. In addition to class assignments, there is a substantial amount of work outside of class time.

9026(F)/9036(S) ADVANCED TOPICS IN 2D: DRAWING AND PAINTING (½ credit)

Prerequisites: Introduction to Drawing and Painting and Advanced Drawing and Painting

This course is designed for students with a strong foundation in drawing and painting who wish to explore the world of sequential art and illustration. Sequential art uses visuals- such as drawings, images, and/or photos- in a particular sequence to tell or illustrate a story. In some cases, it includes a combination of visuals and text, though text is unnecessary for it to be considered sequential art. Students will develop their skills in visual storytelling, character design, and composition while working with various media and techniques.

9030(F)/9031(S) COLLEGE PORTFOLIO DEVELOPMENT (½ credit)

Prerequisite: Any Advanced course

This course is for students who want to explore advanced topics in their areas of interest. Students may choose to enroll in this class for one or two semesters. Students will begin their AP portfolio or develop a college portfolio while gaining further experience in conceptual and visual problem-solving. This course also incorporates critique and art history and includes exploring digital media. There is an increased emphasis on personal voice and creativity. This course is highly recommended for students applying to AP art courses or any student looking to develop an art portfolio or supplemental portfolio for college, including, but not limited to, students intending to pursue Engineering and Architecture programs.

9500 ADVANCED PLACEMENT 3D ART & DESIGN (1 credit)

Available for 12th-grade students only

Prerequisites: Visual Dynamics, any Introduction course, any Advanced or Advanced Topics course, and any two additional courses of your choosing. Students must take Visual Dynamics in 9th grade to meet all prerequisites for this course.

In addition to completing the sequence, an application is required. The focus of the course is the development of the creative process and 3D production techniques. Students will refine their understanding of materials (including wire, clay, wood, foam core, plastics, and metal), explore design in physical and virtual 3D environments, and use various production tools. The year-long course aims to compile a portfolio including digital images of 15 pieces of work from a personally designed investigation. Students should be committed to 3-D Design, Sculpture, or Fashion and be prepared to work independently. For an overview of the course from the College Board, please visit AP 3D Art & Design.

9050 ADVANCED PLACEMENT 2D ART & DESIGN (1 credit)
Available for 12th-grade Students only
Prerequisites: Visual Dynamics, any Introduction course, any Advanced or Advanced Topics course, and any two additional courses of your choosing. Students must take Visual Dynamics in 9th grade to meet all prerequisites for this course.
In addition to completing the sequence, an application is required. Students will create a personal portfolio of 15 pieces, including nontraditional and Photoshop work, for an AP 2D Design portfolio. This portfolio will be a sustained exploration of a personally created theme. There is a heavy emphasis on independent work, conceptual depth, quality work, and strict deadlines. Students will also create photographs for the HGHS yearbook. Students must provide a camera for this class as it includes extensive shooting outside of school. For an overview of the course from the College Board, please visit AP 2D Art & Design.

9020 ADVANCED PLACEMENT DRAWING (1 credit, full year)
Available for 12th-grade Students only
Prerequisites: Visual Dynamics, any Introduction course, any Advanced or Advanced Topics course, and any two additional courses of your choosing. Students must take Visual Dynamics in 9th grade to meet all prerequisites for this course.
In addition to completing the sequence, an application is required. A commitment to art and the capacity to work independently are necessary to succeed in this course. Each student will submit an AP portfolio of approximately 15 pieces, demonstrating a sustained investigation around a self-directed theme. Critical analysis and reflection are an integral part of the course. In addition to class assignments, students will maintain a sketchbook, record the process, and do ongoing independent projects. There is a substantial amount of work required outside of class time. For an overview of the course from the College Board, please visit AP Drawing.

ELECTIVES

9070(F)/9072(S) JEWELRY DESIGN AND FABRICATION (½ credit)
Open to 10th-, 11th-, and 12th-grade students
Prerequisite: Visual Dynamics
This course introduces the fundamentals of concept, design, materiality, and manufacturing associated with the studio jewelry industry. Students will learn various jewelry design techniques through projects and demonstrations, including sketching, beadwork, rendering, and metalworking. They will also learn about the history of jewelry and how contemporary designers are pushing the boundaries of traditional forms and materials.

9085(F)/9102(S) INTRODUCTION TO FILMMAKING (½ credit)
Open to incoming 9th-grade students
Prerequisite: Visual Dynamics
During this introductory, hands-on course in digital film production, students will work collaboratively and independently to produce short digital films and school productions. Skills include developing concepts through scripting, camera work, editing, and post-production. Students are exposed to the historical foundations of cinema, film theory, and aesthetics. Emphasis is placed on participation, creativity, technique, and critical analysis. Filming outside class time is required.

9093(F)/9106(S) ADVANCED FILMMAKING (½ credit)

Prerequisite: Introduction to Filmmaking

Students will continue to work on more sophisticated projects. This course applies all production aspects, from preproduction to directing to editing. Emphasis is on technical excellence and developing a personal style. Filming outside class time is required. Working more independently, students plan, shoot, and edit films of greater length. Students are given greater latitude in choosing their subjects, with more emphasis on content.

INTERDISCIPLINARY COURSES

1060 CREATIVE WRITING AND MEDIA (1 credit - Blended Learning Course)

***This course may be taken for English or Art Credit*.**

This team-taught art and literature course will follow a hybrid learning model - the class will meet partly in person and partly asynchronously. It will include a study of various genres of literature and art that will be analyzed both in class and at home and serve as models for students to produce their own creative work. Students will examine the intersections between the literary analysis of novels and the analysis of myriad creative media. They will also engage in the design process and creative workshops that provide an opportunity to learn how to innovate and receive and offer constructive feedback. Creative writing assignments may include, but are not limited to, short stories, poems, and plays in a variety of literary genres. Media project examples may include, but are not limited to, interactive web narratives, video essays, graphic novels, and/or experimental digital art narratives. All of the narrative tools students learn will enhance their ability to determine the most effective ways to tell a story across various modes of expression. This course represents a forward-thinking approach to storytelling, preparing students for creative expression in a multimedia landscape. Readings may include *The Boy in the Field* by Margot Livesey, *Klara and the Sun* by Kazuo Ishiguro, *Swimming in the Pond in the Rain* by George Saunders, and selections from *Writing Fiction: A Guide to Narrative Craft by* Janet Burroway.

Students who took "Writing and Creating New Media" in the 2024-2025 school year cannot take this course in the 2025-2026 school year.

BUSINESS

The Business Department equips students with essential skills for success in today's dynamic economy. Through semester and full-year courses, students explore topics like finance, marketing, law, and entrepreneurship, with opportunities to engage in hands-on experiences such as the Virtual Enterprise program. From foundational courses to AP Macroeconomics, the department prepares students to make informed financial decisions, understand market systems, and lead in future business ventures.

<table>
<tr><th colspan="2">Business Semester Electives</th></tr>
<tr><th>Fall 2025</th><th>Spring 2026</th></tr>
<tr><td>Business Law</td><td>Marketing</td></tr>
<tr><td rowspan="2">Personal Finance and Investing</td><td>Introduction to Business</td></tr>
<tr><td>Accounting</td></tr>
<tr><th colspan="2">Business Full-Year Electives</th></tr>
<tr><td colspan="2">Virtual Enterprise 1</td></tr>
<tr><td colspan="2">Virtual Enterprise 2</td></tr>
<tr><td colspan="2">AP Macroeconomics</td></tr>
</table>

9300 PERSONAL FINANCE AND INVESTING (½ credit)
Open to 10th-, 11th-, and 12th-grade students
Students will develop their financial literacy skills of personal financial management, budgeting and investing. Students will also learn how the different securities markets operate, how to plan effective investment strategies, the criteria for choosing investments, and the steps for investing wisely. A simulated stock market game enhances students' learning throughout the course.

9305 BUSINESS LAW (½ credit) College Credit Available*
Open to 11th- and 12th-grade students
This course will help students understand the law and their legal rights and obligations under the law. Topics will include the relationship between the law and ethics, the U.S. Court System, particularly the U.S. Supreme Court, civil law, and contractual law. Case studies and debates will be a part of the course.

* Juniors and Seniors may elect to take the Business Law for 3 college credits, for a fee, through Mercy College. Credits will be awarded upon successful completion of the course. The credit received through Mercy College will be articulated as *Business Law 1* (BLAW 240).

9310 ACCOUNTING (½ credit)
Open to 10th-, 11th-, and 12th-grade students
This course is for students who wish to learn the key concepts of accounting principles and procedures, such as assets, liabilities, revenue, expenses, profit, and loss. Emphasis will be placed on skills related to

business and personal financial recordkeeping. Students will also build a business and accounting vocabulary that will prepare them for future success in the business world. Various spreadsheet applications are integrated throughout the course.

9315 MARKETING (½ credit)
Open to 11th- and 12th-grade students
Students will be able to explore the marketing system and its various parts. Marketing includes developing, promoting, and distributing goods and services to satisfy the needs and wants of the public. The first part of the course will address the product and price of our free enterprise system. The second part focuses on promotion, especially social media, and how this affects both the product/company and the consumer.

9320 INTRODUCTION TO BUSINESS (½ credit)
Open to 10th-, 11th-, and 12th-grade students
This semester-long course will expose students to the world of business. The first quarter will examine the contributions to the U.S. economy of three forms of business ownership: sole proprietorships, partnerships, and corporations. The second quarter will focus on business decision-making through the lens of consumer choice. Students will follow a particular company for the semester and complete project-based learning assessments related to class topics. Current business news will be followed.

9325 VIRTUAL ENTERPRISE 1 (1 credit) - College Credit Available*
Open to 11th- and 12th-grade students
Virtual Enterprise transforms the classroom into a business office as students become entrepreneurs and business professionals. In Virtual Enterprise, you will experience the day-to-day functions of a real business, such as taking on various roles in Accounting/Finance, Sales, Marketing, Human Resources, and Design. Each class will create a virtual business and as "employees" will be accountable for its performance. Students will conduct market research, work cooperatively to develop and write a business plan, design and implement a website, pay wages and taxes, pitch their business ideas to raise capital and secure contracts and develop an annual report at the end of the year. Virtual Enterprise students will participate in online and in-person trade shows throughout the year to present and market their business to other schools within the Virtual Enterprise network. Students must be interviewed for positions within the firm, and preference for leadership positions will be given to students with business coursework and experience in and outside of school.

* Juniors and Seniors may elect to take the Virtual Enterprise courses for 3 college credits, for a fee, through Mercy College. Credits will be awarded upon successful completion of the course. The credit received through Mercy College will be articulated as *World of Business Law* (ECON 120).

9326 VIRTUAL ENTERPRISE 2 (1 credit)
Open to 12th-grade students
Prerequisite: Virtual Enterprise
This course continues the virtual business structure students experience in Virtual Enterprise, where the classroom is transformed into a business office as students become entrepreneurs and business professionals. In Virtual Enterprise 2, you will continue to experience the day-to-day functions of a real business - taking on various roles such as Accounting/Finance, Sales, Marketing, Human Resources, and Information Technology. Each class will create a virtual business, and "employees" will be accountable for their performance. Students will conduct market research, work cooperatively to develop and write

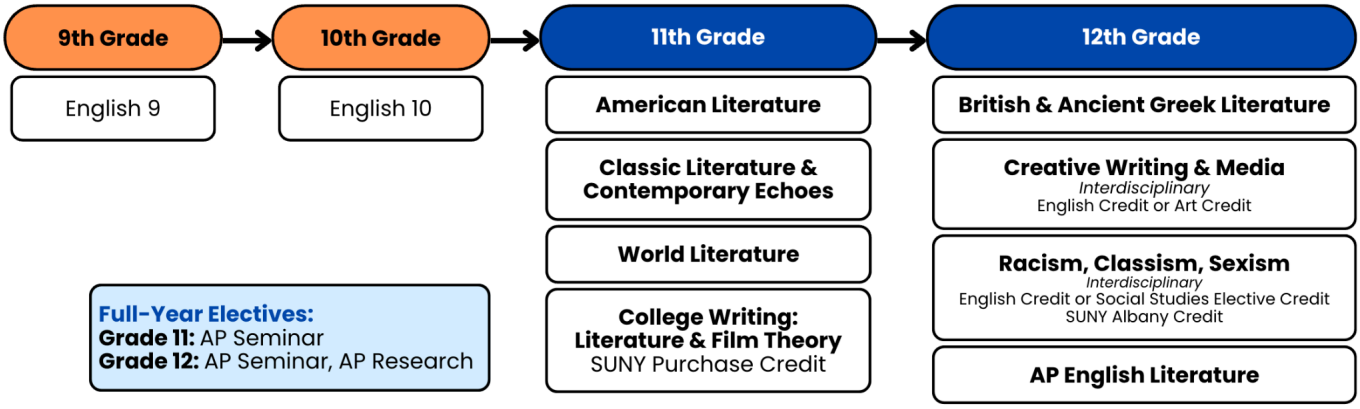
a business plan, design and implement a website, pay wages and taxes, maintain 401(k) plans, and develop an annual report at the end of the year. Virtual Enterprise 2 students will participate in multiple trade shows throughout the year to present and market their virtual business to other schools within the Virtual Enterprise network.
** Students will not receive college credit through Mercy College for Virtual Enterprise 2*

9330 ADVANCED PLACEMENT MACROECONOMICS (Elective: 1 credit)
Open to 11th- and 12th-grade students
AP Macroeconomics introduces students to the principles and concepts that drive the economy as a whole. This course provides a comprehensive understanding of key economic indicators, such as GDP, inflation, and unemployment, and how they influence economic policy and decision-making. This course offers a strategic perspective on the government's actions within the economy, the impact of fiscal and monetary policies, and the dynamics of international trade and finance. Through active participation in discussions, simulations, and hands-on projects, AP Macroeconomics equips students with the analytical tools needed to assess and comprehend complex and nuanced economic scenarios. The curriculum delves into theoretical frameworks but also emphasizes the practical application of economic theory to contemporary issues. Students must take the AP Examination offered in May.

ENGLISH

The English curriculum at Greeley fosters critical thinking by engaging students in the study of language, composition, literature, and media. Students explore both classic and contemporary works, analyzing their meaning, form, style, and structure, while building a strong vocabulary of critical terms. They are required to write in diverse forms and styles, both analytical and creative, and develop an awareness of how ideas are logically constructed and language is effectively used. In 9th and 10th grades, students focus on honing their literary analysis skills. In 11th and 12th grades, they have opportunities to deepen their understanding through a range of advanced course offerings. The program also emphasizes the critical analysis of media, developing speaking and listening skills, and the mastery of vocabulary and strategies for proper English usage. To meet New York State graduation requirements, students must complete four years of English and pass all required courses to earn a high school diploma.

ENGLISH COURSE SEQUENCE



1000 ENGLISH 9 (1 credit)

Open to incoming 9th-grade students

This course introduces our 9th-grade students to the study of English by examining both classic and modern texts. Students will be introduced to the art of literary analysis through direct instruction of literary elements and devices. They will practice this skill in class discussions, both in large and small groups, and in their analytical writing. Students will write frequently, and an emphasis is placed on actionable feedback and revision. Readings in this course may include *The Color of Water* by James McBride, *The Glass Menagerie* by Tennessee Williams, *The Strange Case of Dr. Jekyll and Mr. Hyde* by Robert Louis Stevenson, *The Poet X* by Elizabeth Acevedo, *The Memory Police* by Yoko Ogawa, and *Romeo and Juliet* by William Shakespeare.

1001 ENGLISH 10 (1 credit)

Prerequisite: English 9

This 10th-grade course builds upon the skills introduced in English 9. In addition to literary analysis, students will study non-fiction texts and rhetorical strategies in accordance with the Common Core Standards. Students will write frequently, engage in self-reflective critiques of their rough drafts, and receive actionable feedback from their instructor. There are frequent opportunities for revision. In June, all sophomores will take the NYS ELA Regents Exam. Readings in this course may include *Just Mercy* by Bryan Stevenson, *The Crucible* by Arthur Miller, *A Separate Peace* by John Knowles, *The Housekeeper and the Professor* by Yoko Ogawa, *The Leavers* by Lisa Ko, *Night* by Elie Wiesel, and *Macbeth* by William Shakespeare.

