

# Kingston High School

## Course of Study Guide

### 2021-2022



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"We Inspire. We Educate. We Graduate. All Students. All of the Time."

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## PREFACE

The Course of Study Guide will assist students and parents in designing a schedule to meet high school diploma requirements and personal goals. As you begin the course selection process, keep in mind that the level of challenge in the courses you choose will affect how well you are prepared for your post high school plans.

Your guidance counselor will meet with you every year to assist you in developing a program specific to your needs. You can make the most of this process by identifying your future goals, your current interests and your long-term goals.

Students planning on entering a four- year college upon graduation from high school should plan on taking four years of mathematics including Algebra II, four years of a lab science and four years of a language other than English.

College admission counselors favorably consider an applicant who has been involved in school activities over one who has not.

Some students may prefer to enter the work force upon graduation or pursue advanced training in a trades program. These students are encouraged to explore the variety of programs offered by BOCES Career and Technical Center. These programs teach specific skills in a hands-on environment in addition to reinforcing the personal traits and behaviors that employers' value.

### GRADUATION REQUIREMENTS

All students must earn credits as indicated to earn a high school diploma

SUBJECT	LOCAL/REGENTS	REGENTS w/ADVANCED DESIGNATION
English	4	4
Social Studies	4	4
Mathematics	3	3
Science	3	3
Health	.5	.5
Physical Education	2	2
Electives*	3.5	3.5
Language Other than English**	1	3
Art or Music	1	1
Total	22	24

#### \*Elective Courses

- Courses offered by the business, technology, and family and consumer science departments; Additional courses in the areas of public speaking, writing, and listening skills.
- Courses that provide the opportunity to explore your personal interests and talents
- Vocational Training through Ulster BOCES

\*\*NOTE: A five-unit sequence of courses in music, art, or occupational education may be substituted for the three-unit requirement in a Language Other Than English (LOTE) for an Advanced Regents Diploma (however, students must still earn at least one-unit of LOTE to graduate).

## NEW YORK STATE TEST REQUIREMENTS

All students must earn the following minimum scores on New York State Regents exams in order to earn either a local diploma, Regents diploma or Advanced Regents diploma:

EXAM	REGENTS DIPLOMA	REGENTS w/ADVANCED DESIGNATION
ELA	65	65
Global Hist. & Geo.	65	65
US History & Gov't.	65	65
Algebra	65	65
Geometry / Algebra II	NA	65
One Lab Science	65	65
Second Lab Science	NA	65
LOTE Comprehensive**	NA	65

\* LOTE Comprehensive Exam is required for those students who opt for three credits in LOTE. If a student is earning a five-unit sequence in art, music or occupational education, the LOTE Comprehensive exam can be waived.

NY State now offers a new "4+1" pathway assessment option, in which students must take and pass four required Regents Exams or Department-approved alternative assessments (one in each of the following subjects: English, math, science, and social studies) and a comparably rigorous assessment (generally another Regents Exam) for the fifth required exam to graduate. Speak to your guidance counselor for more information about this.

**Covid-19 Accelerated and Honors Criteria Adjustments for September 2021 Enrollment**

<b>To Enter into Honors Program beginning in 9<sup>th</sup> grade, the following criterion must be met:</b>
<b>For ELA and Global Studies (Must meet 4 out of 4)</b>
85% Common Assessment Average STAR score 10 <sup>th</sup> Grade Equivalent Teacher Recommendation Guidance Recommendation
In addition, an Honors Essay will be written and graded using Regents Rubrics: For ELA, a score of 5 or 6; for Global Studies, a score of 3 or 4.
<b>To Enter into ELA Honors Courses 10<sup>th</sup>-11<sup>th</sup> grade or Honors Global Studies in 10<sup>th</sup> grade</b>
85% Common Assessment Average Teacher Recommendation
<b>To Enter into Science Honors Courses in 9<sup>th</sup>-12<sup>th</sup> grade and Math 10<sup>th</sup>-12<sup>th</sup></b>
85% Common Assessment Average Teacher Recommendation
STAR 830+ (for incoming Grade 9 students)
<b>To Maintain Honors in the 9<sup>th</sup>-12<sup>th</sup> grade</b>
85% Common Assessment Average 85% Regents Exam on prior related content course Teacher Recommendation
<b>To Enter Honors Courses as a Transfer Student 9<sup>th</sup>-12<sup>th</sup> Grade</b>
Approval by District Administrator

Note: If Regents score for Honors requirement is 2 points or fewer below the requirement a committee consisting of District and Building Administration, Guidance counselor and teacher of the student will meet to discuss final decision. Additional adjustments may be made due to updated information.

Revision: Jan 2021

The visual arts program at Kingston High School is intended to:

- Enrich the lives of all students.
- Encourage students' creative growth by involving them in a wide variety of art experiences.
- Help students develop a personal understanding of the visual arts and the ability to make informed decisions as consumers and admirers of art.
- Make students more aware of cultural resources in our community - such as museums, libraries, theaters, historic sites and performing arts groups - to further their understanding and appreciation of the arts.
- Increase students' understanding of the importance of art and visual images in history and today.
- Increase students' understanding and appreciation of diverse cultural heritages.
- Develop the skills and techniques essential for creating art work.
- Identify and encourage students with aptitudes for the various forms of visual art.
- Provide guidance for students interested in professions in the visual arts, as well as for those who wish to pursue art for their personal enjoyment and expression.

One credit of Art or Music is required to graduate with a Local/Regents Diploma. In Art, students may take Media Arts, Studio Art, Design and Drawing for Production, Creative Crafts or Project Global to satisfy this requirement. Students may earn an Advanced Regents Diploma by successfully completing a 5-unit sequence in Art and 1 credit of a Language Other Than English.

### **STUDIO IN MEDIA – 6550 (FOUNDATION)**

**Year: 9-12**

**Credit: 1 meets the graduation mandate for credit in the arts**

This course is taught in the computer lab and explores both computer and hands on design skills. It is the best foundation course for students who are interested in both traditional and computer aided graphic design (advertising, poster design, printmaking, cartooning, photography). We will explore a variety of ways that images are used to communicate ideas through digital photography, printmaking, computer illustration, public/street art, animation, and graphic design through the study of drawing, printing, and digital processes. We will also learn to analyze and critique these images and consider various careers in the graphic arts.

### **STUDIO IN ART- 6565 (FOUNDATION)**

**Year: 9-12**

**Credit: 1 meets the graduation mandate for credit in the arts**

This course explores the traditional fine arts. It is the best foundation course for students who are interested in drawing, painting, printmaking, and sculpture. It is an excellent choice for students who think they might continue to more advanced art courses and especially for those who are considering majoring in the visual arts. We will focus primarily on visual expression of ideas and creating compositions which are appealing and well balanced. We will work in a variety of media to create images which are both 2 and 3 dimensional. We will explore the role and meaning of various art works from different historical periods and cultures as well as today. Through the creation of various projects and the use of visual journals we will also begin to find our individual creative voices and to identify the art forms that best suit our creative needs and personalities.

### **STUDIO IN CRAFTS – 6575 (FOUNDATION)**

**Year: 9-12**

**Credit: 1 meets the graduation mandate for credit in the arts**

This course provides experience handcrafting objects from various materials. It is the best foundation course for students who like working with their hands and are interested in making *things*. It is an excellent choice for students interested in further study in ceramics, jewelry, or sculpture or in exploring a career in object design or as a craftsperson. We will explore various materials– clay, fiber, paper, metal, found objects – and how they can be used to make both decorative and functional works of art. We will look at the rich tradition of handmade objects from around the world as well as contemporary craft and learn how these objects reflect the cultures they come from.

## **DESIGN AND DRAWING FOR PRODUCTION – 6860 (FOUNDATION)**

**Year: 9-12**

**Credit: 1 meets the graduation mandate for credit in the arts**

This course is taught in the computer lab and explores both traditional drawing skills, drafting skills and computer aided industrial design. It is the best foundation course for students who are interested in industrial design and enjoy building things. It is an excellent choice for students interested in further study in the industrial arts, computer aided design, or in exploring careers in industrial design, architecture, set design or the building trades. We will explore how to serve basic human needs by using design to solve problems in contemporary society. We will build models of our designs, testing our problem solving and design skills.

## **DRAWING & PAINTING – 6640**

**Year: 10-12**

**Prerequisite: 1 credit Foundation Art (this class is recommended for 9<sup>TH</sup> students who successfully completed accelerated Studio Art in grade 8)**

**Credit: 1**

***NOTE: This course serves as the prerequisite for Advanced Drawing and Advanced Painting.***

In this class you will experiment with a wide variety of materials and techniques used to create two-dimensional works of art, strengthen observational and expressive drawing skills, improve composition, and deepen your understanding of color. We will use visual journals to explore creative problem solving and contemporary artistic techniques. As a group, we will investigate various drawing and painting genres as well as historic and contemporary masterworks. This course is an excellent preparation for further study in any of the visual arts and an important pre-requisite for the advanced drawing and advanced painting courses.

## **CERAMICS – 6601**

**Year: 10-12**

**Prerequisite: 1 credit Foundation Art**

**Credit: ½,**

**May be repeated for credit (full year enrollment encouraged)**

This course explores clay as a medium for creating functional and decorative artworks and is an excellent choice for anyone preparing a three-dimensional portfolio or interested in a career as a craftsman or designer. In your first and second semesters of study you will gain a basic understanding of the technical aspects of this material and how to work with it, including hand building and wheel throwing techniques. You will explore methods for decorating surfaces such as glazing, under-glazing, texturing, carving and inscribing. Prepare to dig in and get your hands dirty!

If you wish to continue to repeat this course beyond two semesters of study, you will work with the instructor to identify an area of ceramics to explore in greater depth. This may be a technical topic, a style, or a conceptual theme you want to bring to life. Due to the student directed nature of this level of study, a written statement describing what you intend to focus on and an interview with the instructor will be required prior to the beginning of each semester beyond Ceramics II. As an advanced student you will be expected to research your area of interest independently and to share your discoveries and expertise with the other students in the ceramics studio – especially those less experienced than you.



## **STUDIO IN JEWELRY/METAL SMITHING – 6582**

**Year:** 10-12 - Upperclassmen preferred due to limited studio time and nature of instruction.

**Prerequisite:** 1 credit Foundation Art 1 credit of Drawing and Painting is also recommended.

**Credit:** ½, May be repeated for credit (full year enrollment encouraged)

This course explores the design and construction of metal jewelry and objects. It is good choice for students who have a strong interest in design and handcrafted work, who are preparing a three-dimensional portfolio, or who are interested in a career as a craftsperson or designer. In your first semester you will learn to cut, join, texture and polish sheet metal and wire to create original jewelry designs using hand tools, machinery and acetylene torches. In your second semester of study you will build on those skills to create more conceptual work and advanced designs in a variety of both traditional and non-traditional techniques. Serious jewelry students who wish to concentrate deeply on an area of personal interest may continue to enroll in jewelry. As an advanced student you will identify an area in the field of personal adornment or metalwork that you wish to explore further. Due to the student directed nature of this level of study, a written statement describing what you intend to focus on and an interview with the instructor will be required prior to the beginning of each semester that you are enrolled beyond the second. You will be expected to research your area of interest independently and share your discoveries and expertise with the other students in the program.

## **SCULPTURE STUDIO - 6623**

**Year:** 10-12

**Prerequisite:** 1 credit Drawing and Painting or Faculty Portfolio Review and permission of instructor

**Credit:** ½, May be repeated for credit. (full year enrollment encouraged)

In this course you will experience the world of three-dimensional art and design as you explore a variety of sculptural techniques. You will be encouraged to develop your own ideas and express them in sculptural form using a variety of materials such as paper, wire, plaster, clay and found objects.

We will investigate various works of sculpture, both historical and contemporary masterworks, to better understand them as creative expressions and to improve our own work. This course is a good choice for students interested in the fine arts, particularly those building a three-dimensional portfolio. Other related courses include ceramics and jewelry.

## **ADVANCED DRAWING - 6661**

**Year:** 10-12

**Prerequisite:** 1 credit of Drawing & Painting

**Credit:** ½, May be repeated for credit

This class is an intensive study in drawing methods, techniques, materials and surfaces. We will experiment, explore technique, work on observation, abstraction, composition, the figure and more. This is an excellent follow up to drawing and painting and a necessary class for art majors and students who want to build their portfolios for college entrance. Advanced Drawing is also an excellent preparation for the 12th grade Senior Studio Seminar art program.

## **ADVANCED PAINTING – 6682**

**Year:** 10-12

**Prerequisite:** 1 credit Drawing & Painting

**Credit:** ½, May be repeated for credit

In this class, you will explore various painting styles and techniques while continuing to develop your own unique, expressive voice. Acrylic painting is emphasized, but we will experiment with a variety of painting media, including gouache, watercolor, encaustic and mixed media as well as a variety of painting genre. Through this exploration you will strengthen both technical skills and the ability to convey meaning and emotion through a painted image. You will be expected to reflect upon the conceptual aspects of your work and your place in the continuum of artistic development. This is an excellent follow up to drawing and painting and a necessary class for art majors and students who want to build two dimensional portfolios for college entrance. Advanced Painting is also an excellent preparation for the 12th grade Senior Studio Seminar art program.