Eleventh Grade: Full-Year Options

The following full-year electives are open to all juniors. In all of these courses, students will have the opportunity to strengthen their writing across a variety of genres, including the college essay, and to engage in a variety of media. The amount of reading and writing assignments in these courses are comparable and commensurate with NYS ELA Learning Standards.

1010 AMERICAN LITERATURE (1 credit)

Prerequisite: English 10

This course will examine how American writers create conceptions of American experience and identity. Using a chronological approach, students will explore the idea of America through both fiction and nonfiction. Designed to complement students' study of American history in eleventh grade, students will explore the relationship between a text and its historical context by exploring these essential questions: How has the search for identity among American writers changed over time? How have colonization, conquest, class, gender, immigration, migration, and race affected the voices and styles of American literature? How are American myths, such as the American Dream, created, challenged, and re-imagined over time? How do tensions between the individual and the community in which they live influence what is considered "the American canon?" In what ways do frontiers and borders impact American literature?

Students will read both classic and contemporary texts, including *Death of a Salesman* by Arthur Miller, *The Great Gatsby* by F. Scott Fitzgerald, *Jazz* by Toni Morrison, *Wandering Stars* by Tommy Orange, and *The Vanishing Half* by Brit Bennett.

1020 CONTEMPORARY WORLD LITERATURE (1 credit)

Prerequisite: English 10

So much of contemporary literature owes a debt to the classics. Students may be surprised to learn that many of their beloved stories have roots in works written by Austen, Brontë, Hawthorne, Homer, and Shakespeare. In this course students will read the classics paired with their respective modern retellings. Exploring these pairings will encourage discussions that examine thematic and structural connections between the past and present, guided by these essential questions: What thematic choices have changed from then to now? What has stayed the same? Whose voices continue to echo in the present and why? Whose voices were missing then and how are modern writers grappling with that absence?

Text pairings may include Shakespeare's *Hamlet* with Maggie O'Farrell's *Hamnet*, *Jane Eyre* by Charlotte Brontë with *Wide Sargasso Sea* by Jean Rhys, *The Scarlet Letter* by Nathaniel Hawthorne with *The Holder of the World* by Bharati Mukherjee, Shakespeare's *The Tempest* with *Hag-Seed* by Margaret Atwood, and well-known fables and fairy tales. Through this inquiry, students will sharpen their literary and analytical skills and consider how to read classic literature in a digital age.

1055 COLLEGE WRITING: LITERATURE AND FILM THEORY (1 credit)

Prerequisite: English 10

Rhetoric is the art of communicating effectively and persuasively through written, oral, or visual representations. Anything done with the intent of eliciting a response qualifies as rhetoric. Literary devices (plot, theme, symbolism, conflict) and cinematic devices (dialogue, lighting, mise-en-scène, camera angles, camera shots, camera movement, editing, sound) are used to construct these

arguments, thus determining the most common messages in films and literary works of the past and present. In this course, students will explore questions such as - Why do we enjoy one movie over another? Why do certain films resonate with us? How does analyzing fiction alongside film help us understand rhetoric? - to learn how writers and filmmakers craft narratives, convey themes and influence viewers to gain the audience's involvement, shape the audience's response, and change the audience's perspective of issues.

In this course, we will examine how literary and cinematic techniques, persuasive strategies (such as ethos, logos, pathos, the rhetorical triangle, arrangement, and figures of speech), and audience identification contribute to conveying meaning and taking a stance on social and ethical issues in society. Texts may include whole class books like *Persepolis* by Marjane Satrapi, *Twelfth Night* by William Shakespeare, *Never Let Me Go* by Kazuo Ishiguro, and *Pride and Prejudice* by Jane Austen, alongside short stories and film theory articles. The course will be offered through SUNY Purchase, and students will be eligible for three (3) college credits (WR110).

Twelfth Grade: Full-Year Options

The following full-year courses are open to all seniors. The amount of reading and writing assignments in these courses is comparable and commensurate with NYS ELA Learning Standards.

1005 ADVANCED PLACEMENT ENGLISH LITERATURE (1 credit)

By studying challenging works of literary fiction, poetry, and drama, students sharpen their awareness of language and their understanding of literary features. Frequent writing assignments vary in length and form, but they focus only on critical literature analysis. Students are expected to participate thoughtfully in literary discourse and to devise most of their critical essay topics. Students also complete independent reading, research, and extended writing. The academic expectations for this course are commensurate with the rigor of a college literature course. Students must take the AP exam.

Readings may include *Let the Great World Spin* by Colum McCann, *The Tragedy of Othello* by William Shakespeare, *The Remains of the Day* by Kazuo Ishiguro, *Bartleby the Scrivener* by Herman Melville, *To the Lighthouse* by Virginia Woolf, *Beloved* by Toni Morrison, and *The Sound of Things Falling* by Juan Gabriel Vásquez.

1065 BRITISH AND ANCIENT GREEK LITERATURE (1 credit)

This course surveys the history of British literature and the foundational works of ancient Greek literature. Students will consider the connections between classical works and modern Western literature and thought. They will read a wide sampling of both British and Greek literature, classic and contemporary, in various genres. They will develop a working knowledge of mythology, philosophy, drama and the various periods of English literature, including the Renaissance, Romantic, Victorian, Modern and Postmodern periods.

Readings may include *Beowulf*, *The Iliad* by Homer, Greek dramas such as *Medea* and *Oedipus Rex*, *Circe* and *The Song of Achilles* by Madeline Miller, selections from works by Geoffrey Chaucer, *Hamlet* by William Shakespeare, *A Modest Proposal* by Jonathan Swift, *Pride and Prejudice* by Jane Austen, *Mrs. Dalloway* by Virginia Woolf, *Intimations* by Zadie Smith, as well as poetry written by the British Romantic and Victorian poets.

INTERDISCIPLINARY COURSES

1060 CREATIVE WRITING AND MEDIA (1 credit - Blended Learning Course)
Open to 12th-grade students
This course may be taken for English credit or Art credit.
This team-taught art and literature course will follow a hybrid learning model - the class will meet partly in person and partly asynchronously. It will include a study of various genres of literature and art that will be analyzed both in class and at home and serve as models for students to produce their own creative work. Students will examine the intersections between the literary analysis of novels and the analysis of myriad creative media. They will also engage in the design process and creative workshops that provide an opportunity to learn how to innovate and receive and offer constructive feedback. Creative writing assignments may include but are not limited to, short stories, poems, and plays in a variety of literary genres. Media project examples may include but are not limited to, interactive web narratives, video essays, graphic novels, and/or experimental digital art narratives. All of the narrative tools students learn will enhance their ability to determine the most effective ways to tell a story across various modes of expression. This course represents a forward-thinking approach to storytelling, preparing students for creative expression in a multimedia landscape. Readings may include *The Boy in the Field* by Margot Livesey, *Klara and the Sun* by Kazuo Ishiguro, *Swimming in the Pond in the Rain* by George Saunders, and selections from *Writing Fiction: A Guide to Narrative Craft by* Janet Burroway.

Students who took "Writing and Creating New Media" in the 2024-2025 school year cannot take this course in the 2025-2026 school year.

7090 RACISM, CLASSISM, AND SEXISM (1 credit)
Open to 12th-grade students
This course may be taken for English credit or Social Studies elective credit.
This team-taught class explores issues of racism, classism, and gender and how these forces interact with and shape our world and our understanding of social categorization. The course examines the systematic ways certain groups have historically been privileged or disadvantaged and these systems' social, cultural, and economic legacies. Students will explore issues of power and the sociological construction of identity, studying these topics through literature, history, media, statistics, and popular culture. This college-level course will ask students to participate in challenging discussions and reflection with a range of reading of academic sources and novels, writing, and projects. *The course will be offered through the SUNY Albany University High School Program, and students will be eligible for three (3) college credits (AAFS/ALCS/AWSS 240).*

Elective Courses

1310 ADVANCED PLACEMENT SEMINAR (1 credit)
Open to 11th- and 12th-grade students
This course may be taken for elective credit only.
This course engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Using an inquiry framework, students practice reading and analyzing across multiple disciplines. These sources may include scientific, historical, literary, philosophical, cultural, and/or economic texts. A large portion of the course is devoted to elevating research skills. Students learn to synthesize information from multiple sources, develop their perspectives in written essays, and design and deliver oral and visual

presentations individually and as part of a team. This course aims to equip students with the power to analyze and evaluate information accurately and precisely to craft and communicate evidence-based arguments.

Students will spend this year-long course creating a required portfolio, which consists of completing two research papers and two multimedia presentations that are submitted to the College Board. In May, all students must take the AP exam, which may result in college credit depending on the score and the college a student plans to attend.

1312 ADVANCED PLACEMENT RESEARCH (1 credit)
Open to 12th-grade students
This course may be taken for elective credit only.
Prerequisite: AP Seminar.
A new course offered through the College Board, AP Research is the second year in the AP Capstone sequence. Students will build on the skills learned in AP Seminar to deeply explore an academic topic, problem, or issue of individual interest. Through this exploration, you will design, plan, and conduct a year-long, research-based investigation to address a research question. AP Research is an interdisciplinary course that encourages students to demonstrate critical thinking and academic research skills on a topic of the student's choosing. AP Research is project-based; therefore, there is no end-of-course written exam. Instead, you'll be assessed on your yearlong research project: an academic paper, a presentation, and an oral defense of your research. These components all contribute to your final AP score on a scale of 1–5.

English for Speakers of Other Languages

2215 ENL ENGLISH (English elective credit)
This course provides listening, speaking, reading, and writing instruction for students whose primary language is not English. ENL English prepares students for academic coursework by developing their cognitive academic language proficiency and basic interpersonal communication skills. In addition, students are supported in their efforts to integrate into the wider community. The ENL staff determines placement based on an assessment of each student's English language proficiency.

INTERDISCIPLINARY COURSES

Greeley's interdisciplinary courses combine knowledge and methods from multiple subjects, encouraging critical and creative thinking about complex topics. These courses emphasize collaboration, real-world application, and versatile skill development, preparing students for success in an interconnected world. Students can earn credit in multiple disciplines while engaging with innovative and meaningful content.

1060 CREATIVE WRITING AND MEDIA (1 credit - Blended Learning Course)
***This course may be taken for English or Art Credit*.**
This team-taught art and literature course will follow a hybrid learning model - the class will meet partly in person and partly asynchronously. It will include a study of various genres of literature and art that will be analyzed both in class and at home and serve as models for students to produce their own creative work. Students will examine the intersections between the literary analysis of novels and the analysis of myriad creative media. They will also engage in the design process and creative workshops that provide an opportunity to learn how to innovate and receive and offer constructive feedback. Creative writing assignments may include but are not limited to, short stories, poems, and plays in a variety of literary genres. Media project examples may include but are not limited to, interactive web narratives, video essays, graphic novels, and/or experimental digital art narratives. All of the narrative tools students learn will enhance their ability to determine the most effective ways to tell a story across various modes of expression. This course represents a forward-thinking approach to storytelling, preparing students for creative expression in a multimedia landscape. Readings may include *The Boy in the Field* by Margot Livesey, *Klara and the Sun* by Kazuo Ishiguro, *Swimming in the Pond in the Rain* by George Saunders, and selections from *Writing Fiction: A Guide to Narrative Craft by* Janet Burroway.

Students who took "Writing and Creating New Media" in the 2024-2025 school year cannot take this course in the 2025-2026 school year.

7090 RACISM, CLASSISM, AND SEXISM (1 credit)
Open to 12th-grade students
***This course may be taken for English or Social Studies credit*.**
This team-taught class explores issues of racism, classism, and gender and how these forces interact with and shape our world and our understanding of social categorization. The course examines the systematic ways in which certain groups have historically been privileged or disadvantaged and these systems' social, cultural, and economic legacies. Students will explore issues of power and the sociological construction of identity, studying these topics through literature, history, media, statistics, and popular culture. This college-level course will ask students to participate in challenging discussions and reflection with a range of reading of academic sources and novels, writing, and projects. *The course will be offered through SUNY Purchase, and students will be eligible for three (3) college credits (AAFS/ALCS/AWSS 240).*

LIFE SCHOOL Learning Interdependently From Experience

The LIFE School, an integral part of the Horace Greeley High School community, is committed to fostering a dynamic, inclusive environment where students develop the skills and mindset to succeed in an interconnected and rapidly changing world. Aligned with the International Baccalaureate (IB) Career-related Programme, we offer innovative, interdisciplinary learning experiences that challenge students to apply their knowledge and skills in real-world contexts. Our high expectations and robust support systems empower students to engage in meaningful, authentic projects, culminating in a senior exhibition that prepares them for future academic and career pursuits. By nurturing academic and social-emotional growth, we aim to cultivate lifelong learners who are resilient, compassionate, and ready to thrive in their future endeavors.

ADMISSION

Students currently in grades 10 and 11 may apply to be admitted to the LIFE School. The application is available in early December. The LIFE School admits students who could benefit from and contribute to the learning community in different ways. Students interested in project-based inquiry, building their knowledge base, and thinking deeply in a collaborative and inclusive learning environment will see the LIFE School as an opportunity to build their skills in communication, ethics, emotional intelligence, and civic action.

JUNIORS: Must enroll in IBCP Advisory Community, IB Environmental Systems & Societies Y1, English AP Seminar, and US History & Government 11. Juniors are strongly encouraged to enroll in IB Math Application & Interpretation Y1 and Virtual Enterprise 1. They are also encouraged to enroll in electives if their schedule permits.

SENIORS: Must enroll in IBCP Advisory Community, SUNY Statistics 12, IB Environmental Systems & Societies 12, English AP Research, Democracy in Action 12, and Virtual Enterprise 1. Seniors are strongly encouraged to enroll in electives if their schedule permits.

LIFE School Course Program		
Subject Area	**2025-2026**	**2026-2027**
Community	IBCP Advisory Community	IBCP Advisory Community
Math	IB Math Application & Interpretation Y1 (11) SUNY Statistics 12	IB Math Application & Interpretation Y1 (11) IB Math Application & Interpretation Y2 (12)
Science	IB Environmental Systems & Societies Y1 (11) AP Environmental Science (12)	IB Environmental Systems & Societies Y1 (11) IB Environmental Systems & Societies Y2 (12)
English	English AP Seminar 11 English AP Research 12	English AP Seminar 11 English AP Research 12
Social Studies	US History & Government 11 Democracy in Action 12	US History & Government 11 Democracy in Action 12

Career-Related Study	Virtual Enterprise 1 - 11 (Free Elective - 12)	Virtual Enterprise 1 - 11 Virtual Enterprise 2 - 12
.5 Physical Education	PE Elective	PE Elective
1.5 Open or Electives (11) 2.5 Open or Electives (12)	Learning Center World Languages Art & Performing Arts Other Electives	Learning Center World Languages Art & Performing Arts Other Electives

** IB courses are "weighted" as an additional 0.4 in calculating the student's grade point average.*

COMMUNITY

3000 IBCP ADVISORY COMMUNITY (1 credit) - *Not NCAA-approved*

The course goals include learning about social and emotional intelligence and other issues of particular interest and importance to its members and helping students manage their academic and personal growth. Once a cycle, the entire LIFE School community meets to learn together, and there is the expectation that everyone can and should be a leader. This emphasis on leadership development and personal growth fosters a culture of student voice and goal setting. Together, they form the IBCP Advisory Community, which bridges academic study and career-related learning in four interrelated components: Personal and Professional Skills, Service Learning, Reflective Project, and Language and Cultural Studies. For an overview of the IBCP Programme, click here.

ENGLISH

The English offerings in LIFE School are part of a two-year sequence. In their Junior year, students take AP Seminar. In their Senior year, students take AP Research. Together, this is known as the AP Capstone.

3041 ENGLISH ADVANCED PLACEMENT SEMINAR (1 credit - English)
Open to 11th-grade LIFE School students

This course is an English class taught in the AP Seminar format. Students can choose their own topic of study while learning real-world skills that are helpful in their other high school classes and needed for college and careers. English AP Seminar helps build a strong foundation for critical and transferable research skills, including investigation, collaboration, writing, and presentation. This course engages students in cross-curricular conversations that explore the complexities of academic and real-world issues by analyzing divergent perspectives. Using an inquiry framework, students practice analyzing articles, research studies, and foundational, literary, and philosophical texts and listening to and viewing speeches, broadcasts, and personal accounts. Students learn to synthesize information from multiple sources, develop their own perspectives in written essays, and design and deliver oral/visual presentations individually and as part of a team. This course aims to equip students with the power to analyze and evaluate information accurately and precisely to craft and communicate evidence-based arguments. Throughout this year-long course, students are required to complete two research papers, which are submitted to the College Board. In May, all students must take the AP exam, which may result in college credit depending on the score and the college they plan to attend. For an overview from the College Board, please visit AP Seminar.

3042 ENGLISH ADVANCED PLACEMENT RESEARCH (1 credit - English)

Open to 12th-grade LIFE School students.
Prerequisite: AP Seminar
A new course offered through the College Board, AP Research is the second year in the AP Capstone sequence. Students will build on the skills learned in the AP Seminar to deeply explore an academic topic, problem, or issue of individual interest. Through this exploration, students will design, plan, and conduct a year-long, research-based investigation to address a research question. AP Research is an interdisciplinary course that encourages students to demonstrate critical thinking and academic research skills on a topic of the student's choosing. AP Research is project-based; there is no end-of-course written exam. Instead, students will be assessed on a yearlong research project: an academic paper, a presentation, and an oral defense of research. These components all contribute to the final AP score on a scale of 1–5. For an overview of the course from the College Board, please visit AP Research.

MATHEMATICS

The LIFE School offers two courses in mathematics. Beginning in the 2025-2026 school year, IB Applications and Interpretation is a two-year course that will begin with the junior class, and SUNY Statistics and Public Policy for seniors.

3145 IB APPLICATIONS AND INTERPRETATION - SL (1 credit - Mathematics)
The IB DP Mathematics: Applications and Interpretation course recognizes mathematics and technology's increasing role in a diverse range of fields in a data-rich world. To give this understanding a firm base, this course includes topics traditionally part of a pre-university mathematics course, such as calculus and statistics. Students are encouraged to solve real-world problems, construct and communicate this mathematically, and interpret the conclusions or generalizations. Students should expect to develop strong technology skills and be intellectually equipped to appreciate the links between theoretical and practical mathematics concepts. Historically, successful students in this course have passed 4305.

3125 SUNY STATISTICS AND PUBLIC POLICY (1 credit - Mathematics)
This course covers fundamental concepts of statistics with an applied approach, designed to create savvy "statistical consumers" able to understand, evaluate, and analyze quantitative evidence presented in the media on issues relevant to citizens in our society today. Students enrolled in this course may be eligible to earn 3 undergraduate credits through SUNY New Paltz. Students interested in pursuing college credit for this course must meet the SUNY New Paltz placement requirements, including a passing score on an Algebra II final exam or a Math SAT I score of 550 or higher or equivalent on the ACT Math. Eligible students may pay a (discounted) fee and receive a SUNY transcript for this course. This course may also be taken as an elective concurrently with LS Applied Precalculus or any math department course with a course number of 4407 or greater. *Statistics and Public Policy (MAT 145 at SUNY New Paltz) satisfies the SUNY-wide Mathematics GE requirement*.

SOCIAL STUDIES

3110 U.S. HISTORY AND GOVERNMENT (1 credit - Social Studies)
All LIFE School students must take US History and Government in their junior year. This course explores major current-day themes in American society and their historical and cultural roots. Centering on the themes of Democracy & Freedom, Facing History's new US History curriculum collection is designed to help students think critically about what it means to live in the United States as a free and full human

being and draw meaningful connections between our country's complex history and their own lives. This course leverages Facing History's pedagogy and resources to foster student inquiry, civic agency, and social-emotional learning as students explore the connection between choices made in the past and their impact on the present. This course also prepares students for the US History and Government Regents Exam.

3035 DEMOCRACY IN ACTION (1 credit - Social Studies)
In this course, students will learn how to take their ideas and put them into action. Students will "learn civics by doing civics" and learn how to be an active and engaged community member. This course will help students develop their civic understanding, empathy, and skills to make lasting change through meaningful action.

This course leverages Facing History's approach to civic education. It focuses on building an ethical and engaged civic identity in young people, empowering them to actively and thoughtfully participate in a democratic society. Students will select a series of problems to study. For each problem, they will seek to understand the root causes of the issue and examine the problem using a variety of lenses: geographical, cultural, historical, political, social, and economic. Students will investigate the inner workings of government at the national, state, and local levels to effect grassroots and government change. At the end of the course, students will identify an impactful socio-political and/or economic problem and propose a well-researched action plan for systemic community change.

Students will develop a sense of their civic power in a democratic society. Through a series of group projects, students will master skills in collaboration, inquiry research, project management, and presentation. Emphasizing digital citizenship and news literacy will promote critical thinking and analysis. Economic principles, particularly fiscal and monetary policies, and personal finance, are embedded in the curriculum, meeting the NY State requirement for Economics.

SCIENCE

Beginning in the 2025-2026 school year, The LIFE School will offer a two-year course in Science called *IB Environmental Systems in Societies*. LIFE School Juniors in 2025-2026 will take Year 1 (Y1). LIFE School Seniors in 2026-2027 will take Year 2 (Y2).

3092 IB ENVIRONMENTAL SYSTEMS AND SOCIETIES Y1 (1 credit - Science)
Open to 11th-grade LIFE School students only
Environmental Systems and Societies combines scientific exploration of environmental systems with an understanding of cultural, economic, political, and ethical interactions between societies and the environment. Students learn to evaluate the impacts of human activities on the natural world and prepare for an uncertain future. The course emphasizes local, national, and global case studies to connect concepts to real-world issues. Topics include ecology, biodiversity, water scarcity, climate change, natural resources, and urban systems, with an interdisciplinary approach using the IB Learner Profile to address environmental challenges.

3095 AP ENVIRONMENTAL SCIENCE (1 credit)
Open to 12th-grade LIFE School students only
This full-year science elective course is the equivalent of a one-semester introductory college environmental science course. AP Environmental Science (APES) in the LIFE School is a rigorous, project-based, scientific study of the interactions between humans and ecology. APES in the LIFE

school involves investigations and simulations that require students to think like scientists, policymakers, farmers, and others in real-world settings. Students will engage in collaborative problem-solving, argumentation, and deep exploration of the following topics: ecological footprints, community ecology, food systems, oceans, population dynamics, and climate change. All areas of exploration include a local component where students study how the content is connected to their life at Greeley, home, or Westchester. Students will use a local ecosystem to conduct studies, grow crops to donate from their garden, and collect data to advertise to their peers how to be more sustainable.

CAREER-RELATED STUDY

3124 VIRTUAL ENTERPRISE 1 (1 credit)
Open to 11th- and 12th-grade students

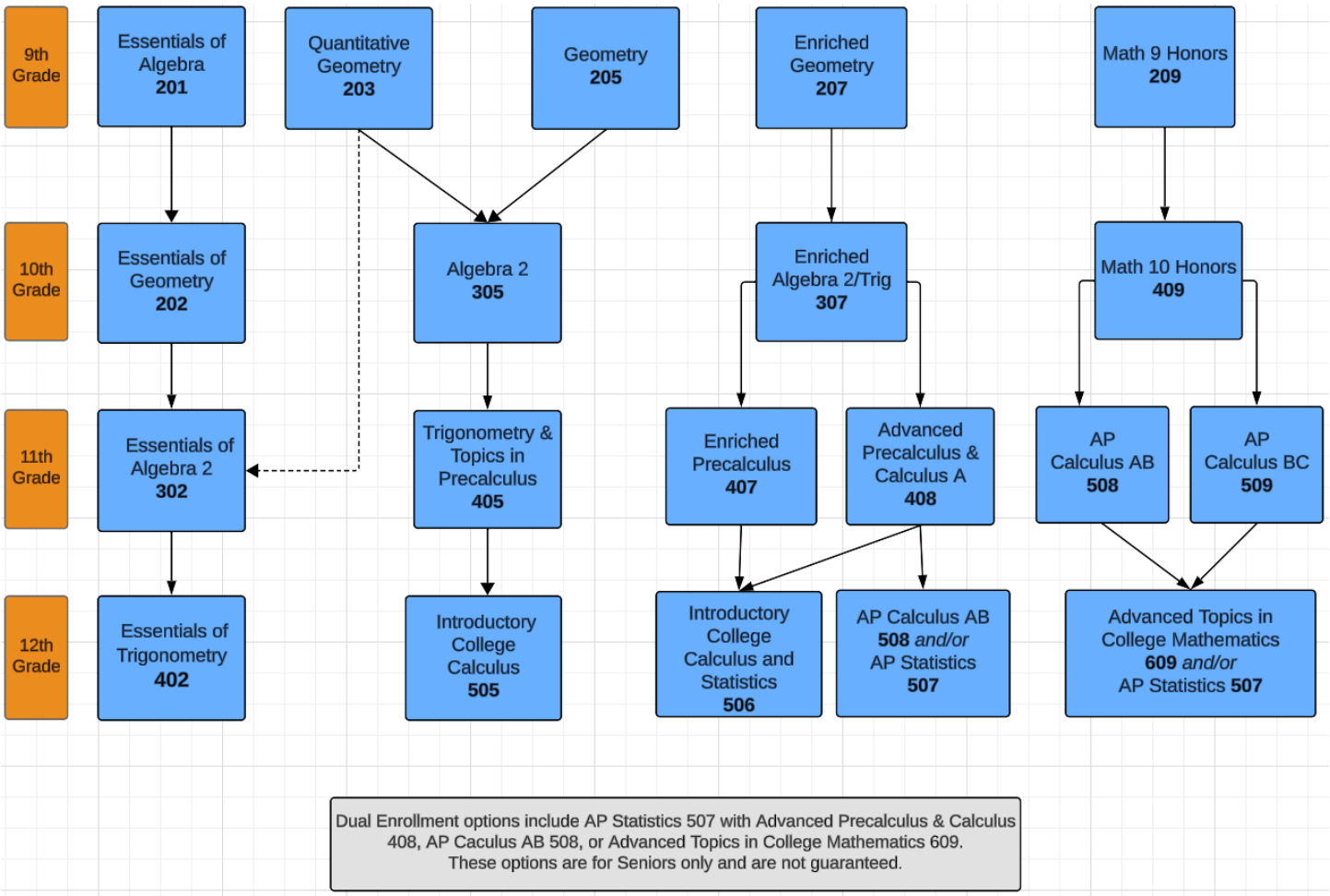
Virtual Enterprise transforms the classroom into a dynamic business office where students become entrepreneurs and business professionals. This course fulfills the career-related study component required for students to earn the IBCP certificate. In Virtual Enterprise, students will experience the day-to-day functions of a real business, taking on various roles in accounting/finance, sales, marketing, human resources, and design. Each class will create a virtual business, and "employees" will be accountable for their performance. Students will conduct market research, work cooperatively to develop and write a business plan, design and implement a website, pay wages and taxes, pitch their business ideas to raise capital and secure contracts, and develop an annual report at the end of the year. Virtual Enterprise students will participate in online and in-person trade shows throughout the year to present and market their business to other schools within the Virtual Enterprise network. Students must be interviewed for positions within the firm, and preference for leadership positions will be given to students with business coursework and experience in and outside of school.

* Juniors and Seniors may elect to take the Virtual Enterprise courses for 3 college credits for a fee through Mercy College. Upon successful completion of the course, credits will be awarded. The credit received through Mercy College will be articulated as *World of Business Law* (ECON 120).

MATHEMATICS & COMPUTER SCIENCE

The Mathematics department at Greeley offers a comprehensive and challenging curriculum designed to meet the needs of all students, from foundational courses to advanced college-level topics. Students are placed in appropriate courses based on teacher recommendations, prior performance, and placement tests. The department covers many subjects, including Algebra, Geometry, Trigonometry, Calculus, and Statistics. Advanced courses such as AP Calculus, AP Statistics, and Advanced Topics in College Mathematics allow students to earn college credit and gain a deep understanding of mathematical concepts. Computer Science courses are also available for students interested in programming and problem-solving, with Java and AP Computer Science Principles offerings.

Mathematics Course Sequence



Students will participate in an appropriate math course based on teacher recommendation and the previous year's performance. Students may also choose computer science courses. Students new to the district will be placed based on consultation with their counselor and the math department chair, as well as on the results of a placement test. All mathematics courses require the use of a TI-84+ graphing calculator (a TI-84+ CE is strongly recommended). Calculators that include algebra systems (such as the TI-89 and TI-Nspire CAS) are not permitted. Almost all students purchase their own calculators; the math department will loan a graphing calculator to any student who requests one, free of charge, as long as it is returned in its original condition at the end of the school year.

Math Department and Grade Transfer Policy
Initial course recommendations are made in January based on first-semester grades. The high school math teacher makes recommendations for 9th-, 10th-, and 11th-grade students. If a student is interested in taking a course other than the one recommended by the teacher, the student should discuss the change with their counselor and current math teacher. Counselors will make the course change for the student if it follows the course sequence. Please note that summer school and online courses cannot be used to satisfy course prerequisites, except for a student who failed a previous math course.

Guidelines for Selecting an Appropriate Mathematics Course
Immediately below each course title is a description designed to help students and parents determine the suitability of a particular course based upon the student's math history.

Mathematics Courses

4201 ESSENTIALS OF ALGEBRA 1 (1 credit)
Open to incoming 9th-grade students
Prerequisite: 8th-grade teacher recommendation.
This course is designed to assist students in learning the key concepts of Algebra 1. Students will take the New York State Algebra 1 Regents exam in June.

4202 ESSENTIALS OF GEOMETRY (1 credit)
Prerequisite: Historically, students who are successful in this course receive a teacher recommendation AND have passed Essentials of Algebra.
Topics of study include foundations of Geometry, coordinate geometry, circles, triangles, quadrilaterals, and similarity. An introduction to deductive proof and logical reasoning is also explored. Algebra skills will be infused throughout the course.

4203 QUANTITATIVE GEOMETRY (1 credit)
Open to incoming 9th-grade students
Prerequisite: 8th grade teacher recommendation.
This course focuses on the key concepts from Euclidean Geometry while strengthening students' Algebra foundations to build a solid mathematical framework. Geometry topics will include triangles, congruence, similarity, quadrilaterals, coordinate geometry, right triangles, and circles. Algebra skills such as polynomial expressions, factoring, systems of equations, and radicals will be woven throughout the course to enhance understanding and application of Geometry concepts. A departmental final exam will be given in June.

4205 GEOMETRY (1 credit)
Open to incoming 9th-grade students
Prerequisite: 8th grade teacher recommendation.
Topics of study include logic with proof using laws of inference and classical geometry (congruence, similarity and measurement) with some proof. An emphasis is placed on reasoning from given conditions. Basic coordinate geometry, circles, triangles, quadrilaterals and other polygons, and geometric problem-solving are also included. Algebra is infused throughout. A departmental final exam will be given in June.

4207 ENRICHED GEOMETRY (1 credit)
Open to incoming 9th-grade students
Prerequisite: Historically, students who are successful in this course have achieved a grade of either 85 or better in Enriched Algebra.
This course strongly emphasizes logic and reasoning, proof, geometric problem solving, and communication of mathematical ideas. Topics of study include coordinate geometry, circles, triangles, quadrilaterals, and other polygons. Rigorous algebra is infused throughout. A departmental final exam will be given in June.

4209 MATH 9 HONORS (1 credit)
Open to incoming 9th-grade students
Prerequisite: To enroll in the course, students must receive their prior teacher's recommendation including an average of at least 97 in Enriched Algebra OR teacher's recommendation, an average of at least 94 in Enriched Algebra and a qualifying score on a placement exam administered in late June.
This fast-paced course covers the equivalent of Enriched Geometry and part of Enriched Algebra 2 and advanced topics from both courses. The course moves rapidly through a classical geometry curriculum emphasizing proof, logic, laws of inference, coordinate geometry, circle geometry, similarity of figures, and problem-solving with geometry. Enriched Algebra 2 and advanced topics include: graphing quadratic relations (ellipse and hyperbola), synthetic division, rational root theorem, absolute value equations and inequalities, quadratic inequalities, exponents and radicals, the complex number system, and an introduction to functions and logarithms. A departmental final exam will be given in June.