## **FINE ART PHOTOGRAPHY– 6760**

**Year: 10-12**

**Prerequisite: 1 credit Foundation Art**

**Credit: ½**

This course explores photography as a form of self-expression, personal vision and communication. It is designed to help prepare you to pursue Fine Art Photography as a vocation and/or a life-long hobby.

**First semester students** will learn the technical aspects of photography, with an emphasis on the creative and effective use of design principals to tell your story through black and white images created in the dark room. We will look at the history and nature of fine art photography to understand the art form and help further our own work. The technical areas covered include: use of manual 35mm camera, the processing of black and white film, printing on various black and white photography papers, as well as dry mounting and the presentation of finished photographs. Critique is an important part of every project in this course and gives us an opportunity to exhibit and discuss our work.

**Second semester students** will go deeper into the technical and expressive qualities of darkroom photography. Utilizing the technical skill set developed in the introductory semester, you will work on reaching a mastery of techniques while pushing the boundaries to create more engaging images. Fine Art Photography may be repeated credit, at an advanced level, to prepare an advanced portfolio for college/career.

## **FINE ART DIGITAL PHOTOGRAPHY – 6763**

**Year: 10-12**

**Prerequisite: 1 credit Foundation Art**

**Credit: ½, May be repeated for credit**

This class is taught in the computer lab and will introduce you to the aesthetic and technical aspects of digital photography. You will develop the computer skills necessary to use digital photographs to communicate your personal vision and ideas. We will also study the creative and effective use of the principals of design so that your compositions and their meanings are both clear and effective. The technical areas covered will include: use of the digital camera, use of Adobe Photoshop to alter and manipulate the image, and dry mounting and presenting finished photographs. We will look at the history and nature of fine art photography to understand it as an art form and to help further our own work. Critique is an important part of every project in this course and gives us an opportunity to exhibit and discuss our work. You will also be encouraged to submit work to local art exhibits and Reason and Rhyme – Kingston High School's art and literary magazine. This course is a good choice for anyone interested in photography and is a good preparation for our other digital courses, Computer Graphics and Advertising.

## **COMPUTER GRAPHICS- 6822**

**Year: 10-12**

**Prerequisite: 1 credit Foundation Art, 1 credit in drawing and painting is also recommended.**

**Credit: ½, May be repeated for credit**

In this computer-based class, projects are individually designed to strengthen technical skills on the computer, develop visual communication skills, and grow ability to solve problems creatively. We will explore graphic design, illustration, animation and web design. You will learn to use the computer as an artistic tool through mastery of the Adobe Creative Suite programs (Photoshop, Illustrator, AfterEffects). This course is an excellent choice for anyone interested in a career in computer science and or related graphics fields such as illustration, animation, game design, graphic design, or photography.

## **ADVERTISING DESIGN – 6702**

**Year: 10-12**

**Prerequisite: 1 credit Foundation Art, 1 credit of drawing and painting is also recommended.**

**Credit: ½. May be repeated for credit**

Advertising is simply how art is used to communicate with the world- how to effectively get people's attention in a positive way through art and design. In Advertising Design at KHS students will learn these design strategies through creating projects that fill design needs of the individual student and KHS community. Such projects will include logos, posters, flyers, zines, buttons, etc. Printmaking methods such as silkscreen, stencil, and block-printing will be used to create posters, tee-shirts, and postcards. This class is taught in the computer lab but is also significantly a hands-on printmaking course- students can use computer based or hand drafted designs.

## CHEMISTRY FOR ARTISTS - 6880

**Year:** 10-12

**Prerequisite:** Art: 1 credit foundation art and Drawing and Painting or any advanced craft elective. Science: Successful completion of Earth Science and Biology

**Credit:** ½ each in science and art

Artists and chemists share a common history and approach to problem solving. As artists we take the creative developments of scientists and use them to express our own creative urges every day. In Chemistry for Artists you will explore this relationship through an investigation of the science behind the materials we use in the studio. You will learn about the chemistry behind paper making, painting, print making, photography, and the methods used to expose art forgeries. You will apply the science you learn to make your own art materials and then use your artistic side to explore their creative properties. We will take at least two field trips to local art museums and/or workshops to support what we are learning in the classroom. This course is an excellent choice for anyone who wants to understand the practical applications of chemistry, is interested in a career in the materials side of art production, or who uses art materials and wants to understand the chemistry and safe application of the products we utilize in creating works of art.

## SENIOR STUDIO SEMINAR – 6885

*Any student planning to receive an advance Regent's diploma through an art 5-unit sequence must take this class.*

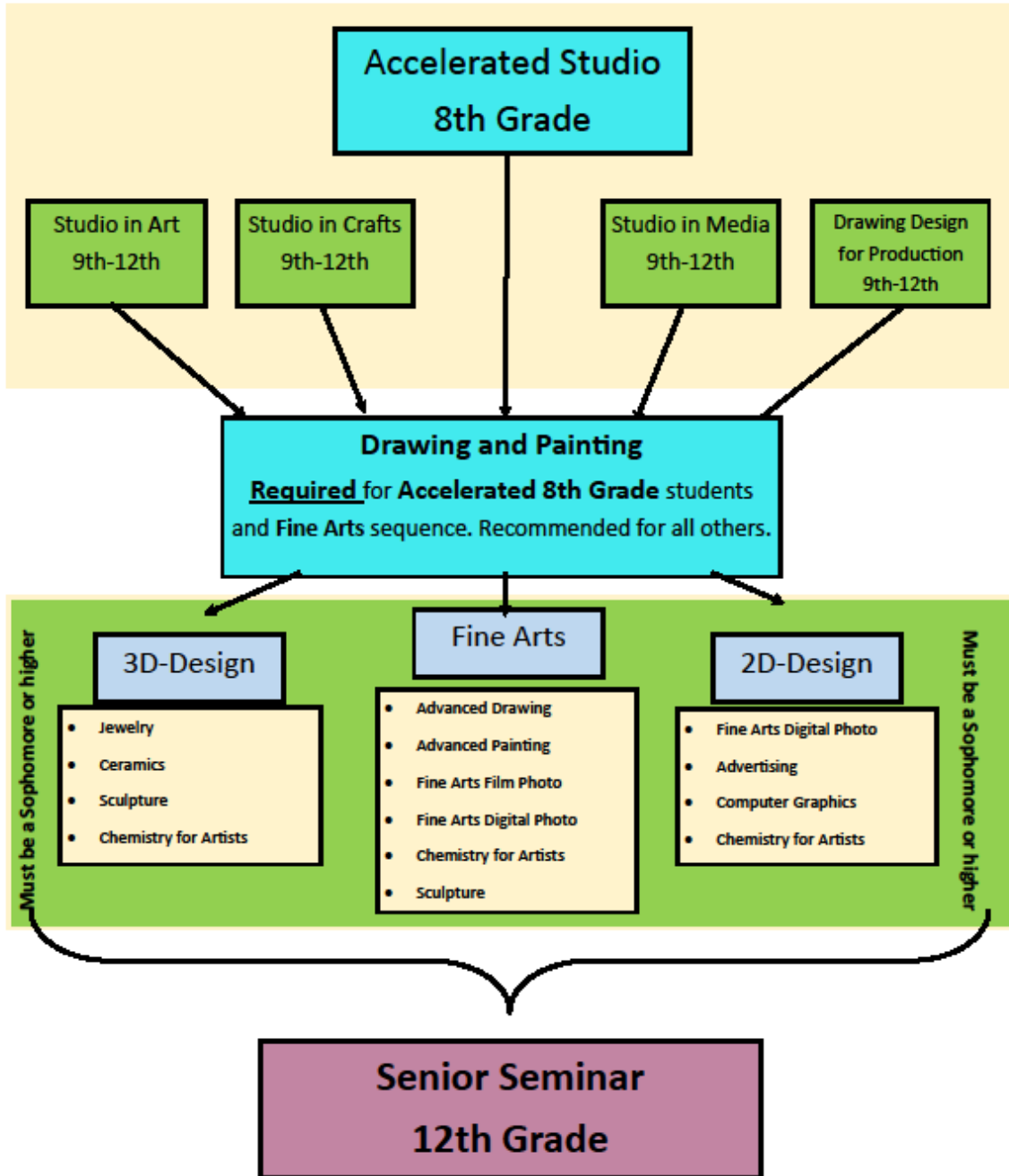
**Year:** 12

**Prerequisite:** A minimum of 4 credits in art – one credit foundation (studio in art, crafts, media, design and drawing for production, or project global), one credit Drawing and Painting, and two credits of advanced electives. Prospective students must submit a portfolio, interview with the instructor(s) and receive prior approval from the instructor(s). Students must complete all summer assignments to maintain their enrollment in this class.

This class is the culmination of your career in the Kingston High School art department and a commitment to your own development as an artist. The first half of the year will focus on skill mastery, critical thinking and speaking, and the development of an exit portfolio. The second semester is largely dedicated to the design and execution of your senior thesis project – a large project or series of works related to a specific artistic concern – which you will develop and complete with the support of a mentor teacher. These projects are celebrated in the senior thesis gallery show the first Saturday in June. The successful production of a thesis requires a significant time commitment as well as motivation, responsibility, the ability to work independently and a serious interest in the study of art – but the rewards are well worth the effort. This course is required for anyone planning to receive an advanced regent's diploma through an art concentration and is an excellent choice for anyone planning to continue their education in the visual arts or who is interested in further developing their ability to think creatively.

Please note: Although you will learn how to put together a portfolio, this is NOT a course where portfolios are created for submission to colleges. College entrance portfolios are the student's responsibility.

Students may also opt to take the AP exam in studio art.



The business education program at Kingston High School:

- Educates students for and about business.
- Provides pathways to specialized knowledge and skills to live and work in the 21st Century.
- Affords the college bound student the opportunity to explore business curriculum areas.
- Provides career information.
- Provides opportunities for students preparing for careers in other fields to acquire knowledge and skills needed to function in those areas.
- Incorporates emerging technologies across the curriculum

### **SALES AND MARKETING – 6137**

**Year: 10-12**

**Credit: ½**

Sales & Marketing is a course that will prepare students for an entry level sales and marketing position in light industrial, retail, and other professional enterprises. Students will learn the foundations of marketing, product integration, developing target markets, and aligning customer needs with appropriate products/services. Students will learn about the product life cycle and various strategies for placing products in the market. Through collaborative discussions students will build leadership, enhance communication, and discover the power of effective teamwork. Emerging technologies, along with 21st Century “social media marketing” techniques, will be the vehicle employed to enhance student learning, engagement, and growth. In addition, students will explore career opportunities in marketing and advertising. A strong candidate should demonstrate competency in keyboarding and have a working knowledge of MS Office. **54 CDOS Hours; Optional Work Based Learning in Field Related to Course Content**

### **21ST CENTURY PRINCIPLES FOR MANAGEMENT THEORY – 6136**

**Year: 11-12**

**Credit: ½**

**This is a college level course which is the same course offered as Principles of Management at most colleges. Kingston High School is participating in the Collegian Program with UCCC so students are able to receive credit for BUS161 through UCCC. The tuition for this course is reduced greatly from the normal per credit fee (3 credit course). Information about college credit registration and tuition fees will be given within the first two weeks of the semester. \*Students must have completed and passed 11<sup>th</sup> Grade Regents English or English 101 to receive college credit.**

This course is designed to provide students with an understanding of the American business system and its role in the greater global economy. Students will examine the various leadership and management styles of a variety of successful business organizations, large and small. Through 21st Century methods students will develop the skills to perform planning, staffing, financing, and controlling functions within a business. Students will have the opportunity to demonstrate their knowledgeable of management and their own individual analysis through the examination of three case studies. Students will also explore career opportunities in management and related fields. Upon course completion, students will be able to navigate the complex and wide-ranging world of management. A strong candidate should demonstrate competency in keyboarding and have a working knowledge of MS Office. **54 CDOS Hours; Optional Work Based Learning in Field Related to Course Content.**

### **HOSPITALITY AND TOURISM – 6138**

**Year: 10-12**

**Credit: ½**

This course is an introduction to the Hospitality and Tourism Industry. As the number one private employer in the world, the hospitality industry contributes billions of dollars to the global economy every year. The course will address the needs of the student to develop successful and meaningful life skills to plan their career in the Hospitality and Tourism Industry. The content introduces various components of the hospitality and tourism industry. Students will also receive an overview of the careers that encompass the management, marketing and operations of restaurants and other foodservices, lodging, attractions, recreation events and travel related services in hospitality and tourism. Students will develop real world insight into hotel management, staffing, and overall financial operations. From room pricing, to marketing, to creating employee schedules, every facet of the hotel industry will be examined. The course will culminate with a project where students will utilize all the skills they have acquired to create and market their very own tourism destination. This Hospitality and Tourism course will demonstrate the value of understanding and analyzing multiple cultural perspectives throughout the industry. A strong candidate should demonstrate competency in keyboarding and have a working knowledge of MS Office. **54 CDOS Hours; Optional Work Based Learning in Field Related to Course Content**