4302 ESSENTIALS OF ALGEBRA 2 (1 credit)
Prerequisite: Historically, students who are successful in this course receive a teacher recommendation AND have passed 4202 Essentials of Geometry.
Topics of study include foundations of Algebra 2, radicals, functions, complex numbers, exponents, logarithms, and probability.

4305 ALGEBRA 2 (1 credit)
Prerequisite: Historically, students who are successful in this course receive a teacher recommendation AND have passed 4205 Geometry 1.
Topics of study include rational and radical expressions and equations, inequalities, complex numbers, polynomial functions, exponential functions, logarithmic functions, conic sections, and topics in probability. A departmental final exam will be given in June.

4307 ENRICHED ALGEBRA 2 & TRIGONOMETRY (1 credit)
Prerequisite: Historically, students who are successful in this course receive a teacher recommendation AND have passed either 4209 Math 9 Honors or achieved a grade of 3.0 or better in 4207 Enriched Geometry.
This enriched course studies advanced algebra in the first semester and emphasizes trigonometry in the second semester. Algebraic topics include operations with rational expressions, radical expressions and equations, the complex number system, and continued study of functions with an in-depth look at exponential and logarithmic functions. Trigonometry topics include angles by rotation, trigonometric functions including advanced graphing, trigonometric identities, and their proof, solving trigonometric equations, triangle trigonometry, trigonometric formulas, and trigonometric inverse functions. An

introduction to probability and combinatorics may be explored. A departmental final exam will be given in June.

4402 ESSENTIALS OF TRIGONOMETRY (1 credit)
Prerequisite: Historically, students who are successful in this course receive a teacher recommendation AND have passed 4302 Essentials of Algebra 2.
This course studies the mathematical branch of trigonometry, including radian measure, the unit circle, sketching trig graphs, solving trig equations, and applications of trigonometry.

4405 TRIGONOMETRY & TOPICS IN PRE-CALCULUS (1 credit)
Prerequisite: Historically, students who are successful in this course receive a teacher recommendation AND have passed 4305 Algebra 2.
The first semester will be a complete study of trigonometry, including angles by rotation, graphs of all six trigonometric functions, trigonometric identities and their proof, solving trigonometric equations, triangle trigonometry, trigonometric formulas, and trigonometric inverse functions. The second semester will begin the study of pre-calculus. Topics will include polynomial and rational functions, complex numbers in trigonometric form, sequences, and series. A departmental final exam will be given in June.

4407 ENRICHED PRE-CALCULUS (1 credit)
Prerequisite: Historically, students who are successful in this course receive a teacher recommendation AND have passed 4307 Enriched Algebra 2 & Trigonometry.
This course extends the study of polynomial, rational, radical, exponential, and logarithmic functions, emphasizing graphing techniques and quick sketching. Other topics studied include complex numbers in trigonometric form and polar graphing, sequences and series, conic sections, optimization, limits, and continuity. A departmental final exam will be given in June.

4408 ADVANCED PRE-CALCULUS & CALCULUS A (1 credit)
Prerequisite: Historically, students who are successful in this course receive a teacher recommendation AND have achieved a grade of 3.0 or better in 4307 Enriched Algebra 2 & Trigonometry.
This course includes a further study of polynomial, rational, trigonometric, logarithmic, and exponential functions with an emphasis on graphing techniques and applications, complex numbers in trigonometric form, polar graphing, series and sequences, limits, and an introduction to differential calculus with applications to graphing, optimization, and area. A departmental final exam will be given in June.

4409 MATH 10 HONORS (1 credit)
Prerequisite: Historically, students who are successful in this course receive a teacher recommendation AND 3.0 or better in 4209 Math 9 Honors.
This course covers an intensive and accelerated study of trigonometric functions with applications, an introduction to probability and combinatorics, complex numbers in trig form, polar graphing, polynomial, rational, logarithmic, and exponential functions with an emphasis on graphing techniques and applications, sequences and series, limits, differential and integral calculus with applications to graphing, optimization, and area. A departmental final exam will be given in June.

4505 INTRODUCTORY COLLEGE CALCULUS (1 credit)

Prerequisite: This course targets students who have successfully completed Math 4405 Trigonometry & Topics in Pre-Calculus AND have a teacher recommendation.

This course is designed as an introductory course in differential calculus. Topics will include limits, continuity, differentiability, derivatives of different classes of functions, and applications of derivatives such as particle motion. This course is meant to be the culminating course in a five-year high school math program.

4506 INTRODUCTORY COLLEGE CALCULUS AND STATISTICS (1 credit)

Open to 12th-grade students

Prerequisite: Historically, students who are successful in this course have passed 4407 Enriched Pre-Calculus or 4408 Advanced Pre-Calculus & Calculus OR have received a teacher recommendation AND achieved a grade of 3.5 or better in 4405 Trigonometry & Topics in Pre-Calculus.

This non-AP course is for students desiring to study elements of both Calculus and Statistics in a single course. The course will explore topics such as limits, differential and integral calculus with applications, and key concepts and tools for collecting, analyzing, and drawing conclusions from data. An emphasis will be placed on collaborative and problem-based learning.

Students enrolled in this course may be eligible to earn 4 undergraduate Calculus credits through SUNY Westchester Community College (MATH 181). Students interested in pursuing college credit for this course must meet the WCC placement requirements.

4507 AP STATISTICS (1 credit)

Prerequisite: Historically, students who are successful in this course receive a teacher recommendation AND have achieved a grade of 3.5 or better in 4407 Enriched Pre-Calculus or a grade of 2.5 or better in 4408 Advanced Pre-Calculus & Calculus.

Students must make up all missed work and graded assessments if added within the first three cycles.

This course introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Four themes are evident in the course's content, skills, and assessment: exploring data, sampling and experimentation, probability and simulation, and statistical inference. Students use technology, investigations, problem-solving, and writing to build conceptual understanding as the College Board prescribes (overview available at AP Statistics). This course is for seniors only, and students must take the AP Examination that is offered in May.

4508 ADVANCED PLACEMENT AB CALCULUS (1 credit)

Prerequisite: Historically, students who are successful in this course receive a teacher recommendation AND have passed either 4409 Math 10 Honors or achieved a grade of 3.0 or better in 4408 Advanced Pre-Calculus & Calculus.

This course covers topics prescribed by the College Board. An overview is available at AP Calculus AB. Students must take the AP Examination in early May. After the AP Exam, our study of college-level calculus continues.

4509 ADVANCED PLACEMENT BC CALCULUS (1 credit)

Prerequisite: Historically, students who are successful in this course receive a teacher recommendation AND a grade of at least 3.0 in 4409 Math 10 Honors.

This course covers an intensive and accelerated study of applications of differentiation, methods, and applications of integration, differential equations, parametric and polar functions, and sequences and

series as prescribed by the College Board. An overview is available at AP Calculus BC. Students must take the AP Examination in May. After the AP Exam, a research project is required.

4609 ADVANCED TOPICS IN COLLEGE MATHEMATICS (1 credit)
Prerequisite: Historically, students who are successful in this course receive a teacher recommendation AND have passed 4508 Advanced Placement AB Calculus or 4509 Advanced Placement BC Calculus.
Topics in differential equations and multivariable calculus will be studied. In addition, topics in discrete math, topology, number theory, history of math, and/or linear algebra will be studied. The course will include projects with presentations.

Computer Science Courses

4501 AP COMPUTER SCIENCE PRINCIPLES (1 credit)
Open to 11th- and 12th-grade students
Computer Science Principles is an introductory college-level computing course that introduces students to the breadth of the field of computer science. Students learn to design and evaluate solutions and apply computer science to solve problems by developing algorithms and programs. They incorporate abstraction into programs and use data to discover new knowledge. Students also explain how computing innovations and computing systems—including the internet—work, explore their potential impacts, and contribute to a computing culture that is collaborative and ethical. Students must take the AP Examination offered in May.

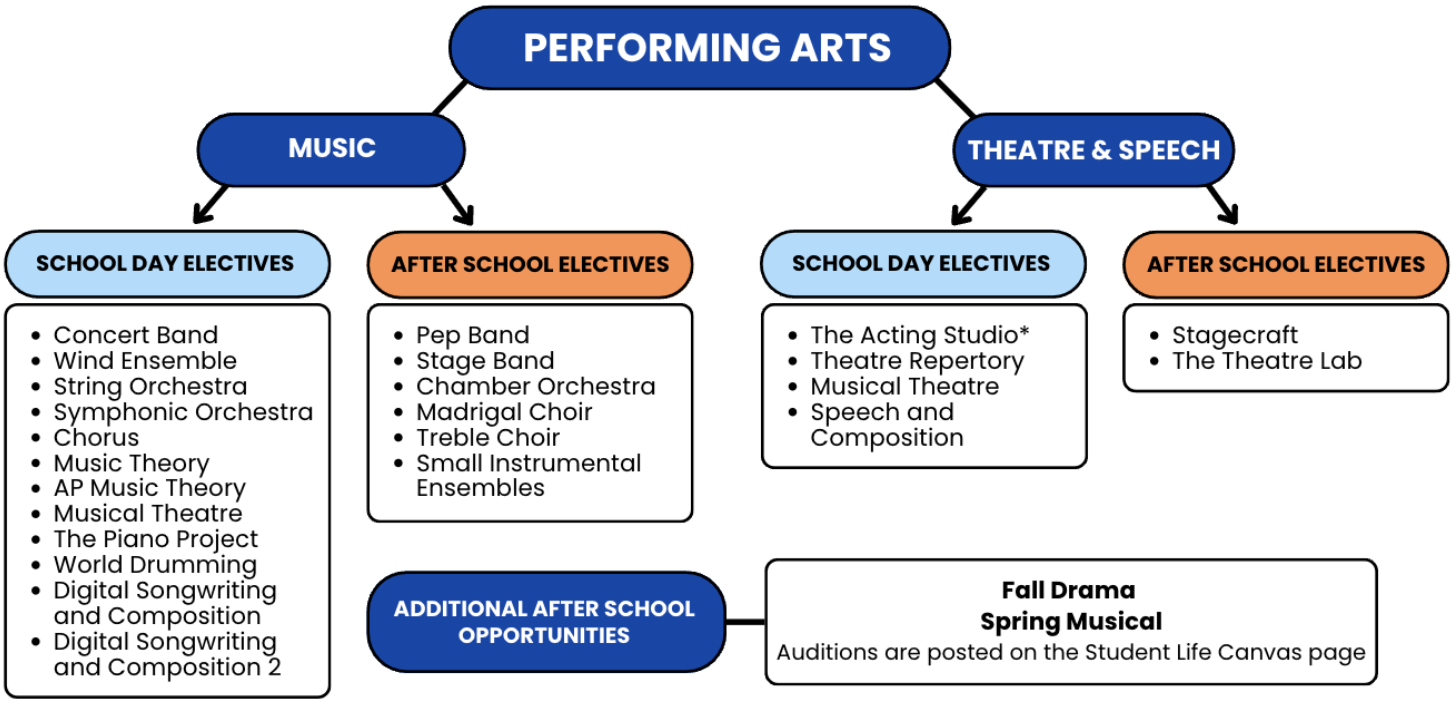
4502 COMPUTER SCIENCE IN JAVA (½ credit) - *Not NCAA-approved*
This course is open to all students.
This course introduces the student to object-oriented programming and the Java programming language. Topics covered include variable types, I/O, methods, objects, classes, parameters, one-dimensional arrays, strings, problem-solving, and structured programming habits.

4503 ADVANCED TOPICS IN COLLEGE COMPUTER SCIENCE (1 credit) - *Not NCAA-approved.*
Prerequisite: Historically, students who are successful in this class have completed 4502 Computer Science in Java AND either 4305 or 4307, including knowledge of sigma notation and logarithms, plus a recommendation from 4502 teacher.) This course is taught in the Java programming language. Topics include object-oriented program design, design and implementation of a set of interacting classes, data structures (Arrays, Arraylists, Stacks, Queues, Trees), recursion, runtime analysis of algorithms, tree traversals, sorts, searches, responsible use of computer systems. Students will have the option to take the Advanced Placement Computer Science A Examination in May.

PERFORMING ARTS

Greeley's Performing Arts Department offers students opportunities to explore their creativity and develop their talents through music, theater, speech, and dance. Courses emphasize collaboration, performance skills, and integrating artistic expression with critical thinking. The department encourages students to take risks, express themselves, and refine their craft in a supportive environment. With opportunities to participate in performances, ensembles, and productions, students build confidence, teamwork, and an appreciation for the arts as a vital form of communication and connection. Students engage in meaningful and innovative projects that prepare them for success in the performing arts and beyond.

Performing Arts Course Offerings



State Graduation Requirement: 1 credit of Arts

**college credit available*

Music Courses

All students at Greeley are encouraged to fully explore and develop their musical talents through a diverse range of performance-based and theory courses covering various genres and ensembles. There are music courses and performance groups for musicians of all levels - from novices to those who are more experienced! Students can participate in vocal groups like Chorus, Madrigal Choir, and Treble Choir, or instrumental ensembles such as Symphony Orchestra, Wind Ensemble, and Concert Band. Additionally, the department offers courses in music theory, digital songwriting, and specialized options like World Drumming and The Piano Project, ensuring a well-rounded musical education. Performance opportunities, including concerts and community events, are an integral part of the program, and students can also earn college credit through select courses.

FULL-YEAR MUSIC COURSES

5080 CHORUS (1 credit)
Open to incoming 9th-grade students
Incoming freshmen are especially encouraged to take Chorus.
Chorus is open to everyone who enjoys singing. This mixed ensemble performs challenging choral literature from many different cultures and styles. There are approximately four to six performances annually. Chorus is the foundation of the vocal music program at Greeley. Rotations are required for all students involved in major performing organizations. Rotations are small group lessons scheduled during a student's available time. Students in two ensembles alternate rotations between the two groups.

5005 MADRIGAL CHOIR (Pass/Fail, ½ credit for full year)
Open to incoming 9th-grade students
Madrigal Choir consists of 12 to 16 singers chosen by audition. Only students enrolled in Chorus are eligible. This a cappella ensemble sings challenging music chosen in a variety of styles and languages. There are 4 to 6 concerts annually and performances throughout the community.
* ***Please note that this is an after-school class.***

5035 TREBLE CHOIR (Pass/Fail, ¼ credit for full year)
Open to incoming 9th-grade students
Incoming freshmen are especially encouraged to audition for this ensemble.
Treble Choir performs choral music written in the Alto/Soprano range. Rehearsals occur on Tuesdays after school from 2:45 to 3:30 PM, and performances occur at the chorus concerts in December and May. They perform challenging pop and classical music arrangements, often a cappella. There are public concerts scheduled during the year.
* ***Please note that this is an after-school class.***

5077 STRING ORCHESTRA (1 credit)
Prerequisite for incoming 9th-grade Orchestra students and open to all grades
This ensemble allows students who play string instruments to perform string orchestra literature encompassing diverse styles and periods. It is an active performing group that concentrates on ensemble playing, technique, and preparing a strong musical foundation for the Symphony Orchestra. All students are encouraged to join the Symphony Orchestra in their sophomore year. Small group lessons are required for all students involved in major performing organizations and are scheduled during a student's available time.

5075 SYMPHONY ORCHESTRA (1 credit)
Open to 10th-, 11th-, and 12th-grade students
This ensemble is organized to provide opportunities to instrumentalists in an orchestral setting. It is open to all 10th-, 11th-, and 12th-grade string players and auditioned 10th- through 12th-grade incoming woodwind, brass, and percussion players. Accepted woodwind, brass, and percussion players must participate concurrently in the Wind Ensemble. Each year, the goal is to acquaint the student with as wide a range of orchestral literature and styles as possible and prepare these pieces for public performance. There are four to six performances annually. Rotations are required for all students involved in major performing organizations. Rotations are small group lessons scheduled during a student's available time. Students in two ensembles alternate rotations between the two groups.