## COLLEGE AND CAREER READINESS - 6139

**Year:** 10-12

**Credit:** 1

In this course, students will explore and develop an understanding of what it takes to be a successful college student, and trade school candidate in order to find success on a 21st Century career. In the first phase of the course, students will learn about the importance of high school performance in college admissions and how to prepare for college testing. They will gain knowledge about the types of schools and degrees they may choose to pursue after high school and gain exposure to the financial resources that are available. Students will also explore educational opportunities and benefits in attending a trade school. In the second phase of the course, students will connect the link between interests, college majors, and future careers by analyzing career clusters. Students will have the opportunity to explore careers based on their own interests and culture. Furthermore, students will learn valuable transferable skills including interviewing techniques, resume writing, and teamwork building. Students will come away from this course understanding how preparation and skill development in high school can lead into expansive career opportunities after they have completed their education and are ready for the 21st Century workplace. A strong candidate should demonstrate competency in keyboarding and have a working knowledge of MS Office. **54 CDOS Hours; Optional Work Based Learning in Field Related to Course Content**

## MATH AND FINANCIAL APPLICATIONS – 6105

**Year:** 11-12

**Credit:** 1

This is a 1-unit specialized interdisciplinary business course related to the mathematics learning standards. This course is to prepare students for both college level business programs and to understand the complex financial world they will encounter during their lives. Topics to be covered include: payroll, credit cards & interest, loans & banking applications, annuities, creating formulas for spreadsheets, budgeting, depreciation, investments, financial statement analysis, and monetary policy. Students will explore careers in finance and other business fields as well as advocating for broad interconnections and common goal-setting within various stakeholder communities. This specialized course may be used to fulfill one of the three units of mathematics required for the Regents diploma. **108 CDOS Hours; Optional Work Based Learning in Field Related to Course Content**

## PERSONAL KEYBOARDING I (EOD) - 6225 PERSONAL KEYBOARDING I - 6250

**Year:** 9-12

**Credit:** ½

This is a half year course in which students will learn to type using the touch type method of keyboarding. Keyboarding is a foundational course for students planning to attain College and Career Readiness. The 21st Century skills learned will be beneficial to students, whether they choose to go to college or enter the world of work. The initial focus is developing skills; accuracy, technique, and speed. The interactive educational program, EduType, will help the students master these skills. It utilizes a variety of strategies that keep students motivated and working towards their individual goals. After learning the keyboard, the course will expand its focus to include; creating and formatting various business and personal documents. Students will have the opportunity to create their own letter based on real life scenarios. At the end of the course students will be able to touch type without visual cues, format and create letters using Microsoft Office. Students will also explore entry-level data processing opportunities that utilize the touch-typing skill set. **54 CDOS Hours; Optional Work Based Learning in Field Related to Course Content**

## COMPUTER APPLICATIONS IN BUSINESS (CAB) – 6330

**Year:** 10-12

**Prerequisite:** Keyboarding

**Credit:** 1 (High School)

**College Credit:** 3 (tuition payment required)

This course includes material comparable to Business 171 at Ulster County Community College (SUNY Ulster). Upon successful completion of the course, students will earn three (3) college credits. This is a course in which students will learn about computers and how they work. They will also learn to feel comfortable using the computer and various

software programs. Students will explore the impact of word processing programs, spreadsheet programs, database programs and presentation software as they are used in the modern business world. In addition, students will learn the terminology used when discussing: hardware, software, and operating systems. This is a "hands-on" class that uses lab simulations to learn the programs. Students will also explore career opportunities requiring proficient use of Microsoft Office software. This course will enable students to acquire the skills necessary to achieve goals at the community level all the way up to the corporate level. **108 CDOS Hours; Optional Work Based Learning in Field Related to Course Content**

## **MICROSOFT OFFICE – 6445**

**Year: 11-12**

**Prerequisite: Keyboarding**

**Credit: ½**

Microsoft Office is the most widely used software package by professionals, businesses, secondary schools, and college students. While some of the functions of Word are taught in Keyboarding, the students will gain greater proficiency with all aspects of the program in this course. The students will learn to create/edit spreadsheets, graphs and analyze data using Excel. In addition, the students will use Access to create/edit data bases and generate various reports. Finally, the students will use PowerPoint (the most widely used presentation software) to create/edit presentations that can be used in high school, college, and business. In this course students learn 21st Century skills that will give them an advantage in College and Career Readiness. This course will prepare students for a continuing education, the world of work, or any communications tasks they will face beyond high school. Students will also explore career opportunities requiring proficient use of Microsoft Office software. A strong candidate should demonstrate competency in keyboarding. This course will enable students to acquire the skills necessary to achieve goals at the community level all the way up to the corporate level.

**54 CDOS Hours; Optional Work Based Learning in Field Related to Course Content**

## **BUSINESS OWNERSHIP AND MANAGEMENT - 6135**

**Year: 10-12**

**Credit: 1**

Students will develop and present three business plans throughout the year that focus on various business "Start-Ups". Activities that promote "team" ideals and "thinking outside the box" are utilized to enhance the 21st Century learning standards. Students will learn to navigate the internet for research. A strong emphasis on using MS Office and other Microsoft programs will help any student to become College and Career Ready. In the process of creating the business plans, the students learn about capitalization, break-even analysis, competition, geographic distribution, location, facilities, insurance, market potential, start-up costs, government regulations, inventory, promotions, advertising, Maslow's hierarchy, pricing, real estate, product development, creating surveys, using statistics, and much more. Two of the most exciting parts of this course are the virtual business simulation programs. One is starting and running a retail store and the other is starting and running a mid-sized warehouse. Students can compete in a virtual world with other students or even other schools! We also use Investopedia.com to create a financial portfolio for both long and short-term investments. Students will also explore careers in the business world, search for entry level positions, and interact with outside presenters. A strong candidate should demonstrate competency in keyboarding and have a working knowledge of MS Office.

**108 CDOS Hours; Optional Work Based Learning in Field Related to Course Content**

## **SPORTS AND ENTERTAINMENT MARKETING - 6140**

**Year: 11-12**

**Credit: 1**

An emerging career field in the 21st Century Global Economy is marketing. Take an exciting approach to learn marketing principles through the Sports and Entertainment Industry. This is a project-based class that applies marketing concepts to real life situations. Some projects include The Wheaties Box, Sports Camp, Ricky Bobby Target Marketing, Happy Gilmore Target Marketing, Charities and Foundations, Hall of Fame, Music Tour, Movie Base/Spin-off, Baby Boomers, Foreign-Born Athletes, Celebrity Fundraiser, The Sneaker Market, Under-Privileged Youth Programs, and More. The course promotes working in collaborative teams, developing presentations, and learning how to assess effectiveness. An excellent foundation for any students looking to become College and Career Ready in the marketing field. In addition, students will explore career opportunities in marketing and advertising. A strong candidate should demonstrate competency in keyboarding and have a working knowledge of MS Office.

**108 CDOS Hours; Optional Work Based Learning in Field Related to Course Content**

## **BUSINESS ACCOUNTING - 6040**

**Year: 11-12**

**Credit: 1**

This is a very hands-on, "this is how you do it", kind of class. Students learn how to record business transactions in various types of Journals. When they have completed this, the information from the journal needs to be transferred to the Ledger, which is called posting. At the end of a fiscal period, there are financial reports that need to be completed and other work that is necessary to get the books ready for a new fiscal period. Students will gain experience doing this work by hand and by using a computer and accounting software. The class covers accounting for single owner businesses and partnerships. The class covers accounting concepts for a service business and then moves on to accounting for a business that sells a product. The course concludes with the students doing an Accounting Practice Set. Students will also explore professional career opportunities in private, public, and governmental accounting. \*If interested in college credit, please

enroll in College Accounting. **108 CDOS Hours; Optional Work Based Learning in Field Related to Course Content**

## **COLLEGE ACCOUNTING - 6035**

**Year: 11-12**

**Credit: 1**

**A college level course which is offered as Accounting 101 at most colleges. Kingston High School is participating in the Collegian Program with UCCC. Students can receive 4 credits for AC101 through UCCC.**

Have you ever dreamed of owning your own business, being your own boss and reaping the financial windfalls? How will you record and measure success? From the basic foundations of the accounting cycle, to analyzing financial statements of multi-billion-dollar companies, this accounting class will challenge every student to develop their financial and analytical skill set. Students will have an opportunity to test these new abilities in a fraud audit simulation. From examining checks, to reviewing accounting entries, students will utilize their investigative talent to catch a thief! Students will also explore professional career opportunities in private, public, and governmental accounting. By the end of the year, students will have no doubt as to why accounting truly is "The Language of Business." **108 CDOS Hours; Optional Work Based Learning in Field Related to Course Content**

## **BUSINESS LAW - 6110**

**Year: 11-12**

**Credit: 1**

We start by exploring the relationship between government regulations and the free market economy, making ethical decisions, the differences between criminal and civil law, judicial procedures, the economic impact of social problems in society, civil/tort law, contracts, sales, and consumer issues. A fundamental understanding of various economic theories, cultural shifts, government agencies, and political models help students to assess problems from many perspectives. Students will be exposed to various career paths in government, business, and law. In the second semester we look at your rights and responsibilities when purchasing an automobile? Insurance? Real and personal property? Warranties? We answer questions like these and many more. The areas covered include: the relationship between government regulations and the free market economy, agency and employment relationships, equal opportunity employment, understanding and using credit, warranties, commercial paper, business organization and regulations, renting an apartment, buying a home, and marriage/divorce. Students will be exposed to various career paths in government, business, and law. This course is strongly recommended for any student who is planning a legal or business career. **108 CDOS Hours; Optional Work Based Learning in Field Related to Course Content**

## **FINANCIAL LITERACY – 6041**

**Year: 10 – 12**

**Credit: 1/2**

Financial Literacy is a course designed to help high school students graduate as financially capable young adults. Financial literacy is not only about being knowledgeable about personal finance and mathematical concepts in finance, it's also about developing smart financial habits. Students will explore topics and subjects related to everyday financial and mathematical concepts in realistic scenarios and will actively engage by applying the reasoning necessary to make informed decisions related to personal finance. Financial Literacy places great emphasis on problem solving, reasoning, representing, connecting and communicating financial data. Students will explore careers in finance and other business fields as well as advocating for broad interconnections and common goalsetting within various stakeholder communities. **54 CDOS Hours will be earned if course is run by Business Certified instructor.**



## ENGLISH

To graduate with a high school diploma, a student must complete four credits of English. All students must pass the New York State Regents examination in English Language Arts as a diploma requirement. Students will take this exam in their junior year. In their senior year students can choose from a variety of elective English courses to fulfill their required fourth credit in English.

### ENGLISH 9 - 1020

**Year: 9**

**Credit: 1**

This course begins the sequence of four years of English language arts study aimed at achieving success in the areas of reading, writing, thinking, listening and speaking.

### ENGLISH 9 HONORS - 1030

**Year: 9**

**Prerequisite: Students who meet the honors recommendation criteria**

**Credit: 1**

This course is for the student who has demonstrated superior skills in English Language Arts. Writing formally, informally and reacting to literature are major thrusts in this course, designed for the exceptionally motivated student. There is an emphasis on critical reading of major works and on active and verbal class participation. Individual research, as well as a group project is required.

### ENGLISH 10 - 1120

**Year: 10**

**Prerequisite: English 9**

**Credit: 1**

The main emphasis of this course is to inspire students to read in depth, to write, and think about their ideas. Written and oral reports and individual research are among the challenges of this course.

### ENGLISH 10 HONORS - 1130

**Year: 10**

**Prerequisite: Students who meet the honors recommendation criteria.**

**Credit: 1**

Continuing the enrichment of the honors track, this course emphasizes critical reading of major works and active and verbal class participation.

### ENGLISH 11 - 1220

**Year: 11**

**Prerequisite: English 10**

**Credit: 1**

The main emphasis of this course is to inspire students to read in depth, write and think about their ideas. Written and oral reports and individual research are among the challenges of this course. The ELA Regents exam is taken during the Junior year.

### ENGLISH 11 HONORS - 1230

**Year: 11**

**Prerequisite: Students who meet the honors recommendation criteria.**

**Credit: 1**

This course continues to prepare the student to enter Advanced Placement English in grade 12.  
**Students are encouraged to take the SAT-II in writing test near the end of, or shortly after finishing the course.**  
**The ELA Regents exam is scheduled during this course.**

**GRADE 12 ENGLISH COURSES - Students have the option of completing full year English 12 courses or taking two ½ year courses.**

**ADVANCED PLACEMENT ENGLISH LANGUAGE & COMPOSITION- 1325**

**Students wishing to enroll in this course will need to complete a summer assignment.**

**Year: 11-12**

**Prerequisite: English 11 and successful completion of ELA Regents. Students in 10H may enroll in this class and are required to take the ELA Regents exam as juniors.**

**Credit: 1**

Students in this introductory college-level course read and carefully analyze a broad and challenging range of nonfiction prose selections, deepening their awareness of rhetoric and how language works. Through close reading and frequent writing, students develop their ability to work with language and text with a greater awareness of purpose and strategy, while strengthening their own composing abilities. Course readings feature expository, analytical, personal, and argumentative texts from a variety of authors and historical contexts. Students examine and work with essays, letters, speeches, images, and imaginative literature. Students have the option of either taking the course for college credit through SUNY Ulster's Collegian program, completing the AP English Literature exam in May, or both.

**ADVANCED PLACEMENT ENGLISH LITERATURE & COMPOSITION – 1330**

**Year: 12**

**Prerequisite: English 11, English 11 H, or AP English and Language Composition, and successful completion of the ELA Regents exam.**

**Credit: 1**

AP English Literature and Composition/English 102 engages students in the careful reading and critical analysis of imaginative literature. Students read and discuss literature that explores the human condition and its moral dilemmas, social problems, and values. Through the close reading of these texts, students deepen their understanding how writers use language to provide both meaning and pleasure for their readers, considering structure, style and themes, as well as such smaller scale elements as the use of figurative language, imagery, symbolism and tone. This course continues to stress the development of writing skills, with emphasis on criticism, analysis, research methods and documentation. Students earn college credit through SUNY Ulster's Collegian program, completing the AP English Literature exam in May, or both.

**Those registering for English 102 through SUNY Ulster must have completed English 101 with a C or better and register for LIB 111. All students must contact the AP Literature instructor for their summer assignment.**

**MEDIA AND COMMUNICATIONS II (JOURNALISM) – 1335**

**Prerequisite: Media and Communications (1345), English 11**

**Credit: 1**

This course can be taken either as the continuation of Media and Communications I (1345) or as an introductory elective course. It covers similar content to Media and Communications I, but with increased emphasis on journalism. Students electing this course will focus primarily on reporting and writing content for print and digital publications. No previous experience in journalism is required, but you must be willing to commit time and effort beyond the class period. Students enrolled in this class are expected to participate actively as staff members in the KHS student newspaper *Highlights*.

**MEDIA AND COMMUNICATIONS – 1345**

**Prerequisite: English 10**

**Credit: 1**

In this project-based alternative to a standard English class, you'll learn the basics of 21<sup>st</sup>-century media and communications by creating content for electronic and print publication. You'll learn how to write for the web, shoot and edit video, explore pod and vodcasting, and consider the legal and ethical issues affecting all web users today. You don't need any prior experience to take this class, but you do need to be willing to learn through independent study and project work rather than through lectures and worksheets. Because this is a core English course, we'll also study literature, and juniors will take the Regents ELA examination. Students enrolled in this class are expected to regularly submit pieces to publications such as *Highlights* and/or KHS-TV.

## **WRITING FOR ACADEMIC ACHIEVEMENT – 1346**

**Prerequisite: English 11 (formerly COLLEGE COMPOSITION)**

**Credit: ½**

Effective writing skills are necessary for success in college and career. This course is designed to improve the student's writing ability, a necessary skill for entrance into an introductory college level English class. This course requires active reading and analytic writing, with an emphasis on fundamentals of sentence, paragraph, and essay development. Additionally, organization unity and coherence of ideas will be a central focus. Students will be expected to do close reading of texts, to contribute to class discussions and to engage in all steps of the writing process. Grammar and usage rules will be learned/reviewed. Coursework includes a minimum of 6 essays that have gone through all the steps of the writing process, as well as 3 short on-demand essays.

## **COLLEGE WRITING - 1350**

**Prerequisite: English 11, 85 or higher GPA**

**Credit: ½**

This instructional writing intensive course is specifically designed to prepare the student to do well in writing for college. Students will learn to write, not just for future college classes, but to obtain skills that will be applicable in many other real-world contexts. The course emphasizes rhetorical modes, with attention on argumentation, expository and persuasive writing. Students read, discuss, and write essays that explore contemporary social issues. Students work on grammar skills necessary to meet the challenge of writing accurately and clearly on the college level. Students also learn strategies to avoid plagiarism. A minimum of 6 essays that have gone through all steps of the writing process, along with 3 on-demand pieces, will be assigned.

An overall GPA of an 85 is a minimum requirement for the course. This one semester course can be taken for three credits from either Marist College (**English 120: Writing for College**) or SUNY Ulster (**English 101: College English**). For students who wish to take this course for college credit, there is a fee. Marist and SUNY Ulster's strict attendance and registration guidelines will be followed.

## **CREATIVE WRITING A - 1380**

**Prerequisite: English 11 or teacher recommendation**

**Credit: ½**

This fall course is designed for students who enjoy writing as a form of art and personal expression. Students try a variety of techniques such as imitation of models, journal writing and free writing to produce fiction, non-fiction, poetry, research and other pieces. This course is designed for the college bound student and includes participation in a weekly online discussion board. A final exam at the end of the semester is given and worth 15% of the overall grade.

## **CREATIVE WRITING B - 1385**

**Prerequisite: English 11 or teacher recommendation**

**Credit: ½**

This spring course is structured similarly to Creative Writing A. Although types of writing are repeated both semesters, the assignments are not built on the previous semester nor are they redundant. Creative Writing B also focuses on fiction, children's literature, and plays.

## **ENGLISH 12 A & B - 1320, 1322 Integrated**

**Prerequisite: English 11**

**Credit: ½ for English 12A, ½ for English 12B**

A Slice of Life A and B: ½ credit each section

This senior elective 12A/B course focuses on the outcast or those that may feel conflicted about self-identity due to societal perceptions, inequality and /or familial burdens. There will be an emphasis on real life connections and what one can do to increase their "life chances" against all odds. The college essay, an MLA Humanitarian Research paper, various projects and monologue presentations are required.

## **IN A DIFFERENT VOICE: POWER AND SOCIETY – 1410**

**Prerequisite: Passing the ELA and US History exams**

**Credit: 2 (1-English and 1-Participation in Government and Economics)**

## Fulfills 12<sup>th</sup> grade English and Social Studies (Economics and Government) requirements.

This is a humanities course that is open **to all students** interested in learning more about human differences based upon gender, socio-economic status and cultural heritage. This exciting two period alternative to the 12th grade English and Social Studies requirements will be accomplished through using selected novels, essays, stories and poems in addition to laws and governmental decisions, all directly related to a multicultural population. Students will experience many types of writing including creative, reflective, and non-fiction. Students will learn research skills needed for college success and public speaking techniques. Daily attendance is required. Students will participate in class discussions, group and individual projects and presentations. The course utilizes college level materials in a supported environment. Guest speakers, movies and trips are possibilities. All students must provide a writing sample on the first day of school. Students electing this course should have passed both the ELA and US History Regents Exams. Permission of the instructors is necessary for those who have not successfully passed either or both exams.

### **AFRICAN AMERICAN LITERATURE A – 1341**

**Prerequisite:** English 11

**Credit:** ½ Fall Semester

This course will examine a range of genres, including fiction, poetry, drama, autobiography, and nonfiction from the earliest published work by African Americans through to the present day. We will not follow chronological order; instead, we will concentrate on essential themes raised within the literature. We will examine how authors work and rework certain styles, techniques, genres, and structures; as well as how the writing and culture of African Americans is reflected and has helped to shape American History. Slavery and its abolition, the imposition of segregation and Jim Crow, the Great Migration, war, and civil rights form key moments in this relationship. Also, this course will help students practice and sharpen skills such as analytical reading, writing, and critical thinking. Class is open to all students.

### **AFRICAN AMERICAN LITERATURE B – 1342**

**Prerequisite:** English 11

**Credit:** ½ Spring Semester

During Spring semester, African American Literature will explore diverse voices from across the African diaspora, as well as Afro-Futurism – the Black experience in science fiction and fantasy literature. The course will cover both fiction and non-fiction selections from Black writers ranging from the Caribbean, West Africa, Europe and Central/South America. These selections will expand student perspectives on what it means to have a global Black Voice in these times and into the future.

### **MYSTERY FICTION A - 1390**

**Prerequisite:** English 11

**Credit:** ½

This course traces the development of the detective story from August Dupin and Sherlock Holmes to Ellery Queen and Hercule Poirot. The readings come from an interesting array of short stories and plays. Films are used to reinforce concepts of the genre. Students are invited to use their own powers of deduction. This is a wonderful course for those who love a good mystery. A research project is required.

### **MYSTERY FICTION B - 1395**

**Prerequisite:** English 11

**Credit:** ½

This course, which continues to explore the world of classic detectives and includes contemporary writers of crime fiction. In addition, it briefly delves into the realm of noteworthy Gothic fiction. Both expository and analytical writing are expected. A research project is required.

### **MYTHICAL JOURNEYS A - 1370**

**Prerequisite:** English 11 or teacher's permission

**Credit:** ½

Have you ever wondered why the seasons change? How the planets got their names? How Nike, Amazon, and Starbucks decided on their names and symbols? This introductory course will familiarize you with the ancient stories whose impact is still felt today. You'll study the Greek and Roman myths that provide the foundation for our Western classical literature and analyze them through a modern lens. Myth is everywhere – in songs, art, stories, television, movies, businesses, and even

advertisements! Their influence and story structure reverberate throughout history, different cultures, and folktales. Sign up for this class and learn about the creation of the world, utopias and dystopias, the God-teacher, Beauty and the Beast, love stories, the stories of the earth and the seasons, and so much more! There are myriad opportunities to write, compose, and create to demonstrate your understanding. Join us and develop a new lens through which you can view the world!

### **MYTHICAL JOURNEYS B - 1375**

**Prerequisite: English 11 or teacher's permission**

**Credit: ½**

What debt does *Star Wars* owe classical mythology? What do the outlaw, the dragon slayer, the Grail, and Robin Williams have in common? What leads up to Ragnarok – the “Twilight of the (Viking) Gods”? How is new life celebrated after this apocalyptic event? Join us for Mythical Journeys B and you'll plumb the depths of the Underworld, explore the ancient epics, and journey to gain knowledge and hero status. You will continue to examine the reverberations of myth throughout the centuries – looking at how it has influenced everything from Stravinsky to Disney's *Fantasia*, Camelot to Robin Hood, Ragnarok to May Day and so much more. Continue to explore these myths and legends and be inspired to think, write, and create in new ways.\*\*

**\*Note:** \*Completion of Myth A is encouraged but NOT a requirement.

\*\* During the second semester, a senior research paper is a requirement

***You will never read a story, watch a movie, study art, listen to music or compose a piece of writing in the same way again. Just ask any student who has taken this course!***

### **PUBLIC SPEAKING A/B – 1355**

**Prerequisite: English 11**

**Credit: ½**

Whether it takes place at an informal meeting, in a classroom setting, or before hundreds of people, public speaking is an integral part of many careers. Would you like to have more confidence when speaking to a group? Do you want to know how to prepare? This course will provide you with the tools you need to communicate confidently and effectively. You will present several types of presentations; speech types may include a self-introduction speech, a demonstration presentation, a power-point presentation/speech, a previously performed speech, and/or a persuasive speech. There is also required reading from the textbook for this class, and quizzes are given. Public speaking is an ideal adjunct course for both college and career. All students who take this course are encouraged to try out for the Anita Williams Peck Public Speaking Scholarship, a speech competition in June that is open to all KHS senior students planning to continue their studies at a college or university. The Stentorian will receive a scholarship in the amount of \$3500; the Top Lecturer will receive a scholarship in the amount of \$2500. Each scholarship is payable to the college of the student's choice.

### **SCIENCE FICTION A - 1400**

**Prerequisite: English 11**

**Credit: ½**

Teleportation, altered states, alternate universes, strange creatures, super soldiers, Star Trek and X-Files. Learn hypnotism! “The future...for that is where we shall one day live.” –Criswell. Through the reading of short stories, articles, and the critical examination of film, this class explores the social effects of an increasingly technological society. It's the fiction of science from the 1930's to the 80th Century. A research driven project will be assigned for the second quarter of the class.

### **SCIENCE FICTION B - 1405**

**Prerequisite: English 11**

**Credit: ½**

You do not have to take Science Fiction A to enroll in this course. What is it? More of the same but completely different. Jump into sci-fi B and let's go ape! We'll be touching on elements of space travel, time travel, nuclear war, and post-apocalyptic visions but will be primarily focusing on stories exploring mankind's evolutionary narrative and how our species became dominant and whether we will stay that way. A research driven project will be assigned for the second quarter of the class.

### **SHAKESPEARE'S TRAGEDIES - 1365**

**Prerequisite: English 11 (or recommendation of 10<sup>th</sup> grade teacher and guidance counselor)**

**Credit: ½ - fall semester**

This course is guaranteed to present Shakespeare's works in a different light. The goal of this course is enjoyment of his tragic works and appreciation for how they have affected our imagination for so long. Despite the differences in language styles between then and now, the class will examine why the issues and experiences of his characters are still relevant. From Shakespeare's humble beginnings in *Titus Andronicus*, through his artistic progress in plays the likes of *Othello*, *King Lear* and *Hamlet* will be explored and monitored (other choices may be substituted). Students will enjoy class readings and role playing, small group work, Internet exploration, and film viewings.

## SHAKESPEARE'S COMEDIES - 1360

**Prerequisite: English 11 (or recommendations of 10<sup>th</sup> grade teacher and guidance counselor)**

**Credit: ½ - Spring semester**

Madness, deception, the supernatural, and the battle of the sexes are but a few of the topics that color Shakespeare's comedies. The class will chuckle our way through such plays as: *The Comedy of Errors*, *A Midsummer Night's Dream*, *The Taming of the Shrew*, *Much Ado About Nothing*, and *The Tempest*. This class will include group readings, film viewings, and some role-playing. Students do not need to have taken "Shakespeare's Tragedies" to take this course.

## WOMEN ACROSS TIME A- 1420

**Prerequisite: English 11**

**Credit: ½**

When parents discover they are having a girl, they often paint the nursery pink or purple whereas when they discover that they are having a boy, they will select blue or yellow. Why is this? How come girls play with dolls and boys play with trucks? Why does society judge a boy for crying, but expect hysterics from a girl? This course will investigate where gender roles and stereotypes originate by exploring the male and female point of view in the media, literature, and film. We fight our own stereotypes while learning why they exist and what we can do change them. Male and female students are encouraged to take this course because we debate, share opinions, and look at research.