5015 CHAMBER ORCHESTRA (Pass/Fail, ½ credit for full year)
Open to incoming 9th-grade students and all grades
Chamber Orchestra performs repertoire written for a smaller ensemble. The group's core is a string orchestra, with selected winds and brass players added to complete the instrumentation. The ensemble meets weekly on Thursday evenings. Instrumentalists must be currently enrolled in Band or Orchestra. Auditions are held in September.
* ***Please note that this is an after-school class.***

5020 SMALL INSTRUMENTAL ENSEMBLES (Pass/Fail, ¼ credit for full year)
Open to incoming 9th-grade students and all grades
String, woodwind, brass, and percussion ensembles may be formed from the larger ensembles. Small ensembles are coached and given opportunities to perform in our chamber music series. Participation in this course requires previous years of study of an instrument.
* ***Please note that this is an after-school class.***

5065 CONCERT BAND (1 credit)
Open to incoming 9th-grade students and all grades
The Concert Band is a performance-based course designed to develop instrumentalists and enhance their musical skills and ensemble experience. Students will study and perform a variety of wind band repertoire, focusing on tone quality, rhythm, balance, and expression. The course emphasizes fundamental techniques, sight-reading, and ensemble collaboration. Performances at concerts and school events are a required part of the curriculum. This course is open to all students with prior instrumental experience. Rotations are required for all students involved in major performing organizations. Rotations are small group lessons scheduled during a student's available time. Students in two ensembles alternate rotations between the two groups.

5070 WIND ENSEMBLE (1 credit)
Open to 10th-, 11th-, and 12th-grade students
Open to incoming 9th-grade students with Teacher Recommendation
All band students who wish to perform in the Symphony Orchestra must audition for that group and be enrolled in course 5085 Wind Ensemble and Symphony Orchestra upon acceptance.
The Wind Ensemble is a premier performance course for advanced instrumentalists, focusing on studying and performing diverse and challenging wind band literature. Students will refine their technical skills, musicality, and ensemble collaboration through rehearsals and concerts. The curriculum emphasizes tone production, advanced sight-reading, and interpretation across various musical styles. Participation in concerts, festivals, and competitions is required, showcasing the ensemble's growth and dedication. This course fosters discipline, artistry, and a deeper appreciation for music in a collaborative setting. Rotations are required for all students involved in major performing organizations. Rotations are small group lessons scheduled during a student's available time. Students in two ensembles alternate rotations between the two groups.

5025 STAGE BAND (Pass/Fail, ½ credit for full year)
Open to incoming 9th-grade students and all grades
Open to current members of the Concert Band or Wind Ensemble
The Stage Band is based on the instrumentation of the traditional Big Band. It performs swing, blues, be-bop, and fusion pieces by composers such as Duke Ellington, Count Basie, and Thelonious Monk. The group performs at many school and community functions. It is open to current members of the Concert or Wind Ensemble. Rehearsals are held one evening per week. Admission is by audition only. Auditions are scheduled in June. * ***Please note that this is an after-school class.***

5088 CHORUS/WIND ENSEMBLE (1 credit)
Open to 10th-, 11th-, and 12th-grade students
This course is for students in grades 10 through 12 who wish to participate in both Band and Chorus. See descriptions of each course above.

5095 CHORUS/SYMPHONY ORCHESTRA (1 credit)
Open to 10th-, 11th-, and 12th-grade students
This course is for students in grades 10 through 12 who wish to participate in both chorus and symphony orchestra. See descriptions of each course above.

5085 WIND ENSEMBLE /SYMPHONY ORCHESTRA (1 credit)
Open to 10th-, 11th-, and 12th-grade students
This course is for students in grades 10 through 12 who wish to participate in both symphonic band and symphony orchestra. Open to all auditioned woodwind, brass, and percussion players.

5030 ADVANCED PLACEMENT MUSIC THEORY (1 credit)
Prerequisite: Music Theory or permission of instructors.
The primary purpose of Advanced Placement Music Theory is to develop students' abilities to recognize and understand the tonal-rhythmic nature of music that is heard or read in score. The course will provide a thorough grounding in the following: fundamental terminology and notational skills, elementary composition, visual analysis, and aural skills. The AP Examination in Music Theory will test the student's understanding of musical structure and compositional procedures.

SEMESTER MUSIC COURSES

5040 MUSIC THEORY (½ credit)
Open to incoming 9th-grade students
This course is an overview of how music works and where you will learn the skills you need to compose and arrange music. We begin with a review of fundamentals, or basic building blocks of music, then progress through a study of techniques, including basic keyboard skills, counterpoint, and harmonic analysis. Identifying chords/intervals by ear and sight reading are integral parts of the course. Music Theory is strongly recommended for all band, chorus, and orchestra students and those who create their own music outside of school. *Prerequisite for AP Music Theory.*

5055(F)/5057(S) DIGITAL SONGWRITING AND COMPOSITION 1 (½ credit)
Open to incoming 9th-grade students
Students actively engage in musical creation in Digital Songwriting and Composition 1. Using programs such as GarageBand, Logic Pro X, and Final Cut Pro, students will create covers of their favorite songs and even begin finding their own sound and style of composition. Musicians of all experience levels are welcome, including those without experience.

5058 DIGITAL SONGWRITING AND COMPOSITION 2 (½ credit)
Prerequisite: Digital Songwriting and Composition 1
Digital Songwriting and Composition 2 students explore GarageBand, Logic Pro X, and other compositional software programs in greater depth. Projects will be similar to those completed in Songwriting and Composition 1 but will be larger in scale and created using more advanced and sophisticated techniques.

5050 PEP BAND (F) (Pass/Fail, ¼ credit for first semester)
Open to incoming 9th-grade students and all grades
Incoming freshmen are especially encouraged to join the Pep Band.
The Pep Band performs at all Greeley Varsity Football games during the fall. The band rehearses twice a week during the football season, and its flexible scheduling can accommodate those students who are also in a fall sport. The pep band is comprised of woodwind and brass players, as well as an electric bass, drum set, and guitar. No audition is required—just a passion for playing rock classics, jazz styles, and team cheers to lead the Quakers to victory! Free food is provided to all band members at the games. * ***Please note that this is an after-school class.***

5071 WORLD DRUMMING (½ credit)
Open to incoming 9th-grade students and all grades
Students will discover the vibrant rhythms and cultures of the world in this engaging one-semester course. In World Drumming, we will explore traditional drumming techniques, patterns, and instruments from diverse regions, including Africa, Latin America, the Caribbean, and Asia. Through hands-on practice and cultural studies, this course fosters an appreciation for global music traditions, teamwork, and creative expression. No prior musical experience is required - just a love of rhythm and curiosity about the world!

5250 THE PIANO PROJECT (½ credit)
Open to incoming 9th-grade students and all grades
This course welcomes students of all skill levels—beginners, intermediates, and advanced—to explore the art of solo piano performance. It offers instruction in classical, Jazz, and Pop piano. Students will develop technical skills, creativity, and confidence through sheet music reading, rhythm, scales, chords, improvisation, and composition exercises. They will also have multiple performance opportunities. This course provides a supportive and engaging environment for students to grow as musicians and collaborate with other performers.

Theatre & Speech Courses

All students are encouraged to explore their creative potential by taking artistic risks and collaborating with peers in a safe, supported environment. A variety of courses are available, some repeatable for credit, and several offer SUNY college credit. All theatre courses fulfill the New York State arts requirement. Speech Communication is recommended for all students to enhance the speaking and listening skills necessary for high school and college. Some courses marked with an asterisk (*) may be repeated for credit. Classes generally meet three out of six days in the rotation. Theatre Repertory Company requires an audition and meets four out of six days.

FULL-YEAR THEATRE & SPEECH COURSES

5200 THEATRE REPERTORY COMPANY* (1 credit)
Open to students in 10th-, 11th-, and 12th-grade
Open by audition to students who have completed a minimum of 2 semesters of theatre courses.
Open by audition and with special permission of the instructor to students with past advanced acting experience.
Theatre Repertory Company is an advanced acting class designed for students who wish to pursue intensive conservatory training in performance and design. Auditions will be held in the spring semester.

SEMESTER THEATRE & SPEECH COURSES

5233(F)/5234(S) THE ACTING STUDIO (½ credit)
Open to incoming 9th-grade students and all grades
This class is a dynamic, experiential course for students of all levels, providing an in-depth exploration of acting, theatre, and performance. This flexible, ongoing class evolves each semester, providing fresh challenges and experiences every time it's taken. Whether you're a beginner or an experienced student, this course allows you to build a strong foundation in acting while continuously expanding your skills and creative expression. Students will explore key aspects of theatre, including acting techniques, improvisation, scene study, playwriting, and performance while gaining a deeper understanding of the roles of the actor, director, designer, and playwright. The course includes reading plays, writing scenes, and viewing performances to broaden students' understanding of the craft. The emphasis is on creative exploration, personal growth, and developing strong acting skills. Students will unlock their potential through structured exercises and improvisation, improve their stage presence, and gain valuable performance experience.

The Acting Studio can be taken year after year, with each session offering new content, fresh challenges, and continued growth in a supportive studio environment. Each level will appear on your transcript, reflecting your progress and dedication to the craft. Students may also be eligible to earn 2 undergraduate credits through SUNY Westchester Community College for the course *THEAT 101 Introduction to Theatre* for two semesters (up to 4 credits). Students can pay a discounted fee and receive a SUNY transcript for this course.

5240 SPEECH COMMUNICATION (½ credit)
Open to incoming 9th-grade students and all grades
Students learn to communicate verbally and non-verbally and gain practical experience in various public speaking situations. Course activities include vocal technique exercises, speech writing strategies, and approaches to overcoming communication apprehension. Students work individually and in small groups to develop their communication skills.

5225(F)/5227(S) STAGECRAFT* (Pass/Fail, ½ credit per semester)
Open to incoming 9th-grade students and all grades
This class gives the student background in the many areas of technical theatre and backstage work. The student learns about set design, construction, lighting, sound, props, costumes, and makeup. Classes will meet every Thursday after school in the auditorium in addition to frequent Saturday meetings.
* ***Please note that this is an after-school class.*** *Students must complete lab hours for actual productions outside of class. You must be free to work after school and on weekends much of the time.*

5230 MUSICAL THEATRE (½ credit)
Open to incoming 9th-grade students and all grades
Musical Theatre is a vibrant, student-driven course that blends acting, singing, and dancing to create well-rounded, versatile performers. Students will break the boundaries between actor, singer, and dancer, selecting and staging individual and ensemble pieces across various styles and genres. Each unit culminates in live performances, helping students develop movement, character work, and stage presence. Perfect for all skill levels, Musical Theatre fosters creative growth, builds confidence, and immerses students in the excitement of live musical performance.

5235 THE THEATRE LAB: Performance in Practice* (Pass/Fail, ½ credit per semester)
Open to incoming 9th-grade students and all grades
This class is an advanced, student-centered course for artists looking to deepen their understanding of the rehearsal and performance process through a blend of practical application and guided study. The course emphasizes research, inquiry, and self-reflection to drive artistic growth. Students will develop an inquiry question that guides their exploration of character development, script analysis, and performance techniques. Through independent study, reflective journaling, one-on-one coaching, and ensemble workshops, students will refine their skills and collaborate with peers to enhance their craft. The course encourages students to explore physicality, emotional depth, and the collaborative process, while providing tools to strengthen their acting technique and create more dynamic, emotionally resonant performances. By the end, students will have honed a reflective, inquiry-driven approach to performance, preparing them for advanced artistic expression and stage work.
* ***Please note that this is an after-school class.*** *Students must complete lab hours for actual productions outside of class. You must be free to work after school on the mainstage production.*

PHYSICAL EDUCATION

The Physical Education department at Greeley offers a variety of courses that encourage students to develop their fitness and athletic skills across different activities. In 9th grade, students explore health-related fitness and participate in individual, dual, and team sports. In 10th through 12th grade, students can choose from semester courses that focus on personal fitness, strength training, net sports, and team sports. These courses are designed to improve physical and mental health, promote teamwork and sportsmanship, and provide lifelong fitness skills. **NYSED requires all students to take Physical Education each year.** Please see the Horace Greeley Student Handbook for the Physical Education Class Policy.

Grade	Course	Requirements	Credits
9	Physical Education 9	2 semesters	¼ credit each
10, 11, 12	Physical Education (PF)	1 semester	½ credit
10, 11, 12	Physical Education (ST)	1 semester	½ credit
10, 11, 12	Physical Education (NS)	1 semester	½ credit
10, 11, 12	Physical Education (TSG)	1 semester	½ credit

* NOTE: We will offer hands-only CPR training. This requirement will be met as part of the 10/11/12 grade course elective classes.

1. The first scheduled physical education course must be 9th-grade physical education.
2. During sophomore, junior, and senior years, students must take one semester each year.

3500(F)/3502(S) PHYSICAL EDUCATION 9 (full year) (½ credit for the full year)
Open to incoming 9th-grade students
The course of study includes concepts of health-related fitness and skill-related fitness. Students will be introduced to the fitness center and taught proper mechanics. Students will participate in individual, dual, and team sports, as well as in group decision-making.

Semester Courses for 10th, 11th, and 12th Graders

3520 PHYSICAL EDUCATION (PF) (½ credit)
The course *Physical Education: Personal Fitness* will help students connect the mind and body. It is designed to improve overall physical and mental health regardless of a student's fitness level. The course gives students the tools to maintain a less stressful and healthier life. Units may include yoga, pilates, meditation, cardio, and flexibility/recovery workouts.

3545 PHYSICAL EDUCATION (ST) (½ credit)
The *Physical Education: Strength Training* course will meet in the fitness center. It will address the following fundamental health-related fitness concepts: muscular strength and endurance, flexibility, and body composition. Students will be instructed on the protocols for setting up a personal fitness

program, emphasizing strength training. They will participate and assess themselves throughout the course.

3515 PHYSICAL EDUCATION (NS) (½ credit)
The course *Physical Education: Net Sports* will focus on team, dual, and individual net sports. This course is designed for students to participate in lifelong physical activities and will be suitable for maintaining a health-enhancing fitness level. Units within this class may include badminton, pickleball, volleyball, spike ball, tennis, nitroball, cross net, Faust ball, and eclipse ball. Emphasis will be placed on developing students' hand-eye coordination, teamwork, and sportsmanship.

3505 PHYSICAL EDUCATION (TSG) (½ credit)
The course *Physical Education: Team Sports and Games* provides a performance standard for developing the skills needed to engage in the game, sport, or task successfully. The skills required may not include all possible skills related to the game but rather those necessary for full participation within the standard rules of the game. In addition, students should show their ability to play strategically, play according to the most important rules, and play so that all involved have a positive experience. The activities may include team sports such as basketball, soccer, football, ultimate frisbee, team handball, floor hockey, nitroball, diamond sports, and elementary throwbacks.