## WOMEN ACROSS TIME B- 1425

**Prerequisite: English 11**

**Credit: ½**

This course is a continuation of Women Across Time A, but students are not required to take A to enroll in this course. We will briefly discuss gender stereotypes, but this course will focus on body image, photo shop, eating disorders, and unhealthy standards set on both men and women. If you think that only women have body issues, you are wrong! Students will complete a research paper at the end of the course on a topic of their choosing related to this course. This course also features the famous pie-baking project where students create a pie using ingredients that are symbolic of their identity or a time in their lives. Male and female students are encouraged to take this course because we debate, share opinions, and look at research.

## ENGLISH 12 SPORTS LITERATURE A – 1340

**Year: 12**

**Prerequisite: English 11**

**Credit: 1/2**

Sports literature English 12 A is the study of social issues in sport as portrayed through sport stories, poems, essays, works of fiction/nonfiction, film and research. The objective of the course is to develop critical thinking skills around the role and significance of sport in societies and cultures. This is a senior elective geared to all students; at risk, honors and regent's students. Students do not need to be an athlete to take the course.

## English 12 Sports Literature B-1339

**Year: 12**

**Credit: ½**

Sports Literature is a continuation of the study of the social issues of sport as portrayed through sport stories, poems, essays, works of fiction/nonfiction, film and research. The objective of the course is to develop critical thinking skills

around the role and significance of sport in societies and cultures. It is not required that you take Sports Literature English 12 A to enter the class.

## INFORMATION LITERACY – IS13

**Year: 11/12**

**Co-requisite for English 102 through SUNY Ulster**

**Credit: ½**

Students will learn the concepts and skills required for effective research. They will learn how to locate and evaluate resources using online databases and other library resources. Critical thinking skills will be applied during hands-on assignments. Students will examine a variety of online and print resources including primary sources, scholarly journals, reference sources, E-books and the online catalog. Students will develop a research question and apply research

strategies to locate information relevant to their research topic. Citation guidelines, copyright and plagiarism will be examined. **Students will receive ½ high school credit and 1 (one) SUNY Ulster credit. This is a required course to graduate from SUNY Ulster.**

## ENGLISH AS A NEW LANGUAGE (E.N.L.)

### **ENGLISH AS A NEW LANGUAGE (E.N.L.)**

The English as a New Language program in the Kingston School District recognizes the unique assets and challenges of linguistically and culturally diverse learners. Students are screened for eligibility in the program in accordance with Commissioner's Regulations Part 154 (CR Part 154) as established by the New York State Department of Education.

The district also provides instruction from English as a New Language, (ENL) teachers, diagnostic and annual testing, requisite periods of instruction and other support services to provide students with necessary skills in English. Students take increasing amounts of academic classes in all subject areas with ENL support as they progress through high school.

The English as a New Language program helps Limited English Proficient students to:

- Acquire linguistic skills necessary for participation in mainstream classes.
- Acculturate to the United States and our educational system.
- Develop academic competencies through English as a New Language content instruction to pass examinations required for grade level and high school graduation.
- Expand talents and abilities commensurate with their ability levels.

### **ENL I (Entering) – E715**

**Credit: 1**

This course is designed to develop the English that is necessary for basic comprehension and interactions in school and in the community. The goal is to provide the grammar, vocabulary and reading to assist students' transition into Kingston High School classes and activities. Students advance to ENL II depending on their scores on the NYSESLAT assessment.

### **ENL II (Emerging/Transitioning/Expanding) – E725**

**Credit: 1**

This course continues to develop English speaking skills while including a stronger emphasis on listening, reading and writing for content area classes. Students read different genres of literature, write essays and reports and make oral presentations. Students in ENL II attend one or two ENL classes per day (depending on their NYSESLAT level), focusing on English Language Arts and content areas.

### **ENL/ELA 9/10 – E751**

**Credit: 1**

This course addresses the grades 9 and 10 English language Arts curriculum in an ENL setting with the support of an English certified instructor. Students are placed according to their age and NYSESLAT scores.

### **ENL/ELA 10/11- E752**

**Credit: 1**

This course addresses the grades 10 and 11 English language Arts curriculum in an ENL setting with the support of an English certified instructor. Students are placed according to their age and NYSESLAT scores.

### **ENL PRE-ALGEBRA- E738**

**Credit: 1**

This course provides math and ENL support for Students with Interrupted Formal Education (SIFE) in mathematics. The goal of this course is to prepare students for the rigors of Algebra.

### **ENL GLOBAL STUDIES- E745**

**Credit: 1**

This course is designed to provide instruction in the NYS Global History and Geography curriculum (year 1 of 2) in an ENL setting. Students will matriculate into a general education Global history class for year 2 in preparation for the Regents exam.

### **SIFE STUDY SKILLS- E743**

**Credit: 1**

This course is designed to provide basic support for Students with Interrupted Formal Education (SIFE) as they adjust to the school experience in the United States.

The family & consumer sciences program is designed to help adolescents learn to live in a society of constant change. This program helps prepare them to meet their present and future responsibilities in the home, on the job, as a member of society and as a consumer of goods and services. The program is planned to provide a variety of opportunities and activities for students to explore their personal lifestyles and career goals.

**CHEF'S WORKSHOP - 7100**

**Year: 9-12**

**Credit: ½**

Students are introduced to culinary arts through this basic food laboratory class. In this ½ year course, all of the basic food preparation skills are covered as well as, food safety, nutrition basics, recipe reading, and utensil identification. Many different cooking techniques and principles are taught. The food lab, where students work in groups, is an integral and fun part of this class. This class is a prerequisite for Student Gourmet and International Foods, to be able to take these advanced classes you must pass chef's workshop with a grade of 75.

**STUDENT GOURMET - 7110**

**Prerequisite: Chef's Workshop (Passing Grade of 75)**

**Credit: ½**

Students continue their study of culinary arts in this course. Through the study of the regions of the United States of America, students will continue to improve their food preparations skills. More advanced cooking techniques and principles of food preparation are covered. Students will also explore the cultural foods and customs of our country.

**INTERNATIONAL FOODS - 7115**

**Prerequisite: Chef's Workshop (Passing Grade of 75)**

**Credit: ½**

Student chefs can continue with their culinary arts education with an immersion in the cultural foods and customs of other countries. This advanced culinary course is based on the study of foods of many different nations. Each student in the class chooses a country to study; the foods from that country are then prepared.

**FASHION AND CLOTHING CONSTRUCTION I - 7120**

**Year: 9-12**

**Credit: ½**

This textile and apparel construction course is for any student who wishes to learn more about fashion, fabrics, and sewing. Any high school student, who wishes to learn the current technology of the fashion industry or design and work with fabrics, or construct garments and mend to reuse clothing, or learn how to be a savvy shopper, should include this course in their academic program. For any student who wishes to pursue a career in fashion design or fashion merchandising, this class is a must.



**HEALTH – 4540 HEALTH  
(EOD) – 4545**

**Year: 9-12 (Mixed Grouping)**

**Credit: ½ - Required for graduation**

This course provides students with comprehensive information, activities and instruction on overall health/quality of life, prevention, character, and safety, growth/development, and future planning. This course also brings student awareness of local and national public agencies, treatment and support organizations. The goal of this course for students is to become informed, enabling quality character and decision making/problem solving to promote a long life expectancy and positive quality of life.

**Course Content:**

- |  |                              |
|--|------------------------------|
| 1. Consumer Health                                     | 6. Alcohol & Drugs & Tobacco |
| 2. Mental Health                                       | 7. Environmental Health      |
| 3. Social Health                                       | 8. Physical Health           |
| 4. Abstinence, Contraceptive Technology & Parenting Ed | 9. Careers in Health         |
| 5. Disease Prevention                                  |                              |

In addition to class attendance, all students are encouraged to participate as presenters, as well as attendees, in our monthly Working on Wellness Workshops (WOW). The workshops will address contemporary issues such as; violence, sexual harassment, date rape, and drug and alcohol abuse.

**INTERDISCIPLINARY**

**IN A DIFFERENT VOICE: POWER AND SOCIETY - 1410**

**Prerequisite: Passing the ELA and US History exams**

**Credit: 2 (1-English and 1-Participation in Government and Economics)**

See ELA Section

See Social Studies Section

**CHEMISTRY FOR ARTISTS - 6880**

**Year: 10-12**

**Prerequisite: Art: Studio in Art AND Introduction to Drawing and Painting OR any advanced craft elective.**

**Science: Successful completion of Earth Science AND Biology. This course is also offered in the Art selection.**

**Credit: ½**

See Science Section See

Art Section

**PHYSICAL EDUCATION**

**Swimming and Water Safety- 9050, 9051**

**Phys Ed - 9060, 9061**

**Outdoor Adv 1 – 9066**

**Outdoor Adv 2 - 9067**

**Year: 9-12**

**Credit: ½ per year. 2 credits required for graduation.**

Physical education is mandated by the State of New York and is a requirement for a Kingston High School diploma. Physical Education provides the opportunity to learn and practice good health habits, and to make positive decisions about personal health and wellness. Through a wide variety of active experiences, students acquire personal living skills including teamwork, fair play and acceptance of individual differences in ability and culture. We encourage each student to find enjoyment in movement, to seek and accept challenge and to reach beyond their perceived physical, emotional and social limits.

To meet this requirement, students must pass all components of the Fitness gram fitness evaluation, pass one semester of swimming, and meet the standards of the attendance policy. In addition, the students must complete a 10-minute mile run/walk and a 500-yard swim. Student's average will be 2/3 Participation, Character and Sportsmanship, 1/3 Skill Development, Knowledge and Fitness Development.

Grading: Students will be evaluated in the following areas:

1. Active participation in and outside of school.
2. The participation grade will include a character and sportsmanship rating.
3. 5 points of the Physical Education grade shall be earned by participating in an Extra-Curricular Fitness Activity.
4. Skill development, Knowledge and fitness development.

New Physical Education Activities Include: Kayaking, Rollerblading, Skateboarding, Snowshoeing, as well as use of the two state-of-the-art **OUTDOOR PROJECT ADVENTURE HIGH ROPES COURSES**. Enrollment for these activities will be reserved for upper grade students who have completed prerequisite classes such as swimming and project adventure sequencing.

**Outdoor Adventure – 9066, 9067**

**Prerequisite: Prerequisite: Successful completion of 1.0 credits of PE and .25 credits of Water Safety and First Aid.**

**Many of the activities planned will occur off campus.**

**Credit: ¼**

The Kingston High School Physical Education Department offers an "Outdoor Adventure Experience" as an option for seniors by application and parent permission only. Approximately 15 upperclassmen will be chosen each semester to participate in this Physical Education experience. The purpose of the course is to increase awareness, respect and utilization of local community resources in a safe and appropriate manner. A variety of activities and experiences will be offered including: Snowshoeing, Camping, Cooperative Games, Orienteering, Fishing, Kayaking, Outdoor Safety, Backpacking/Hiking and Ice Skating.

**ADAPTIVE CLASSES**

- a) Students assigned to Adaptive classes shall include those students with special needs as determined by the school doctor. It will also include those that show definite weakness in tests given in the regular physical education classes.
- b) Every individual assigned to Adaptive Physical Education shall be re-examined and tested at the end of the school year or the beginning of the next, to determine progress and to decide what work assignments will be given.
- c) Weight control program will be available to students on the recommendation of the school physician and the athletic department. Our Tiger Fitness program will be available to these students.

**ALTERNATIVE PHYSICAL EDUCATION PROGRAM**

To qualify:

1. A student must be a senior.

2. A student must be in good standing. The

Alternative Program:

1. Must include supervised instruction.
2. Must be attended 2-3 times per week, with each session lasting 40-60 minutes.
3. Must be attended the entire quarter for a minimum of 15 hours.
4. Is available to qualified students during either the 2<sup>nd</sup> or 3<sup>rd</sup> marking periods.
5. Requires a 5-page type written plan of study to Director of Physical Education.

To apply:

1. Ask Physical Education teacher for application.
2. Fill out application and obtain parent or guardian signature of approval.
3. Re-submit application to teacher for verification and approval.
4. If approved by teacher, submit application to Physical Education Director for final approval.

### **INTRAMURAL AND INTERSCHOLASTIC ATHLETICS**

- a) This phase of the program is voluntary on the part of the student, but every effort should be made to enlist as many students in these activities as our facilities will permit.
- b) The school facilities shall include as many sports as possible in accordance with the available facilities and according to the season.
- c) Interscholastic athletics shall include girls' field hockey, girls' and boys' soccer, girls' and boys' cross country, football, girls' volleyball, girls' and boys' swimming, girls' and boys' tennis, girls' and boys' basketball, wrestling, gymnastics, cheerleading, girls' and boys' alpine skiing, indoor track, baseball, softball, girls' and boys' track and field, girls' and boys' crew, girls' and boys' lacrosse, golf, girls' and boys' Nordic skiing, girls' and boys' bowling.
- d) Code of conduct must be signed by both parent and student.
- e) Each student is required to have a physical by the school medical staff prior to participation.
- f) Character development and sportsmanship will be priority number one.
- g) The Adaptive Physical Education program also offers a ninth period intramural program for students with disabilities.

The mathematics program at Kingston High School offers a wide variety of mathematics and computer science courses to meet the needs of all students. It is strongly suggested that students obtain a graphing calculator for all math courses. We collect TI Rewards Points so if you purchase a Texas Instruments graphing calculator, please bring the points card (which is in the packaging) to your math teacher.

**Recommended Graphing Calculator: TI-84 Plus CE (preferred) or TI-84 Plus**

**ALGEBRA SKILLS – 3019**

**Year:**  
**Credit: 1**

This course is the foundation for high school mathematics courses. It is the bridge from the concrete to the abstract study of mathematics. Topics include simplifying expressions, evaluating and solving equations and inequalities, and graphing linear and quadratic functions and relations. Real world applications are presented within the course content and a function's approach is emphasized.

**ALGEBRA I – 3020**

**Year: 9**  
**Credit: 1**  
**Subsequent Course(s): Geometry, Computer Science I**

The fundamental purpose of Algebra is to formalize and extend the mathematics that students learned in the middle grades. This more ambitious version of Algebra I seeks to deepen and extend understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibit a linear trend. Students will engage in methods for analyzing, solving, and using quadratic functions. The Mathematical Practice Standards apply throughout the course and, together with the content standards, ensure that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. The Algebra I Regents exam will be given in June.

**ALGEBRA 1A – 302A**

**Year: 9**  
**Credit: 1**  
**Subsequent Course: Algebra 1B**  
Year 1 of 2 years to complete Algebra 1. See Algebra 1 course description.

**ALGEBRA 1B – 302B**

**Year: 10**  
**Credit: 1**  
**Subsequent Course(s): Geometry; Algebra, Functions, and Data Analysis**  
Year 2 of 2 years to complete Algebra 1. See Algebra 1 course description.

**GEOMETRY HONORS - 3030**

**Year: 9 or 10**  
**Prerequisite: Algebra I and meeting required honors criteria**  
**Credit: 1**  
**Subsequent Course(s): College Algebra with trigonometry, Alg. 2, Alg. 2 H, Computer Science I, AP Computer Science Principals**

Geometry topics include logic, triangles, polygons, parallel and perpendicular lines, congruence and similarity, trigonometry, transformational geometry, geometry of the circle, area and volume. The NYS Geometry Exam is taken in June. Geometry also includes reasoning and various types of proof. Additional enrichment topics are included due to the advanced level of the class.

**GRAPHING CALCULATOR I - 3211**

**Year: 10-11**  
**Prerequisite: Successful completion of Algebra 1 Course but unsuccessful on Algebra 1 Regents.**  
**Credit: ½**  
**Subsequent Course: Graphing Calculator II, Financial Applications**

An underlying theme in this course is the use of visual reasoning in mathematics. The calculator tool is essential to enabling

students to construct visual and symbolic representation of ideas and incorporate these into their approaches and thinking about problems. Calculators are a means to facilitate students' mental images that help them form, relate, and organize mathematical concepts. Students in this course will extend their knowledge of algebra using the TI-84 graphing calculator. The focus will be on exploring relationships between algebraic and graphic representations of numbers.

### **GRAPHING CALCULATOR II- 3212**

**Year:** 10-11

**Prerequisite:** Graphing Calculator I

**Credit:** ½

**Subsequent Course(s):** Geometry, Algebra Functions and Data Analysis, Financial Applications

An underlying theme in this course is the use of visual reasoning in mathematics. The calculator tool is essential to enabling students to construct visual and symbolic representation of ideas and incorporate these into their approaches and thinking about problems. Calculators are a means to facilitate students' mental images that help them form, relate and organize mathematical concepts. Students in this course will extend their knowledge of algebra using the TI-84 graphing calculator. The focus will be on exploring relationships between geometric concepts.

### **GEOMETRY - 3120**

**Year:** 10

**Prerequisite:** Algebra I

**Credit:** 1

**Subsequent Course(s):** College Algebra with Trig, Algebra II, Computer Science I, AP Computer Science Principals

Geometry topics include constructions, parallel and perpendicular lines, triangle properties, congruence and similarity, reasoning and proof, polygons, coordinate geometry, transformational geometry, area, trigonometry, volume of conic sections, and circle geometry. The NYS Geometry Regents will be taken in June.

### **ALGEBRA, FUNCTIONS, AND DATA ANALYSIS - 3210**

**Year:** 11-12

**Prerequisite:** Successful completion of Algebra 1.

**Credit:** 1

**Subsequent Course(s):** Math with Financial Applications, College Algebra, Financial Literacy

Algebra 1 skills will be built upon. Higher level polynomials including factoring, solving and graphing. Rational expressions and equations, complex fractions, operations and equations with radical and exponents; absolute value equations and inequalities; 3x3 linear systems, graphing conic sections may be included. Fundamental geometric concepts such as area, volume and perimeter of circles, rectangles, squares and trapezoids, Pythagorean theorem and basic trigonometry.

### **ALGEBRA II – 3130**

**Year:** 11-12

**Prerequisite:** Geometry

**Credit:** 1

**Subsequent Course(s):** College Algebra/Trig, Pre-Calc., Computer Science I, Computer Science I, AP Computer Science Principals, AP Statistics

A complete study of polynomial, exponential, logarithmic, and trigonometric functions will be included. Other topics included are rational functions, sequences, series, probability, and statistics. In alignment with NYS common core standards, graphing calculators are necessary for this course. The Algebra II Regents exam will be taken in June.

### **ALGEBRA II HONORS – 3220**

**Year:** 10 or 11

**Prerequisite:** Geometry and meeting required honors criteria.

**Credit:** 1

**Subsequent Course(s):** College Alg./Trig, Pre-Calc., Pre-Calc. H, Computer Science I, AP Computer Science Principals, AP Statistics

A complete study of polynomial, exponential, logarithmic, and trigonometric functions will be included. Other topics included are rational functions, sequences, series, probability, and statistics, complex numbers and binomial expansion. In alignment with NYS common core standards, graphing calculators are necessary for this course. The Algebra II Regents exam will be taken in June.

## ADVANCED ALGEBRA – 3310

**Year:** 11-12

**Prerequisite:** Successfully meeting the standard in Algebra, Functions, and Data Analysis or Geometry

**Credit:** 1

**Subsequent Course:** College Algebra and Trigonometry or Algebra II

An extension of the study of algebra to operations on real and complex numbers. A study of functions and relations and their graphs – irrational, exponential, logarithmic, quadratic, absolute value, inequalities and systems of equations and inequalities.

## COLLEGE ALGEBRA WITH TRIGONOMETRY – 3315

**Year:** 11-12

**Prerequisite:** Successful completion of Geometry or Algebra II

**Credit:** 1

**Subsequent Course:** Algebra II, AP Statistics

**This course qualifies for 4 college credits from Ulster County Community College equivalent to Math 115.**

An extension of the study of algebra to operations on real and complex numbers. A study of functions and relations: irrational, exponential, quadratic, absolute value; inequalities. An introduction to theory of equations. The study of right triangle trigonometry and trigonometric functions of any angle using the unit circle. A local final exam will be taken in June.

## COLLEGE PRE-CALCULUS – 3320

**Year:** 11-12

**Prerequisite:** Algebra II

**Credit:** 1

**This course is comparable to Mathematics 120 Pre-Calculus at Marist or Mat 160 at Ulster County Community College. Upon application and payment of fees, Marist College will grant three credits for successful completion of the course, while UCCC will grant 4.**

An extensive study of complex numbers, relations, functions and polynomials, sequences, series and the binomial theorem. Exponential and logarithmic functions, trigonometry, graphs of polynomial functions and derivatives. Introduction to calculus covering derivatives. A graphing calculator will be required to do a comparative study, graphically and numerically. A local final exam will be taken in June.

## COLLEGE PRE-CALCULUS HONORS - 3230

**Year:** 11-12

**Prerequisite:** Algebra II and meeting the required honors criteria.

**Credit:** 1

**Subsequent Course(s):** AP Calc. AB, BC or College Calculus I, Computer Science I, AP Computer Science, AP Statistics

**This course is comparable to Mathematics 120-Pre-Calculus at Marist College or MAT 160 at Ulster County Community College. Upon application and payment of fees, Marist College will grant three credits for successful completion of the course, while UCCC will grant 4.**

A more rigorous and theoretical approach to all the topics in pre-calculus, plus selected topics for enrichment. A local final exam will be taken in June.

## COLLEGE CALCULUS I – 3330

**Year:** 12

**Prerequisite:** Successful completion of College Pre-Calculus

**Credit:** ½ FALL ONLY

**This course may qualify for credit from Ulster County Community College equivalent to MAT 170**

Survey of functions; limits; the first and second derivative; definite integrals; differentiation of polynomial, exponential, and trigonometric functions; curve sketching; and other applications of the derivative are covered in this course. UCCC's final exam will be taken in June.

## COLLEGE STATISTICS - 3355

**Year:** 11-12

**Prerequisite:** College Algebra or higher

**Credit:**  $\frac{1}{2}$  SPRING ONLY

**This course may qualify for credit from Ulster County Community College equivalent to MAT 211**

The following topics are covered in this non-calculus based course: the organization of data, central tendency and dispersion, probability, binomial and normal distribution, hypothesis testing, correlation, regression, and the Chi-square distribution. UCCC's final exam will be taken in June.

## ADVANCED PLACEMENT STATISTICS - 3360

**Year:** 11-12

**Prerequisite:** Algebra II or higher or Teacher Recommendation

**Credit:** 1

The purpose of the Advanced Placement course in statistics is to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. The curriculum is dictated by the College Board. In AP Statistics, the following topics are studied: Exploring data by analyzing charts, graphs, and numerical summaries for both univariate and bivariate data, planning a study by selecting good samples for surveying and designing reliable experiments, anticipating patterns by using simulation and formulas to calculate probabilities, and to use statistical tests to make inferences about population. This class is designed for the highly motivated student who has demonstrated excellence in mathematical reasoning and critical thinking. Students are required to take the AP exam which is administered in May.

## ADVANCED PLACEMENT CALCULUS AB – 3340

**Year:** 12

**Prerequisite:** Superior ability in mathematics, outstanding achievement in Honors courses. College Precalculus Honors with a grade of at least 85 on both the report card and the final examination in each course, College Entrance Examination Board Scholastic Aptitude Test.

**Credit:** 1

Differential and integral calculus of polynomial, trigonometric, exponential and logarithmic functions, average value. The fundamental theorems of calculus, Rolle's Theorem, mean value theorem, area and volume, velocity and acceleration, and curve sketching. A local mid-term exam will be taken in January. Students are required to take the AP exam which is administered in May.

## ADVANCED PLACEMENT CALCULUS BC - 3350

**Year:** 12

**Prerequisite:** Exceptional ability in mathematics, outstanding achievement in Honors courses. Honors College Pre-Calculus with a grade of at least 85 on both the report card and the final examination. Recommendation of previous mathematics teachers, guidance counselor.

**Credit:** 1

Differential and integral calculus of polynomial, trigonometric, exponential and logarithmic functions, average value, the fundamental theorem of calculus, Rolle's Theorem, mean value theorem, areas between curves, volumes of simple solids of revolution, velocity and acceleration, graph sketching, techniques of integration, sequences and series, and elementary differential equations. Advanced Placement Calculus BC is more extensive than Advanced Placement Calculus AB. The AP Calculus BC course covers topics typically found in a first-year college Calculus II course. Some colleges allow students, upon successful completion of AP Calculus BC, to take Calculus III as the follow-on course. Students are required to take the AP exam which is administered in May.

## COMPUTER SCIENCE I – 3510 (with option for college credit)

**Year:** 9-12

**Prerequisite:** Successful completion of Algebra I or Algebra 1B higher, interest in Computer Literacy or previous computer experience.

**Credit:** ½

**Subsequent Course(s):** College Computer Science II

Marist College credit will be granted upon completion of Computer Science II and payment of fees.

Explore this introductory programming course using Snap! which is based upon MIT's Scratch language. This course is designed for students interested in learning more about software programming and provides students with a solid background of standard computer logic, which will enhance problem solving skills. Students will use a drag and drop technique that focuses more on concepts and skills rather than syntax. It is designed to be a rewarding and fun learning experience for students who have no prior programming experience.

## COLLEGE COMPUTER SCIENCE II – 3520

**Year:** 10-12

**Prerequisite:** Successful completion of College Computer Science I

**Credit:** ½

**Subsequent Course(s):** AP Computer Science

This course is designed for those students seeking additional programming experience while in high school. Programming skills learned in Computer Science 1 are applied using the Python programming language. The student will learn the top-down technique for programming. Topics include numeric and string variables, binary, lists, dictionaries, and object-oriented concepts of classes. For students thinking about pursuing a career in Computer Science, this course will prepare them for Advance Placement Computer Science or a first-year college course.

## ADVANCED PLACEMENT

### AP COMPUTER SCIENCE A- 3530

**Year:** 11-12

**Prerequisite:** Successful completion of Algebra 1 or Algebra 1B and Geometry, Algebra 2 or Computer Science 2

**Credit:** 1

This course is an introduction to college-level programming, using JAVA programming language. Important concepts included are structured JAVA programming style, assignment and logical operators, decision-making, looping, functions and arrays. Students will also learn the concepts of data structures, classes, inheritance, recursion and other advanced topics using an object-oriented approach. The AP Computer Science exam is administered in May. A final project will be completed for the remainder of the year. Students are required to take the AP exam which is administered in May.