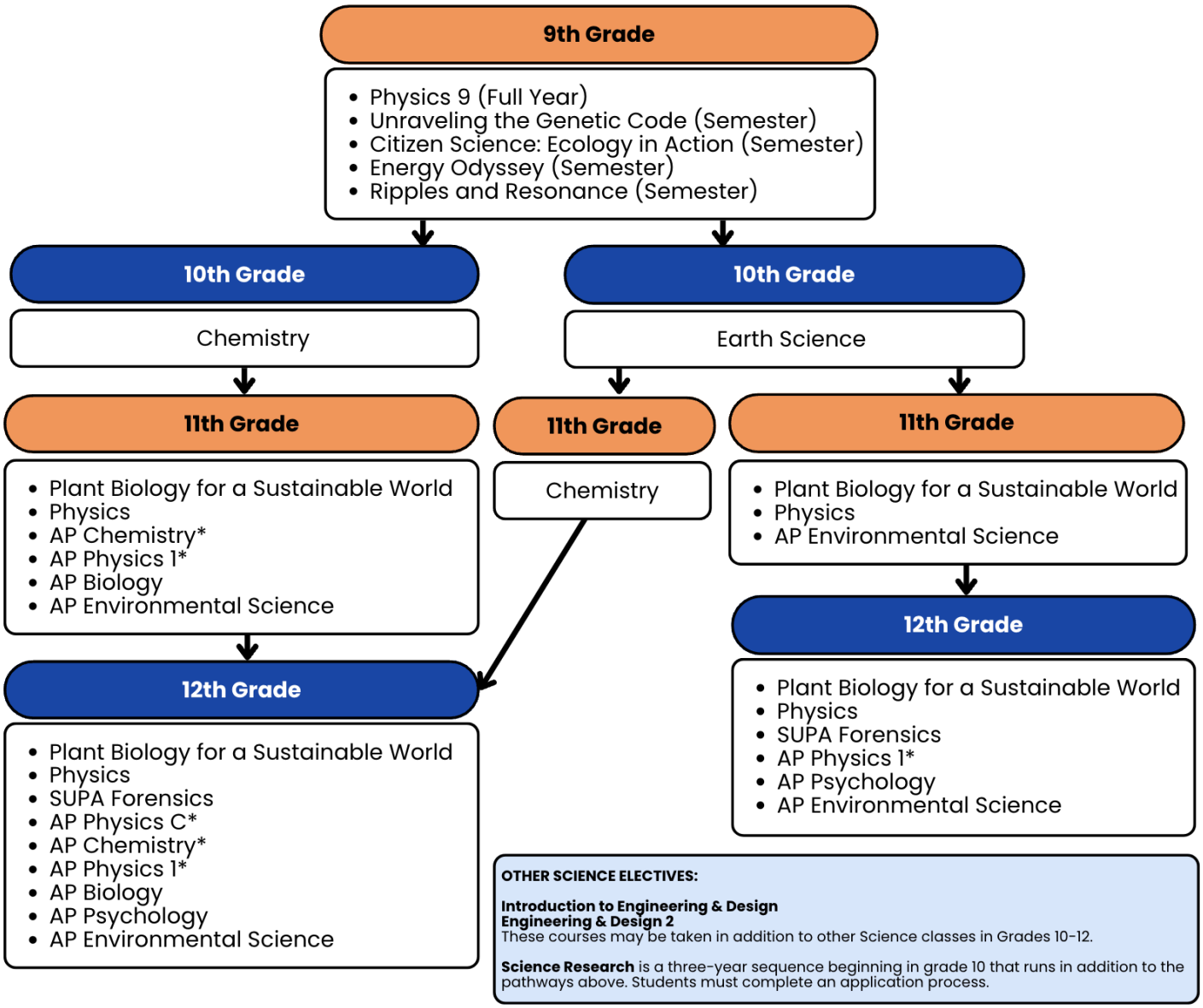
HEALTH EDUCATION

9200(F)/9201(S) HEALTH EDUCATION (½ credit)
Open to 10th-, 11th-, and 12th-Grade students
The philosophy of Health Education is to provide students with the knowledge and skills necessary to develop lifelong health-enhancing behaviors. To discover the information in the curriculum standards, students will study the following: accessing information, stress management, conflict resolution, communication, refusal skills, decision-making, goal setting, advocacy, and the analysis of influences. These skills will support their continued development within the social-emotional competencies of self-awareness, self-management, responsible decision-making, relationship skills, and social awareness. This course meets both the New York State Standards in Health Education and the National Health Education Standards.

SCIENCE

The Science Department provides a comprehensive curriculum to engage students in exploring the natural world, foster critical thinking, and build STEM skills. Foundational courses for 9th graders, advanced placement options, and unique electives like Engineering and Design or the Science Research Program allow students to tailor their learning to their interests and goals. Emphasizing hands-on experiences, interdisciplinary connections, and preparation for future academic or career pursuits, the department supports diverse scientific discovery and innovation pathways.

SCIENCE COURSE SEQUENCE



Important placement information:

1. Second Science requests are filled based on seniority and availability.
2. AP and SUPA courses represent a *significant jump* in difficulty and workload from other science courses. It is *strongly* recommended that students wishing to take:
    a. one AP or SUPA science course, have at least a 3.0 in two prior science courses.
    b. two AP have a 4.0 in two prior science courses.

Mathematics Recommendations for Science Classes	
Science Course	**Recommended Mathematics Course**
AP Physics 1	Mastery of 4409 Math 10 Honors or 4307 Enriched Algebra 2 and Trigonometry; **OR** completion of Physics
AP Physics C	The *minimum* level of math recommended is mastery of 4508 AB Calculus or 4509 BC Calculus
AP Chemistry	Mastery of 4409 Math 10 Honors or 4307 Enriched Algebra 2 and Trigonometry

Science Courses

6091 RIPPLES & RESONANCE (Physical Science: ½ credit)*
Open to incoming 9th-grade students
In this 9th-grade semester-long course, students learn about sound and light waves. Through hands-on experience and classroom projects, students will analyze wave behavior, the transfer of wave energy, and will explore how we perceive the natural world through sound and light. This course provides an opportunity to develop critical thinking skills and design STEM projects around these topics.

6092 ENERGY ODYSSEY (Physical Science: ½ credit)*
Open to incoming 9th-grade students
In this 9th-grade semester-long course, students learn about electricity, how it is made, and how it is used. Through hands-on experience and STEM projects, students will explore the skills needed to harness energy. This course provides an opportunity to develop critical thinking skills and engage in engineering projects.

6093 UNRAVELING THE GENETIC CODE (Life Science: ½ credit)*
Open to incoming 9th-grade students
This 9th-grade semester-long course invites students to delve into the intricate world of genetics. Through hands-on laboratory experiments, students will explore the structure and function of DNA to understand its profound implications in the real world. This course allows students to enhance their analytical thinking and develop new skills, such as gel electrophoresis, in a lab setting.

6094 CITIZEN SCIENCE: ECOLOGY IN ACTION (Life Science: ½ credit)*
Open to incoming 9th-grade students
This engaging 9th-grade semester-long course will help students become active participants in real-world ecological research. Through fieldwork, classroom experiences, and global data collection, students will explore ecosystems, biodiversity, and environmental conservation. This course provides a unique opportunity to develop critical thinking skills and become environmental stewards, making a tangible impact on the planet's future.

* These courses are subject to change before the start of the 2025-2026 school year.

6000 EARTH SCIENCE (Physical Science: 1 credit)
Open to 10th-, 11th-, and 12th-grade students
This course of study is designed to engage students in investigating their world and integrating scientific principles. Students will gain a new understanding of the world around them and the change processes.

6005 LIFE SCIENCE: BIOLOGY (Life Science: 1 credit)
This Regents course will include significant themes and elements of the State Education Department's curriculum, but it is not limited to them. Topics will include biochemistry, the structure and processes of cells and organisms, reproduction and development, heredity, evolution, and ecology. Frequent lab work will stress the design and implementation of the experimental process, with required written reports. Successful completion of the laboratory requirements is required. Students are required to take the Regents exam as their final exam.

6095 PHYSICS 9 (Physical Science: 1 credit)
This course aims to instill curiosity about the natural world. The course will introduce ninth-grade students to physics concepts such as motion, forces, energy, electromagnetism, and waves. Hands-on experiments, interactive demonstrations, and engaging discussions will bring concepts to life. Students will be encouraged to ask questions, make predictions, and experiment to discover the answers. The curriculum uses inquiry-based learning to enhance critical thinking and problem-solving skills.

6010 CHEMISTRY (Physical Science: 1 credit)
Open to 10th-, 11th-, and 12th-grade students
This course follows the curriculum described by the State Education Department. Topics include atomic structure, chemical bonding, chemical periodicity, acids and bases, equilibrium, oxidation/reduction and electrochemistry, nuclear chemistry, and organic chemistry. Successful completion of the laboratory requirement is required for course credit. This course is a prerequisite for AP Chemistry and other AP Sciences.

6020 PHYSICS (Physical Science: 1 credit)
Open to 11th- and 12th-grade students
This physics course offers a survey of topics spanning the Mechanical and Electro-Magnetic Universe. Units of study include Mechanics (the mathematical study of motion), Energy, Electromagnetism, Waves, Circuits, Geometric Optics, and additional topics if time permits. The curriculum will use lectures, labs, and hands-on experiences to foster a mathematical understanding of the subject and promote critical thinking skills. The course is most appropriate for those students wanting to learn about the foundations of Physics. Completing this course in 11th grade will make the student eligible for AP Physics 1 in 12th grade with the teacher's recommendation.

6003 INTRODUCTION TO ENGINEERING AND DESIGN (Elective: ½ credit)
Open to 10th-, 11th-, and 12th-grade students
This semester-long course covers Computer-Aided Design (CAD), basic electrical engineering, an introduction to robotics, basic programming, and the design process. Although not a prerequisite, it prepares students for further engineering and computer science studies and Java and Computer Science classes.

6004 ENGINEERING AND DESIGN 2 (Elective: ½ credit)
Open to 10th-, 11th-, and 12th-grade students
Prerequisite: Introduction to Engineering and Design
This course will be a hands-on, problem-based experience for the students. Students will explore the proper use of tools and machines. They will evaluate materials and best use. They will follow a Systems model approach. Students will design, build, and monitor several hydroponics systems. Students will design and build a working animatronic prop with sound, motions, and light.

Advanced Science Courses

GUIDELINES FOR APPROPRIATE SCIENCE PLACEMENT
Immediately below each course title is a description designed to help students and parents determine the suitability of a particular course based on the student's science history.

6025 PLANT BIOLOGY FOR A SUSTAINABLE WORLD (Life Science: 1 credit)
Open to 11th- and 12th-grade students
We depend on plants for the food we eat and the air we breathe, but we often take plants for granted. This course will explore how plants evolved, their anatomy, identification, physiology, plant breeding, and conservation of endangered species. We also investigate plant interactions with other species, such as competitors, pollinators, and herbivores, and with a changing environment due to human activities. Students learn how they can contribute to mitigating species loss by creating pollinator gardens/wildlife habitats and removing invasive species on their own properties and at school. Students will design and conduct group/individual projects and labs in the new Sustainability Research Center Greenhouse and our pollinator gardens. Students will create their own electronic portfolios to record their observations and work, which can be helpful when applying to colleges.

6035 ADVANCED PLACEMENT BIOLOGY (Life Science: 1 credit)
Open to 11th- and 12th-grade students
Historically, students who are successful in this course receive a teacher recommendation AND have passed Living Environment and Chemistry with a grade of 3.0 or better.
This rigorous college-level course delves into biochemical, cellular, molecular, and ecological concepts, with evolution as a unifying theme. With a strong emphasis on molecular biology, the course moves rapidly and demands a significant time commitment from students. This course covers topics the College Board prescribes. A summer assignment, available on the Student Life Canvas page in June, is required and should be completed before the start of the academic year. Completion of the course includes taking the AP Examination in May. For more information from the College Board, see the overview for AP Biology.

6040 ADVANCED PLACEMENT CHEMISTRY (Physical Science: 1 credit)
Historically, students who are successful in this course receive a teacher recommendation AND have passed Chemistry and either Math 10 Honors (4409) or Enriched Algebra 2 and Trig (4408) with a grade of 3.0 or better.
This course is the equivalent of a chemistry course taken in the first year of college. This course is an intensive and accelerated study of topics such as the structure of matter, kinetic theory of gases, chemical equilibria, chemical kinetics, and the basic concepts of thermodynamics will be considered in depth. The class will be presented in a problem-solving, laboratory-based context. Emphasis will be

placed on mastering chemical calculations and the mathematical formulation of chemical principles. This course covers topics the College Board prescribes. Students will check the Student Life Canvas page in June for the summer assignment. The Advanced Placement Examination is required for the successful completion of the course. Text: Chemistry, 9th Edition, Steven S. Zumdahl: Houghton/Mifflin. For more information from the College Board, see the overview for AP Chemistry.

6047 ADVANCED PLACEMENT PHYSICS 1 (Physical Science: 1 credit)
Open to 11th- and 12th-grade students
Historically, students who are successful in this course have achieved a grade of 3.5 or better in Enriched Algebra 2 & Trig 4307 or a grade of 3.0 or better in Math 10 Honors 4409, OR a 3.5 or better in 6020 Physics.
This course offers a mathematical survey of Classical Mechanics topics and is most appropriate for students wanting to pursue a career in one of the STEM fields. Units of study include translational mechanics, rotational mechanics, energy, momentum, fluid dynamics, and oscillatory motion. This highly mathematical course develops skills in logical reasoning, experimental design, and data collection and analysis. Students must take the AP exam in May to successfully complete the course. See an overview from the College Board at AP Physics 1.

6050 AP PHYSICS C: MECHANICS, ELECTRICITY & MAGNETISM (Physical Science: 1 credit)
Open to 12th-grade students only
Science Prerequisite: AP Physics 1
Math Recommendation: It is highly recommended that students have *completed* *Math 4508 (AP Calculus AB) or Math 4509 (AP Calculus BC) prior to taking AP Physics C.*
This is a calculus-based course following the standard curriculum for first-year college physics and engineering students and is most appropriate for those students wanting to pursue a career in one of the STEM fields. The course covers two complete one-semester AP curricula with a strong reliance on calculus in problem-solving: Physics C: Mechanics, and Physics C: Electricity & Magnetism (overview available at: Physics C: Mechanics and Physics C: Electricity & Magnetism). Students must take at least one of the two 3-hour AP exams (given on different days) in May to successfully complete the course.

6055 ADVANCED PLACEMENT ENVIRONMENTAL SCIENCE (Life Science: 1 credit)
Open to 11th- and 12th-grade students
Historically, students who are successful in this course receive a teacher recommendation AND have passed 2 sciences. Due to the quantitative analysis required in the course, students should also have taken at least one year of algebra.
This course will provide students with the scientific principles, concepts, and methodologies required to understand the inter-relationships of the natural world. This course covers topics prescribed by the College Board. The Advanced Placement Examination is required for successful completion of this course. Text: Environment: *The Science Behind the Stories*, Withgott and Brennan: Pearson Publishers. See an overview from the College Board at AP Environmental Science.

6060 ADVANCED PLACEMENT PSYCHOLOGY (Life Science: 1 credit)
Open to 12th-grade students only
Historically, students who have been successful in this course have achieved a 3.0 in two prior science classes.

AP Psychology is ideal for students interested in studying human behavior and mental processes scientifically. During this course, students will learn the following science practices: concept application, research methods and design, data analysis, and argumentation. This course covers topics the College Board prescribes. This course is for seniors only, and students must take the AP Examination that is offered in May. For an overview from the College Board, please visit AP Psychology.

6085 FORENSIC SCIENCE (Syracuse University Project Advance CHEM 113) (Physical Science: 1 credit)
Open to 12th-grade students only
Prerequisite: Two years of science.
This course is intended to provide an introduction to understanding the science behind crime detection. Recent advances in scientific methods and principles have enormously impacted law enforcement and the entire criminal justice system, and this course will present several methods relevant to crime detection and analysis. The course will emphasize the techniques used in evaluating physical evidence; laboratory exercises will include techniques commonly employed in forensic investigations. Topics included are blood analysis, organic and inorganic evidence analysis, microscopic investigations, hair analysis, DNA, drug chemistry and toxicology, fiber comparisons, paints, glass composition and fragmentation, fingerprints, soil comparisons, and arson investigations. This is a college course offered through Syracuse University, and students paying the (discounted) fee for Syracuse University credit will receive a Syracuse University transcript. Successful completion of this course may earn students 4 credits from Syracuse. Students may opt to take the course for high school credit and not as a SUPA course.

Science Research Program

These courses are open to students with outstanding ability and interest in science. They are taken in addition to the standard science sequences at Greeley.

6064 INTRODUCTION TO SCIENCE RESEARCH (Elective: 1 credit)
This highly selective program is offered to motivated sophomores with a keen interest in science. Application for admission is made mid-way through the freshman year. Students will learn several basic skills required to conduct science research. Students will pursue a topic of interest and focus on that topic during the first year. The course covers literary search techniques, oral and written presentation skills, problem-solving, and experimental design. Students will be prepared to pursue independent research over the summer and need to have their data collected by the end of October in junior year to stay in the program should they choose to continue in the advanced science research program. This course is optional and is taken in addition to the core science course in which students are enrolled. Students will check the Student Life Canvas page in June for the summer assignment. Students will be required to submit an application, which includes several essays. Applications will be available online on Greeley's website.