### AP COMPUTER SCIENCE PRINCIPALS - 3531

**Year:** 11-12

**Prerequisite:** Successful completion of Geometry, or Computer Science 2.

**Credit:** 1

The AP Computer Science Principals course is a full year high school course, equivalent to a first semester introductory college computing course. In this course, students will develop computational thinking skills vital for success across all disciplines, such as using computational tools to analyze and study data and working with large data sets to analyze, visualize and draw conclusions from trends.

## MATH AND FINANCIAL APPLICATIONS - 6105

**Year:** 11-12

**Prerequisite:** 2 credits in Mathematics

**Credit:** 1

This is a specialized interdisciplinary business course related to the mathematics learning standards. This course prepares students for both college level business programs and helps them to understand the complex financial world they will encounter during their lives. Topics to be covered include: payroll, credit cards & interest, loans & banking applications, annuities, creating formulas for spreadsheets, budgeting, depreciation, investments, financial statement analysis, and



monetary policy. Students will explore careers in finance and other business fields.

## MUSIC

The music department offers a comprehensive program, which is open to all beginning and advanced students. The music program at Kingston High School is intended to:

- ◆ Enrich the lives of all students.
- ◆ Stimulate and encourage the students' creative growth by involving them in a wide variety of musical experiences.
- ◆ Provide vocational and avocational guidance for music students.

Please contact any of the music faculty for advice on placement. Students may participate in a wide variety of performance ensembles and classroom music offerings.

Music education focuses on standards of excellence according to the level and ability of the performing group. The New York State School Music Association (NYSSMA) system of assessment is used to evaluate performance outcomes for both individual students and ensemble activities.

General goals of music education include:

- ◆ Teaching and learning aligned with national and state standards for music.
- ◆ Development of student aptitude and potential in music.
- ◆ The creation of challenges and opportunities in music for students who have a primary or secondary interest in studying music.
- ◆ The opportunity for aesthetic experiences.
- ◆ The opportunity to experience music from a cultural and historical perspective and to understand its role in the development of humankind.

**One credit of Art or Music is required to graduate with a Local/Regents Diploma. In music, students may take Music In Our Lives, Piano I, Voice I, Band, Orchestra or Chorus to satisfy this requirement. Students may earn an Advanced Regents Diploma by successfully completing a 5-unit sequence in Music and 1 credit of a Language Other Than English. Five-unit sequences in Music require a student to successfully complete Music Theory I and II.**

### PIANO I - 5660

**Year: 9-12**

**Prerequisite: None**

**Credit: 1**

This course is for students with little or no piano background who are interested in learning keyboard fundamentals. Instruction will focus on the development of beginning technique through major and minor scales and arpeggios, elementary piano pieces, sight-reading and simple chord progressions in common keys. Students will be able to perform at New York State School Music Association (NYSSMA) level I standards at the conclusion of this course. It is strongly recommended that the student own an inexpensive keyboard to practice at home.

### MUSIC TECHNOLOGY- 5667

**Year: 9-12**

**Prerequisite: None**

**Credit: 1**

Music Technology is a one credit course that meets every day for a full year. In this class, students will create, record and produce original music using a computer and professional recording software. Students will learn how to record an instrument and voice, set up a sound system, record a live sound event, edit audio on a computer, create beats, re-mix a song, and synchronize audio to video. The units of study will be centered around a project based curriculum with a final project incorporating the skills learned. Upon successful completion of the course, students will have the requisite knowledge and skill to gain an internship in a professional studio. There are no prerequisites and you do not need to know how to play an instrument.

## **MIXED CHORUS - 5770**

**Year: 9-12**

**Prerequisite: None**

**Credit: ½**

Mixed Chorus is the performing organization for students who love to sing and have an interest in learning more about choral performance. The course covers a variety of repertoire and provides students with the opportunity to perform in at least two concerts. The course includes attendance at community musical activities and various events.

## **VOICE I - 5700**

**Year: 9-12**

**Prerequisite: None**

**Credit: 1**

This introductory course is open to anyone with a desire to learn to sing. Students will learn basic vocal techniques such as breath control, diction and tone production. Coursework includes solo singing and practice in sight reading music. Students have the opportunity to prepare for New York State School Music Association Solo Levels I, II and III. Grades are based on effort as well as achievement.

## **VOICE IB - 5690**

**Year: 9-12**

**Prerequisite: Voice IA**

**Credit: ½\***

**\* 1 credit towards the graduation requirement will be issued upon successful completion of Voice IA & B**

This course is the second half of Voice I but offered on a full-year basis for ½ credit for those students who completed the first half in middle school.

## **VOICE II - 5710**

**Year: 10-12**

**Prerequisite: Voice I**

**Credit: 1**

This course builds on techniques and practices learned in Voice I. Students are trained in all essential vocal techniques with emphasis on effective tone production. Students receive extensive training in music literacy, and solo singing. Students are encouraged to attend the New York State School Music Association spring solo evaluation festival. Students must have completed Voice I to enroll in this course. Students will have the opportunity to prepare for New York State School Music Association Solo Levels IV, V and VI.

## **VOICE III - 5720**

**Year: 11-12**

**Prerequisite: Voice II**

**Credit: 1**

This course teaches advanced voice techniques leading to mastery of the vocal instrument. Students will prepare for a formal concert recital of seven songs representing the culmination of three years of vocal study. Students are encouraged to attend the NYSSMA spring solo evaluation festival. Students must have successfully completed Voice II to enroll in the course. Solo performance is a daily requirement. Students will have the opportunity to prepare for New York State School Music Association solo levels V, VI and all-state.

## **CHOIR - 5760**

**Year: 10-12**

**Prerequisite: Voice I, Voice II and application**

**Credit: 1**

Choir is the select performing organization for students who have met the highest achievement standards of the Kingston City School's vocal music program. Students will learn the vocal and musical skills necessary to interpret choral music representative of NYSSMA Levels V and VI and larger choral works. Superior sight-reading skills are a must, as well as completion of Voice I and II. Students interested must complete an application. Requirements include attendance at rehearsals and performances outside of the school day.

## **PIANO II - 5661**

**Year: 10-12**

**Prerequisite: Piano I or permission of instructor**

**Credit: 1**

This course builds on the work in Piano I. At the conclusion of this course, students will be able to perform at New York State School Music Association Level II or III standards.

## **MUSIC THEORY I - 5670**

**Required course for 3-unit and 5-unit music sequences**

**Year: 9-12**

**Prerequisite: Teacher recommendation**

**Credit: 1**

This course focuses on the essential elements of music including sight-reading, sight-singing, ear-training and harmony. The course is designed for prospective college music minors/majors or those wishing to gain further knowledge in music fundamentals. It is a requirement for any musician seeking a three- or five-credit sequence in music and is recommended to any serious music student.

## **MUSIC THEORY II - 5671**

**This course is a requirement for students seeking a 5-unit Regents sequence in music and an Advanced Regents Diploma.**

**Year: 11-12**

**Prerequisite: Current enrollment in a Kingston High School music ensemble and successful completion of Music Theory I.**

**Credit: 1 (with an option for AP Music Theory if appropriate)**

This course is a continuation of Music Theory I and includes sight-reading, sight-singing, ear-training and harmony. Advanced compositional techniques and harmonies are also introduced. The course is designed for prospective college music minor/majors. It is a requirement for any student seeking a 5-unit Regents sequence in music.

## **JAZZ ENSEMBLE - 5795**

**Year: 9-12**

**Prerequisite: Audition and proper instrumentation**

**Credit: ½**

This course involves instruction in and practical application of performance in a jazz style representative of New York State School Music Association (NYSSMA) levels IV-VI. Instruction will include improvisation, theory, swing and Latin rhythms. Requirements include attendance at rehearsals beyond the school day, home practice, listening to jazz recordings (or live performances) and public performances. Jazz ensemble meets during the evening.

## **JAZZ BAND - 5796**

**Year: 9-12**

**Prerequisite: Audition and need for instrumentation**

**Credit: ½**

This course involves instruction in basic jazz styles, with an emphasis on swing, jazz articulations, and beginning improvisation. Performance level is representative of New York State School Music Association levels III – IV. Requirements include attendance at rehearsals beyond the school day, home practice, jazz lessons during the school day, listening to jazz recordings (or live performances) and public performances. Jazz band meets during the evening.

## CONCERT BAND – 5730

**Year:** 9-12

**Prerequisite:** Recommendation of previous school instructor, OR audition, OR New York State School Music Association solo scores

**Credit:** 1

This course involves instruction in and practical application of technical and musical skills necessary to perform band literature representative of New York State School Music Association levels IV and V. Students are expected to participate in the New York State School Music Association major evaluation festival at these levels each spring.

Requirements for this course include rotational lessons, home practice, and attendance at rehearsals beyond the school day, public performances and participation in the marching band.

## WIND ENSEMBLE – 5731

**Year:** 10-12

**Prerequisite:** Recommendation of previous school instructor, OR audition, OR New York State School Music Association solo scores

**Credit:** 1

This course involves instruction in and practical application of technical and musical skills necessary to perform band literature representative of New York State School Music Association Levels V and VI. Students are expected to participate in the New York State School Music Association major evaluation festival at these levels each spring.

Requirements for this course include rotational lessons, home practice, and attendance at rehearsals beyond the school day, public performances and participation in the marching band.

## SYMPHONIC BAND – 5735

**Year:** 9-12

**Prerequisite:** Recommendation of previous school instructor, or audition. Attend orientation session.

**Credit:** 1

This course involves instruction in and practical application of technical and musical skills necessary to perform band literature representative of New York State School Music Association levels III and IV. Students are expected to participate in the NYSSMA Major Evaluation Festivals at these levels each spring. Requirements for this group include rotational lessons, home practice and attendance at rehearsals beyond the school day, public performances and participation in the marching band.

## BAND/ORCHESTRA - 5740

**Year:** 9-12

**Prerequisite:** Audition & recommendation of previous school instructor, proficient on at least one string and one woodwind/brass/percussion.

**Credit:** 1

This course is for students who play a string instrument and either a wind or percussion instrument. The course involves instruction and application of technical and musical skills necessary to perform orchestra and band music at NYSSMA levels III-VI. Requirements include rotational lessons on both instruments, home practice, and attendance at both band and orchestra rehearsals. Band meets B-D-F days and orchestra A-C-E days.

## ORCHESTRA - 5750

**Year:** 9-12

**Prerequisite:** Recommendation of previous school instructor, OR audition, OR New York State School Music Association solo scores

**Credit:** 1

This course involves instruction in and application of technical and musical skills necessary to perform orchestra music at New York State School Music Association levels IV - VI. Students are expected to participate in the New York State School Music Association major evaluation festival at these levels each spring. Requirements for this course include rotational lessons, home practice, and attendance at rehearsals beyond the school day and public performances.

## CHAMBER ORCHESTRA/ADVANCED ORCHESTRA (II)- 5755

**Year:** 10-12

**Prerequisite:** Recommendation of school instructor, OR audition, OR New York State School Music Association solo scores

**Credit:** 1

This course involves instruction in and practical application of technical and musical skills necessary to perform orchestra literature representative of New York State School Music Association Levels V and VI. Students are expected to participate in the New York State School Music Association major evaluation festival at these levels each spring.

Requirements for this course include rotational lessons, home practice, and attendance at rehearsals beyond the school day and public performances.

**MUSIC SEQUENCE:** Students may earn a three-or five-credit music sequence. A three-credit music sequence must include Theory I and two other performance ensemble courses. \* A five-credit music sequence must include Theory I, Theory II and three other performance ensemble courses. Courses may be selected from band, chorus, voice and orchestra. A conference with a music director is advised for detailed sequence provisions.

## SCIENCE

### EARTH SCIENCE - 4020

**Year:** 9-12

**Credit:** 1

Earth Science is the study of planet Earth and its place in the universe, including the branches of geology, oceanography, meteorology and astronomy. Students will learn about the evolution of landforms resulting from the dynamic forces of plate tectonics and the effects of water and atmosphere on the land. Laboratory sessions are provided every other day to enable students to complete the 1200-minute Regents laboratory requirement as determined by the instructor. The final exam is the NYS Physical Setting in Earth Science Regents exam.

### Regents Earth Science Honors- 4027/4027L

The course provides enrichment and is a more in-depth study of Regents Earth Science

### ASTRONOMY - 4021

**Year:** 11-12

**Prerequisite:** Interest and Motivation; successful completion of 1 Regents science

**Credit:** ½

Astronomy is a technology-enriched course with an emphasis upon student-centered learning. Laboratory activities will be imbedded in the coursework. Concepts include constellations, star life cycles and deep Space, as well as our Sun and Solar System. Observing the nighttime sky will be encouraged. Students will utilize the Internet and other technology to research, organize, and present current information in the field of Astronomy.

### METEOROLOGY - 4022

**Year:** 11-12

**Prerequisite:** Interest and Motivation; successful completion of 1 Regents science

**Credit:** ½

Meteorology is an imbedded laboratory course with major areas of study in Light and Optics, Clouds and Precipitation, Forces and Winds, Air Masses and Fronts, Weather Forecasting, Severe Storms, Hurricanes, El Nino, and the Hydrologic Cycle. Critical thinking, Listening, Oral Communication, Problem Solving, Reading, Research, Technology, and Writing are essential skills. Students will gain an understanding of dynamics involved in the formation and continued changes in the Atmosphere, its composition, its structure, and its effects on all things natural.