6070 SCIENCE RESEARCH (Elective: 1 credit)
Prerequisites: Introduction to Science Research, a mentor, and completing a summer assignment.
This course is intended for students who have completed the Introduction to Science Research course. It offers them the opportunity to work on an independent research project. Students are encouraged to work with mentors from the scientific community. The intent is to prepare the students to design and implement an authentic scientific research project and finish their data collection by the end of

October. Students will complete a research paper in the fall and then create research presentations in poster format for WESEF and JSHS. Scheduled group (three classes a cycle) and individual meetings (during the school day but outside class time) are required. In the spring, a research presentation will be required in poster format at the Horace Greeley High School Science Research Symposium. Students will check the Student Life Canvas page in June for the summer assignment. Students must work at least five hours outside of scheduled class per week.

6075 ADVANCED SCIENCE RESEARCH (Elective: 1 credit)

Prerequisites: Science Research. Summer work and data collection will be done by the end of the summer. Students must complete all data collection and/or data analysis before the first day of school.

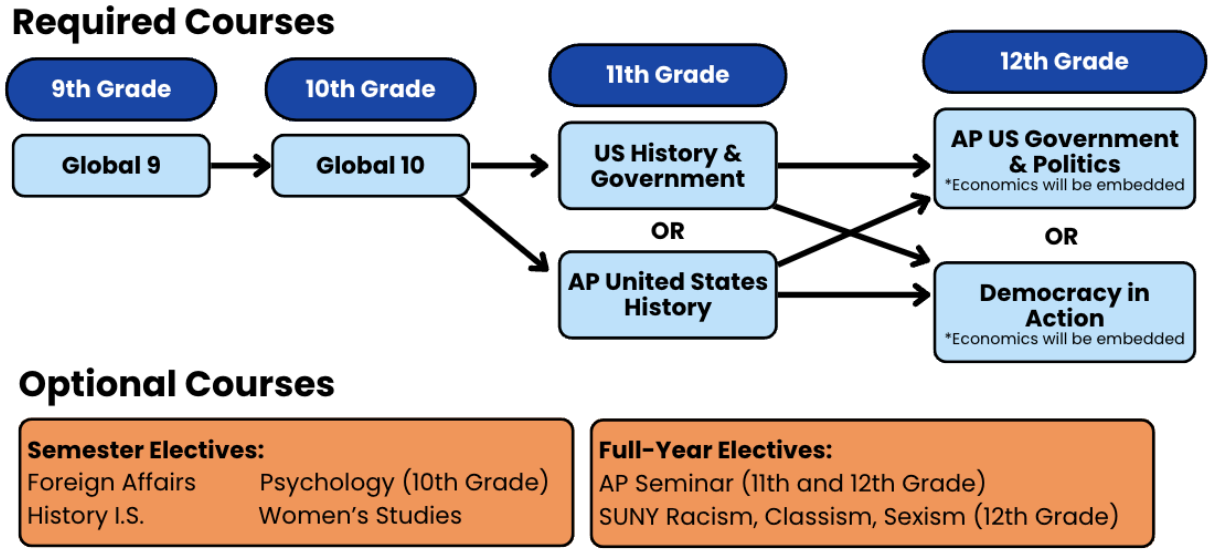
Students in this course will focus on communicating their science research projects in three formats: oral presentation, written paper, and poster presentation. Students must submit their research papers and posters to local, regional, statewide, and national competitions, including Regeneron Science Talent Search. Attendance at local competitions (STS, JSHS, and WESEF) is mandatory. Students must also participate in the Horace Greeley High School Science Research Symposium in the Spring. Scheduled group (three classes a cycle) and individual meetings (during the school day but outside class time) are required. Students must work at least five hours a week outside of class to prepare their project for presentation. The time commitment in the Fall of Senior year can be significant. In late Spring, seniors will collaborate on a Senior Choice project. Students will check the Student Life Canvas page in June for the summer assignment.

SOCIAL STUDIES

Social Studies applies multiple lenses to the human experience, including politics, economics, race, class, sexuality, and gender. The social studies program at Horace Greeley prepares students to become informed and involved members of a democratic society and to enter a world of work and service increasingly defined by collaboration, problem-solving, and multimedia communication. Toward these ends, students analyze and work to solve the problems that face our increasingly diverse nation and interdependent world. Our program also emphasizes skill development in research, writing, historical thinking, organization, reflection, and revision.

New York State requires all students to take four full years of Social Studies. Courses are offered to students in the following order: ninth and tenth graders must take a two-year sequence in Global History and Geography. Juniors take either United States History & Government or AP United States History. Seniors must choose between two full-year courses: AP United States Government & Politics or Democracy in Action. Sophomores, juniors, and seniors can also take a variety of semester electives. Junior and sophomore requests for electives are filled based upon availability.

SOCIAL STUDIES COURSE SEQUENCE



Required Courses

7000 GLOBAL HISTORY & GEOGRAPHY 9 (1 credit)

Open to incoming 9th-grade students

This initial year of a two-year global history survey spans from the Paleolithic Era to the Age of Absolutism. Students explore themes such as the development of early agrarian societies, empires, golden ages, cultural diffusion, and changes in the balance of power in the world up to 1750. While examining this content, students build their capacity to think historically, write persuasively, and analyze documents. Students develop inquiry questions to shape their learning, practice giving and receiving feedback, and develop the habits necessary to collaborate effectively, study independently, and contribute to a learning community.

7005 GLOBAL HISTORY & GEOGRAPHY 10 (1 credit)
The second year of Global History and Geography focuses on the modern world, beginning with the Enlightenment and culminating in the present day. The core of the course focuses on globalization and is framed by the analysis of course content that includes revolutions, independence, imperialism, resistance, and nationalism. Students will think critically about the past in order to engage with their understanding of the present. Students refine their historical thinking and writing skills and deepen their reading of primary sources while continuing to develop their ability to collaborate effectively, reflect on feedback, and be an active participant in their learning. The course concludes with the New York State Regents Exam which focuses solely on the material of Global 10.

7010 UNITED STATES HISTORY AND GOVERNMENT (1 credit)
This survey of United States History concentrates on the nation's political, economic, and social development with a strong emphasis on the Constitution and our government. It also examines systemic constructs in American society, and the ongoing pursuit of a more just society through reform movements, legislation, and landmark court cases. The core themes of the course are foundations of government, expansion and conflict, struggle for equality, transformations, foreign policy and social and economic change. Project-based learning allows students to engage deeply in topics of particular interest and to analyze our past while making connections to the present. This experience offers students an environment to critically examine social justice and equity issues, as well as issues surrounding national security and civil liberties in our society. Students practice the skills of identifying and evaluating the impact of bias on the validity of sources through an examination of primary and secondary source evidence to support an argument. In addition, understanding causation, contextualization and chronological reasoning in US history are also emphasized. The course concludes with the New York State Regents Examination in United States History & Government.

7020 AP UNITED STATES HISTORY (1 credit)
AP U.S. History divides U.S. history into nine historical periods from approximately 1491 to the present. Students investigate significant events, individuals, developments, and processes using a variety of themes and lenses. Students will master the skills used by historians through an examination of primary and secondary source evidence, analyze a wide array of historical perspectives, and create historical arguments through writing. In addition, project-based learning allows students to engage in authentic experiences that reflect the work of historians and citizens of a democratic republic. Debates, interactive seminars, and integrative technology allow students to analyze our past while making connections to the present. This experience offers students an environment to critically examine social justice issues and equity, as well as the development of an anti-racist mindset. In May, all students are required to take the AP exam, which may result in college credit depending on the score and the college they plan to attend. The course culminates in a required, in-depth research project.

A passing score on the APUSH exam (3 or higher) exempts students from the Regents U.S. History and Government exam requirement. Any student who fails to score a 3 or higher may need to meet the graduation requirement by either taking the U.S. History Regents exam the following August or January. Students who have previously taken United States History or are currently taking United States History may not take AP United States History for Social Studies credit.

7040 ADVANCED PLACEMENT U.S. GOVERNMENT AND POLITICS (1 credit)
The AP U.S. Government and Politics course is a vibrant, contemporary course allowing students to witness the United States government in action. Command of the Constitution lies at the center of the course, focusing on questions of liberty and justice. Texts from the American Founding, the Supreme Court, and current news sources provide a basis for understanding current issues and debates, illustrating government and politics as a dynamic process. Economic principles, such as fiscal and monetary policies and personal finance, are embedded in the curriculum, meeting the NY State requirement for Economics.

Students are analysts, not spectators, examining the documents and debates that formed our republic and animate public life today. Students master skills in data analysis, legal reasoning, media literacy, and argumentation learning in a variety of formats: debates, discussions, simulations, inquiry research, and projects. Various case studies and court cases engage students as decision-makers weighing the rights and responsibilities at the heart of informed citizenship. All students pursue a civic action project of their choice.

In May, all students are required to take the AP exam, which may result in college credit depending on the score and the college they plan to attend.

7065 DEMOCRACY IN ACTION (1 credit)
Are you concerned about climate change, social justice, or economic opportunity? In this course, students will learn how to take their ideas and put them into action. Students will "learn civics by doing civics": how to be active and engaged community members. This course will help students develop the civic understanding, empathy, and skills necessary to make lasting change through meaningful action.

Students will be exposed to a series of case studies. For each case, they will seek to understand the root causes of the issue and examine the problem using a variety of lenses: geographical, cultural, historical, political, social, and economic. Students will investigate the inner workings of government at the national, state, and local levels to effect grassroots and government change. At the end of the course, students will identify an impactful socio-political and/or economic problem and enact a well-researched action plan for systemic community change.

Students will develop a sense of their civic power in a democratic society. Through a series of group projects, students will master skills in collaboration, inquiry research, project management, and presentation. Emphasizing digital citizenship and news literacy will promote critical thinking and analysis. Economic principles, particularly fiscal and monetary policies and personal finance, are embedded in the curriculum, meeting the NY State requirement for Economics.

Year-Long Elective Courses

1310 ADVANCED PLACEMENT SEMINAR (1 credit)
Open to 11th- and 12th-grade students
This course may be taken for elective credit only.
This course engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Using an inquiry framework, students practice reading and analyzing across multiple disciplines. These sources may

include scientific, historical, literary, philosophical, cultural, and/or economic texts. A large portion of the course is devoted to elevating research skills. Students learn to synthesize information from multiple sources, develop their perspectives in written essays, and design and deliver oral and visual presentations individually and as part of a team. This course aims to equip students with the power to analyze and evaluate information accurately and precisely to craft and communicate evidence-based arguments.

Students will spend this year-long course creating a required portfolio, which consists of completing two research papers and two multimedia presentations that are submitted to the College Board. In May, all students must take the AP exam, which may result in college credit depending on the score and the college a student plans to attend.

7090 RACISM, CLASSISM, AND SEXISM (1 credit)
Open to 12th-grade students
This course may be taken for English credit or Social Studies elective credit.
This team-taught class explores issues of racism, classism, and gender and how these forces interact with and shape our world and our understanding of social categorization. The course examines the systematic ways certain groups have historically been privileged or disadvantaged and these systems' social, cultural, and economic legacies. Students will explore issues of power and the sociological construction of identity, studying these topics through literature, history, media, statistics, and popular culture. This college-level course will ask students to participate in challenging discussions and reflection with a range of reading of academic sources and novels, writing, and projects. *The course will be offered through the SUNY Albany University High School Program, and students will be eligible for three (3) college credits (AAFS/ALCS/AWSS 240).*

Semester Elective Courses

7075 HISTORY: INDIVIDUALIZED STUDY (HISTORY IS) (½ credit) - *Not NCAA-approved*
Open to 11th- and 12th-grade students only
History I.S. allows students to deeply explore a topic of personal interest through a semester-long independent research project and build the time management and metacognitive skills essential to college success and beyond. Topics may be drawn from the full spectrum of social studies, comprising history and the social sciences. These inquiry-driven projects typically culminate with a major paper of 5,000 words. Classes include direct instruction in the research process, individual and group reflection, workshops, and individual conferences with the teacher. The latest instructional technology is used in all aspects of the course to support personalized learning and research, organize student work, and facilitate teacher feedback.

7085 FOREIGN AFFAIRS (½ credit)
Open to 11th- and 12th-grade students
This course will explore the nature of politics through the lens of U.S. foreign policy and the United Nations. Students will engage in independent and group research opportunities, simulations, and debates that follow current events and track foreign policy's impact on people and their rights worldwide. Topics will be determined by what is happening in the world around us and be grounded in a firm understanding of the historical context of the event. Topics include movements toward democracy, nationalism, international terrorism, trade, globalization, sustainability, climate, and war and conflict.

7050 PSYCHOLOGY (½ credit)
Open to 10th-, 11th-, and 12th-grade students
This course is designed for students to delve into the scientific study of the most elusive thing in the observable universe: your brain! The major topics explored in this course are memory and learning, psychopathology, social psychology, and media psychology. This class focuses on in-depth research and discussions to stimulate critical thinking. Every student will complete a research project on a chosen topic surrounding an issue in psychology today.

7045 WOMEN'S STUDIES (½ credit)
Open to 11th- and 12th-grade students
This course will study women in the United States and worldwide and the issues they faced yesterday and today. A greater emphasis will be placed on issues facing contemporary American women. The course is designed around gender roles, the media, the Women's Movement, sexual harassment, education, the workplace, and women's issues internationally. The class will primarily consist of projects and guided discussions.

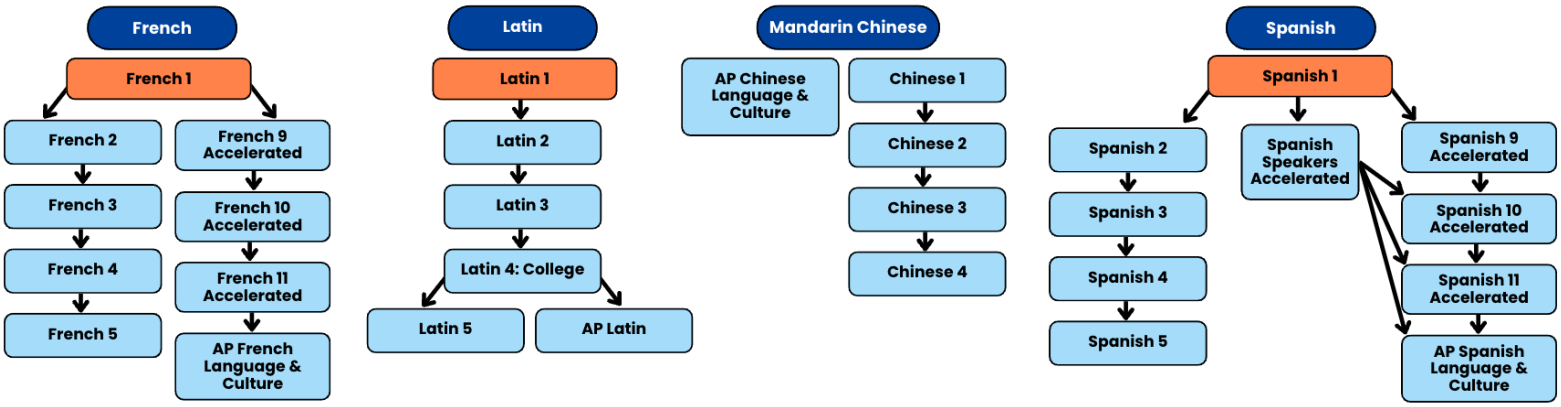
WORLD LANGUAGES

Learning languages opens doors to other worlds. Studying a world language is an integral part of a high school education, and here at Greeley, we offer French, Latin, Mandarin Chinese, and Spanish. Students are encouraged to continue the study of their chosen language throughout their four years to deepen their knowledge of languages and achieve communication in the target language. Students can take more than one World Language during their high school experience to strengthen their program, broadening their knowledge base. The World Language Department's philosophy aligns with the American Council on the Teaching of Foreign Languages (ACTFL) standards and the New York State World Language Proficiency Guidelines.

World Language Department Placement And Grade Transfer Policy: The high school world language teacher makes recommendations for 9th, 10th, and 11th grade students. Initial course recommendations are made in January based on 1st-semester grades. Students new to the district will be placed based on consultation with their counselor and the world language department chair and on the placement test results. If a student is interested in taking a course other than the one recommended by the teacher, the student should discuss the change with their counselor, current world language teacher, and the Department Chair.

Guidelines For Appropriate World Language Placement: Immediately below each course title is a description designed to help students and parents determine the suitability of a particular course based on the student's world language history.

WORLD LANGUAGES COURSE SEQUENCES



Students are encouraged to study multiple languages and may begin a new language in any grade as their schedule permits. Students can change tracks as needed. Courses in **orange** may have been taken at the middle school level.

French

2000 FRENCH 1 (1 credit)

Open to incoming 9th-grade students and all students

This course is appropriate for students new to the French language. French 1 students build foundational skills by actively engaging in basic interpretive tasks (listening and reading comprehension), interpersonal exchanges (simple conversations), and presentational tasks (speaking and writing on familiar topics) in the target language. They practice using simple expressions and phrases related to everyday topics while immersing themselves in the cultures of the Francophone world. Through interactive activities and cultural exploration, students develop global awareness and set a strong foundation for advanced language study.

2005 FRENCH 2 (1 credit)
Open to incoming 9th-grade students
Prerequisite: Traditionally, students have successfully completed French 1.
French 2 students refine their communication skills by participating in increasingly complex language tasks. They expand their vocabulary and deepen their understanding of grammar, enabling them to discuss familiar topics in greater detail and more confidently. Students strengthen their critical thinking and global perspective by exploring cultural materials from the Francophone world.

2012 FRENCH 9 ACCELERATED (1 credit)
Open to incoming 9th-grade students
Prerequisite: Traditionally, students have successfully completed French 1.
In this accelerated course, students develop their interpretive, presentational, and interpersonal skills at a faster pace, tackling more complex language tasks and using increasingly sophisticated vocabulary and grammar. Students practice consistent target language use with higher accuracy and detail. Students broaden their cultural knowledge of the Francophone world by examining diverse authentic texts.

2015 FRENCH 3 (1 credit)
Prerequisite: Traditionally, students have successfully completed French 2 or French 9 Accelerated.
French 3 students focus on developing their language skills in all modes of communication, emphasizing the ability to narrate in different time frames. Students improve their fluency through more complex interpretive, presentational, and interpersonal tasks. Students communicate with increasing independence and apply linguistic and cultural knowledge in real-world contexts. Students continue to develop their understanding of Francophone cultures through authentic materials, fostering intercultural competence.

2022 FRENCH 10 ACCELERATED (1 credit)
Prerequisite: Traditionally, students have successfully completed French 9.
In this accelerated course, students refine their language proficiency and increase their confidence in all modes of communication. Students expand their vocabulary and grammatical structures to express complex ideas, narrate and describe in all time frames, and make cultural comparisons. Students engage in cultural exploration, including more advanced readings, films, and media, and use language in various real-world contexts. There is an emphasis on spontaneous conversation. Students will explore diverse cultural perspectives from the Francophone world to develop critical thinking skills and cultural literacy.

2025 FRENCH 4 (1 credit)
Prerequisite: Traditionally, students have successfully completed French 3 or French 10 Accelerated.
French 4 students enhance their language skills by analyzing literary texts, films, and authentic cultural materials. Students build on communication skills, including expressing opinions, giving explanations, and engaging in debates. Students focus on applying their language proficiency to function in real-world scenarios. Students will deepen their understanding of the Francophone world's contemporary and historical contexts through the use of the target language.

2032 FRENCH 11 ACCELERATED (1 credit)
Prerequisite: Traditionally, students have successfully completed French 10 Accelerated.
In this accelerated course, students deepen their language proficiency and cultural understanding through advanced conversation, literature, and composition. Students refine their ability to engage in spontaneous conversation, interpret complex texts, and produce advanced presentational tasks. Instruction is entirely in the target language, and students handle complex tasks with minimal difficulty. Students will develop a more nuanced understanding of the Francophone world's contemporary and historical contexts.

2035 FRENCH 5 (1 credit)
Prerequisite: Traditionally, students have successfully completed French 4 or French 11 Accelerated.
French 5 students engage in more complex communication through conversation, literature, culture, and composition while refining their language skills. They read and discuss authentic texts, enhancing their language proficiency and cultural knowledge. Students focus on real-world scenarios to develop their ability to engage critically with the Francophone world.

2040 ADVANCED PLACEMENT FRENCH LANGUAGE (1 credit)
Prerequisite: Traditionally, students have successfully completed French 11 Accelerated.
In this accelerated course students engage in college-level composition, conversation, and cultural analysis. They refine their interpersonal, interpretive, and presentational skills through engaging with sophisticated content and producing complex language. A successful student in this course will be able to communicate effectively and analyze diverse global topics. The course emphasizes the global themes of the AP College Board curriculum, such as identity, families and communities, contemporary life, and societal challenges. Instruction and coursework are entirely in the target language. The AP Examination is required for the successful completion of the course. Click here for more information about the AP Chinese Language & Culture course from the College Board.

Latin

Latin is the foundation of European Romance languages and a powerful influence on English grammar and vocabulary. It is a primary source of literature in the Western world. The study of Latin is the discovery of how language works through the written word and its impact on historical and cultural aspects of Western civilization. It is recommended for its intrinsic value and as a second language to enhance the study of French, Mandarin Chinese, or Spanish. It also integrates materials examined in the Social Studies and English courses.

2045 LATIN 1 (1 credit)
Open to incoming 9th-grade students and all students
This introductory course covers the fundamentals of grammar while introducing an extensive vocabulary. Reading simple stories enhances students' understanding of language expression patterns and deducing meaning within context. Vocabulary work stresses word building in both English and Latin with prefixes, suffixes, and derivatives. Roman daily life, Roman social values, and Roman and Greek mythology are also examined.

2050 LATIN 2 (1 credit)
Open to incoming 9th-grade students
Prerequisite: Latin 1 or Latin 8
This course builds on the foundation of Latin 1 or Latin 7/8, examining more complex grammar while improving reading comprehension and vocabulary skills. Reading short stories develops the student's comprehension and learning through context. The substance of these stories reinforces cultural knowledge about life in the Roman world.

2055 LATIN 3 (1 credit)
Prerequisite: Latin 2
Latin 3 is a prose course in which students read selections from Pliny, Eutropius, Petronius, Caesar's Gallic Wars, and Cicero's Orations. The class examines the social and political consequences of these texts and the style and techniques used to convey them.

2060 LATIN 4 COLLEGE (1 credit)
Prerequisite: Latin 3
Latin 4, College Latin, is a poetry reading course focusing primarily on the works of Catullus, Horace, Ovid, and Vergil. We examine these works' imagery and political significance to gain insights into Roman life, values, and history. In conjunction with the reading, the class examines the impact of the Greco-Roman world on Western civilization and translates aspects of Latin literature into modern genres and ideas. Latin 4 has been approved through the SUNY Albany University in High School Programs as ACL201, a third-semester course. Students successfully completing UHS course requirements are eligible for three credits. This change means that students who wish to begin Latin 1 at Greeley and cannot take AP have the opportunity to receive college credit.

2065 LATIN 5 (1 credit)
Prerequisite: Latin 4
Latin 5 is a reading course in poetry and prose, continuing the work of Latin 4. Selected works of Roman authors such as Catullus, Ovid, Horace, and Pliny, as well as continued reading in Vergil's Aeneid and Caesar's Gallic Wars, are the focus of the course. In conjunction with the reading, the class examines the impact of the Greco-Roman world on Western civilization and translates aspects of Latin literature into modern genres and ideas.

2070 ADVANCED PLACEMENT LATIN (1 credit)
Prerequisite: Latin 4
This course is for students who, after taking Latin 4, wish to accelerate their efforts and study Vergil's Aeneid, Pliny the Younger, and various ancient authors in greater depth. They must demonstrate mastery of poetry scansion, poetical grammatical patterns and figures of speech, and mastery of the content matter as it relates to social and intellectual history. Sight passages from prose and poetry authors will be examined, including Aulus Gellius, Catullus, Cicero, Horace, Lucan, Lucretius, Martial, Ovid, Pliny, Propertius, and Tibullus. The AP Examination is required for the successful completion of the course. Click here for more information about the AP Latin course from the College Board.

Mandarin Chinese

2300 CHINESE 1 (1 credit)
Open to incoming 9th-grade students and all students
Chinese 1, the first course in the high school sequence, introduces the four essential skills involved in acquiring Chinese: listening, speaking, reading, and writing. *Pinyin* - the Romanization of Chinese characters - will be introduced as a tool for pronunciation and computerized written Chinese. Multimedia will be employed to enrich and enhance learning. The course will explore Chinese culture, art, and mysteries through exhibitions, shows, and hands-on activities.

2305 CHINESE 2 (1 credit)
Prerequisite: Chinese 1 or pass the entrance test.
Chinese 2 builds on Chinese 1, while the second year will continue to emphasize listening and speaking. The primary philosophy is the communicative approach, designing classroom and home-use exercises that foster the use of Chinese to exchange information and communicate ideas. Students will use their devices to practice listening comprehension, pronunciation, and learning to form sentences using word and character games. Supplementary software will be utilized to explore Chinese culture and reinforce language acquisition.

2310 CHINESE 3 (1 credit)
Prerequisite: Chinese 2 or pass the entrance test.
Chinese 3, the 3rd year of language study in high school, will continue to develop students' skills in listening and speaking while shifting training progressively towards reading and writing (both computerized and traditional handwriting forms). More authentic reading materials will be introduced to help enhance and expand students' comprehensive skills. Multimedia technologies, audio-video clips, and computerized games incorporated with the textbook will be used to make learning more interesting and efficient. Students will demonstrate their language skills through presentations, skits, role-playing, etc. Level 3 will continue to study Chinese culture in depth to improve students' understanding of China, the Chinese people, and the Mandarin Chinese language.

2320 CHINESE 4 (1 credit)
Prerequisite: Chinese 3 or pass the entrance test.
Chinese 4, the 4th year of the high school sequence, will develop students' listening, speaking, reading, writing, and typing skills at a higher level. Students will be exposed to different topics of Chinese culture through the target language and be able to describe some Chinese traditions and daily life in the target language. Extensive reading in authentic Chinese will help students discover old and new China. Some idioms and fables will be introduced to promote students' understanding of the language and culture.

2325 ADVANCED PLACEMENT CHINESE LANGUAGE & CULTURE (1 credit)
Open to incoming 9th-grade students and all students
This course is intended for qualified students who wish to complete studies in a secondary school comparable in difficulty and content to an intermediate-level college course in Mandarin Chinese. Students cultivate their understanding of the Mandarin Chinese language and culture by applying the ACTFL and College Board proficiency standards as they explore concepts related to family and community, personal and public identity, beauty and aesthetics, science and technology, contemporary life, and global challenges. Classes are conducted almost exclusively in Mandarin. The AP Examination

is required for the successful completion of the course. Click here for more information about the AP Chinese Language & Culture course from the College Board.

Spanish

2085 SPANISH SPEAKERS ACCELERATED (1 credit)
Open to incoming 9th-grade students and all students
Accelerated Spanish for Spanish Speakers is a course designed for Spanish speakers to become truly bilingual. Students will improve their proficiency, celebrate identity, and grow as multilinguals by studying texts, including short stories, films, and non-fiction readings. Students will study the Spanish-speaking world through the lens of their individual culture(s). This course will support students in the transfer of academic skills between languages. Students will continue to work towards meeting ACTFL's World Readiness Standards for Learning Languages by studying a curriculum that addresses the five goal areas of Communication, Cultures, Connections, Comparisons, and Communities.

2075 SPANISH 1 (1 credit)
Open to incoming 9th-grade students and all students
This course is appropriate for students new to the Spanish language. Spanish 1 students build foundational skills by actively engaging in basic interpretive tasks (listening and reading comprehension), interpersonal exchanges (simple conversations), and presentational tasks (speaking and writing on familiar topics) in the target language. They practice using simple expressions and phrases related to everyday topics while immersing themselves in the cultures of the Spanish-speaking world. Through interactive activities and cultural exploration, students develop global awareness and set a strong foundation for advanced language study.

2080 SPANISH 2 (1 credit)
Open to incoming 9th-grade students
Prerequisite: Traditionally, students have successfully completed Spanish 1.
Spanish 2 students refine their communication skills by participating in increasingly complex language tasks. They expand their vocabulary and deepen their understanding of grammar, enabling them to discuss familiar topics in greater detail and more confidently. Students strengthen their critical thinking and global perspective by exploring cultural materials from the Spanish-speaking world.

2087 SPANISH 9 ACCELERATED (1 credit)
Open to incoming 9th-grade students
Prerequisite: Traditionally, students have successfully completed Spanish 1.
In this accelerated course, students develop their interpretive, presentational, and interpersonal skills faster, tackling more complex language tasks and using increasingly sophisticated vocabulary and grammar. Students practice consistent target language use with higher accuracy and detail. Students broaden their cultural knowledge of the Spanish-speaking world by examining diverse authentic texts.

2090 SPANISH 3 (1 credit)
Prerequisite: Traditionally, students have successfully completed Spanish 2.
Spanish 3 students focus on developing their language skills in all modes of communication, emphasizing the ability to narrate in different time frames. Students improve their fluency through more complex interpretive, presentational, and interpersonal tasks. Students communicate with increasing independence and apply linguistic and cultural knowledge in real-world contexts. Students

continue to develop their understanding of Spanish-speaking cultures through authentic materials, fostering intercultural competence.

2097 SPANISH 10 ACCELERATED (1 credit)
Prerequisite: Traditionally, students have successfully completed Spanish 2 or Spanish 9 Accelerated.
In this accelerated course, students refine their language proficiency and increase their confidence in all modes of communication. Students expand their vocabulary and grammatical structures to express complex ideas, narrate and describe in all time frames, and make cultural comparisons. Students engage in cultural exploration, including more advanced readings, films, and media, and use language in various real-world contexts. There is an emphasis on spontaneous conversation. Students will explore diverse cultural perspectives from the Spanish-speaking world to develop critical thinking skills and cultural literacy.

2100 SPANISH 4 (1 credit)
Prerequisite: Traditionally, students have successfully completed Spanish 3 or Spanish 10 Accelerated.
Spanish 4 students enhance their language skills by analyzing literary texts, films, and authentic cultural materials. Students build on communication skills, including expressing opinions, giving explanations, and engaging in debates. Students focus on applying their language proficiency to function in real-world scenarios. Students will deepen their understanding of the Spanish-speaking world's contemporary and historical contexts through the use of the target language.

2107 SPANISH 11 ACCELERATED (1 credit)
Prerequisite: Traditionally, students have successfully completed Spanish 10 Accelerated.
In this accelerated course, students deepen their language proficiency and cultural understanding through advanced conversation, literature, and composition. Students refine their ability to engage in spontaneous conversation, interpret complex texts, and produce advanced presentational tasks. Instruction is entirely in the target language, and students handle complex tasks with minimal difficulty. Students will develop a more nuanced understanding of the Spanish-speaking world's contemporary and historical contexts.

2110 SPANISH 5 (1 credit)
Prerequisite: Traditionally, students have successfully completed Spanish 4 or Spanish 11 Accelerated.
Spanish 5 students engage in more complex communication through conversation, literature, culture, and composition while refining their language skills. They read and discuss authentic texts, enhancing their language proficiency and cultural knowledge. Students focus on real-world scenarios to develop their ability to engage critically with the Spanish-speaking world.

2115 ADVANCED PLACEMENT SPANISH LANGUAGE & CULTURE (1 credit)
Prerequisite: Traditionally, students have successfully completed Spanish 11 Accelerated.
Students engage in college-level composition, conversation, and cultural analysis in this accelerated course. They refine their interpersonal, interpretive, and presentational skills through engaging with sophisticated content and producing complex language. A successful student can communicate effectively and analyze diverse global topics. The course emphasizes the global themes of the AP College Board curriculum, such as identity, families and communities, contemporary life, and societal challenges. Instruction and coursework are entirely in the target language. The AP Examination is required for the successful completion of the course. Click here for more information about the AP Spanish Language & Culture course from the College Board.