Meteorology connects to all sciences in addition to other curricular areas such as English, Fine Arts, Mathematics, Social Studies and Foreign Language.

## CHEMISTRY FOR ARTISTS - 6880

**Year:** 10-12

**Prerequisite:** Art: Studio in Art AND Introduction to Drawing and Painting OR any advanced craft elective. Science: Successful completion of Earth Science AND Biology. This course is also offered in the Art selection. **Credit:** ½

Applied Chemistry for Artists is designed to address common questions and scientific principles in the arts. Topics and questions may include: Why do frescos last longer than paintings? How are glazes made, and what are common reactions in the kiln? What is salt firing? What are the pros and cons to using pigments extracted from ores versus acrylic pigments? Why can't stoneware and earthenware be mixed? What are the differences in glues? What are the differences in clays? What are the substances used in solder and how do they work? Why do certain metals react with the skin? Are there health risks? Students will better understand the dynamic relationship between art and science.

Essential Skills: Appreciation for art and science; critical thinking.

## HUMAN DISEASE A - 4128

**Year:** 11-12

**Prerequisite:** Living Environment

**Credit:** ½

This course offers an overview of the structure and function of the human body systems & related diseases. Students will review the immune, circulatory, respiratory and digestive systems and related disorders, diagnostics and treatments commonly found within these systems. Students will explore the medical aspects of the human body and related diseases through laboratory activities, videos, internet research and projects/public speaking.

## HUMAN DISEASE B – 4129

**Year:** 11-12

**Prerequisite:** Living Environment

**Credit:** ½

This course offers an overview of the structure and function of the human body systems & related diseases. Students will review excretory, nervous, endocrine, musculoskeletal systems and related disorders, diagnostics and treatments commonly found with these systems. This course will also cover genetic diseases and common forms of cancer. Student will explore the medical aspects of the human body and related diseases through laboratory activities, videos, internet research and projects/public speaking.

## ECOLOGY A - 4410

**Year:** 11-12

**Prerequisite:** Successful completion of Regents Biology

**Credit:** ½

This first semester course focuses on general ecological principles with an emphasis on human interdependence with the environment. Topics include the nature of the planet Earth, ecosystem dynamics, population/community dynamics, and a survey of biomes and aquatic ecosystems. Laboratory experiments and field research are included in the curriculum. A locally composed final examination will be given.

## ECOLOGY B - 4415

**Year:** 11-12

**Prerequisite:** Successful completion of Regents Biology

**Credit:** ½

This second semester course focuses on human ecology and environmental issues and problems. Topics covered include human societies and environmental impact, human population growth, food and agriculture, natural resources, pollution and environmental legislation. Laboratory experiments and field research are included in the curriculum. A locally composed final examination will be given.

## **ANIMAL BEHAVIORAL BIOLOGY - 4125**

**Year:** 11-12

**Prerequisite:** Successful completion of Regents Biology

**Credit:** ½

This course gives our students the opportunity to explore an expanded area of biology other than an ecological avenue. In addition, many students leave KHS unprepared in the ability to write a science research paper. Learn why animals behave the way they do. Students will explore the wide range of animal behavioral biology from an evolutionary viewpoint through class discussions, video presentations, and a written research paper that will serve as the final exam. A final project will involve creating a presentation on a single species that explores each of the behaviors covered during the course.

## **BIOLOGY – 4120/4121**

**Year:** 9-12

**Credit:** 1

Regents biology is an evolutionary approach to the comprehensive study of life, exploring the interrelationship of all living things, the development of life through various stages of complexity the diversity of organisms which compose our living world. Laboratory sessions are provided every other day to enable students to complete the 30-hour Regents laboratory requirement. The final exam is the New York State Living Environment Regents examination.

\* This course is available to grade 9 students who demonstrate strong interest in life sciences and are challenged by math applications.

## **BIOLOGY HONORS – 4130/4132**

**Year:** 9-10

**Prerequisite:** Students who meet the honors recommendation criteria

**Credit:** 1

The course provides enrichment and is a more in-depth study of Regents Biology.

## **GENERAL CHEMISTRY A - 4210**

**Year:** 11-12

**Prerequisite:** Successful completion of Algebra Regents examination and successful completion of 1 science Regents examination.

**Credit:** ½

This first semester course introduces the field of chemistry with an emphasis on the study of matter, its measurement and composition, the structure of the atom, energy, gas laws, Periodic Law and bonding. Laboratory experiments and teacher demonstrations are included in the curriculum. A locally composed final examination will be given.

## **GENERAL CHEMISTRY B - 4215**

**Year:** 11-12

**Prerequisite:** Successful completion of Algebra Regents examination and successful completion of 1 science Regents examination.

**Credit:** ½

The second semester course is naming and writing chemical formulas, stoichiometry, organic chemistry and acid/base chemistry. Topics covered include a study of the hydrocarbons, isomers, alcohol, polymers and plastics, drugs and medicines, food chemistry and the chemistry of common household products. Laboratory experiments and teacher demonstrations are included in the curriculum. A locally composed final examination will be given.

## **CHEMISTRY- 4220**

**Year:** 11-12

**Prerequisite:** Interest, motivations and successful completion of Algebra Regents examination and successful completion of 2 science Regents examination.

**Credit:** 1

The topics covered in Chemistry Regents include the study of matter and energy, atomic structure, bonding, Periodic Table, mathematics of chemistry, kinetics and equilibrium, acid-base theories, chemical reactions, electrochemistry, and organic chemistry. This course includes hands-on laboratory activities as required for the NYS Regents Exam.

## **CHEMISTRY HONORS - 4230**

**Year:** 10

**Prerequisite:** Interest, motivation and successful completion of Algebra Regents examination and successful completion of 2 science Regents examinations as well as meeting the honors recommendation criteria.

**Credit:** 1

The course content provides enrichment and is a more in-depth study of Regents Chemistry.

## **GENERAL PHYSICS A - 4310**

**Year:** 11-12

**Credit:** ½

This first semester course is an introduction to physics. It studies such topics as mechanics, waves, Newton's Laws and properties of matter. Laboratory experiments and teacher demonstrations are included in the curriculum. A locally composed final examination will be given.

## **GENERAL PHYSICS B - 4315**

**Year:** 11-12

**Credit:** ½

This second semester course studies the areas of heat, sound, light, electricity and magnetism, and nuclear physics. Laboratory experiments and teacher demonstrations are included in the curriculum. A locally composed final examination will be given.

## **PHYSICS - 4320**

**Year:** 11-12

**Prerequisite:** Successful completion of Geometry or concurrent in Algebra II Regents.

**Credit:** 1

The major topics of Regents Physics include mechanics, waves, electricity, nuclear physics, forces and their effects, motion, general wave phenomena with emphasis on light, static forces and fields, magnetism, atomic models, and the dual nature of radiation as a wave and a particle. The final exam is a locally composed final. Students will be required to complete the NYS Regents examination.

## **PHYSICS HONORS - 4330**

**Year:** 11

**Prerequisite:** Successful completion of Algebra II. Recommendation of chemistry or mathematics teachers.

**Credit:** 1

The course content provides enrichment and is a more in-depth study of Regents Physics. This course is recommended for all college-bound students who are interested in mathematics and science. The course is equivalent to the college level introductory physics course which is usually offered to the non-science major students. Students in this course have an option to sign up for PHY 101 and PHY 102 at Ulster County Community College and may earn up to 8 college credits if this course is completed successfully. All the material required by the New York State Physics Regents will be covered. In the first semester, classical mechanics will be covered at the level of PHY 101 which is a little more in-depth than required for Regents Physics. In the second semester, several topics will be introduced as required for Regents Physics such as static electricity, circuits, magnetism, electromagnetism\*, waves, light, geometric optics\*, modern physics and nuclear physics. (\* represents PHY 102 requirements beyond the Regents Physics curriculum).

## **FORENSIC SCIENCE - 4425**

**Year:** 11-12

**Prerequisite:** Two units of science (i.e.: Earth Science and Biology)

**Credit:** ½

This course is an interdisciplinary approach to the science of forensic studies. Students will apply science skills to the contemporary popular professional field of law enforcement. Students will study simulated crime scenes, gather evidence, and analyze the results in the laboratory. A locally composed final examination will be given.



## COLLEGE ENVIRONMENTAL THEMES - 4420

**Year:** 11-12

**Prerequisite:** Biology Regents, Chemistry Regents or by permission of instructor.

**Credit:** 1

**Students enrolled in this course and the lab, have the OPTION for 3 college credits through UCCC. College credit requires taking a mid-term exam in January and final exam in June.**

College Environmental Biology is a college level science course focusing on the biology of organisms in their environment (i.e. ecology). The course offers 3 college credits through UCCC's Bridge Program as students will cover material from the **UCCC Bio 103 course: The Biology of Nature**. Enrollment for college credit is optional but highly recommended. Students will learn about and explore local environments through performing field studies on field trips. Students will be exposed to a variety of ecological topics and issues beyond the content of Bio 103 including a focus on the Hudson River Watershed Ecosystem. The production of an independent or collaborative research project second semester will serve as the high school course final exam grade.

## ADVANCED PLACEMENT BIOLOGY - 4140

**Year:** 12

**Prerequisite:** Exceptional ability in science and mathematics. Successful completion of Regents Living Environment and Regents Algebra.

**Credit:** 1

Exceptional ability in Science, Math, and English. Advanced Placement Biology is a college level course. Topics include constant references to the diversity of organisms, interdependence of organisms and their environment, adaptation and behavior, and evolution. In depth study of selective areas of zoology, botany, comparative anatomy, cellular physiology, genetics and heredity, and molecular biology are part of this curriculum. Laboratory sessions are provided every other day. This course requires extensive laboratory projects as well as independent research. A locally prepared final examination will be given in addition to the Advanced Placement examination. Students are required to take the AP exam which is administered in May.

## ADVANCED PLACEMENT CHEMISTRY - 4240

**Year:** 12

**Prerequisite:** Biology Regents, Chemistry Regents, Algebra II Regents.

**Credit:** 1

Advanced Placement Chemistry is a college level course designed for science majors. This is a fast paced, rigorous course that requires time and effort on the part of the students. Topics to be covered include: Matter and Measurement, Atoms, Molecules and Ions, Stoichiometry, Solution Chemistry, Thermochemistry, Electronic Structure of Atoms, Periodic Properties of the Elements, Chemical Bonding, Molecular Geometry and Bonding Theories, Gases, Intermolecular Forces, Properties of Solutions, Chemical Kinetics, Chemical Equilibrium, Acid-Base Equilibria, Additional Aspects of Aqueous Equilibria, Chemical Thermodynamics, Electrochemistry and Nuclear Chemistry.

The laboratory activities are every other day. Laboratory experiences will reinforce the principles and concepts being discussed in class. All labs are to be typed. Students are required to take the AP exam which is administered in May.

## MARINE SCIENCE A- 4450: (Fall)

**Year:** 11-12

**Prerequisite:** Completion and passing grade in Living Environment as well as being a junior or senior

**Credit:** ½

This is a single semester environmental science course which is designed as a second year Life Science elective for Juniors and Seniors who have successfully completed Living Environment. Throughout this course, students will focus on the lifeforms found in the marine environment, the interrelationship of marine and terrestrial environments, and the

ecology of coral reefs. Marine ecosystems and organisms from around the world will be studied and students will learn how the marine ecosystems impact different cultures. In addition, students will have the opportunity to explore careers associated with marine biology and the responsibilities that this career choice entails. The following units of study include:

1. Introduction to Marine Science
2. Basic Lifeforms in the Sea
3. Marine Invertebrates
4. Marine Vertebrates

5. Interrelationships of marine species
6. Careers in Marine Science

### **MARINE SCIENCE B- 4455: (Spring)**

**Year: 11-12**

**Prerequisite: Completion and passing grade in Living Environment as well as being a junior or senior**

**Credit: 1/2**

This is a single semester course that does not require the completion of Marine Science A and is designed as a second year Life Science elective for Juniors and Seniors who have successfully completed Living Environment. In this course, students will focus on oceanography, hydrology, the geology of the ocean floor and coastal landscapes, marine ecology and the human impact on marine biology. Throughout this course, technology integration and laboratory activities will assist in enhancing student engagement and learning. The following units of study include:

1. Introduction to Oceanography
2. Hydrology
3. Geology of ocean environment
4. Oceanography
5. Marine Ecology
6. Human Impact

### **AGRICULTURAL SCIENCE A- 4460**

**Year: 10-12**

**Prerequisite: None**

**Credit: ½**

This single semester environmental science course will focus on the agricultural aspects included in the form and function of plant systems. This foundational level course will provide the opportunity for students to explore plant science concepts through inquiry-based exercises, hands-on learning in the proposed school orchard/garden, projects, and problem-solving utilizing laboratory and practical experiences.

### **AGRICULTURAL SCIENCE B- 4465:**

**Year: 10-12**

**Prerequisite: None**

**Credit: ½**

This single semester course does not require the completion of Agriculture Science A. This course will focus on climate and human impact on agriculture. This course will include inquiry-based learning, hands on activities in the proposed school orchard/garden, and laboratory exercises that promote student exploration.

### **ADVANCED PLACEMENT PHYSICS C: Mechanics - 4340**

**Year: 12**

**Prerequisite: Regents Physics and Pre-Calculus. Recommendation of physics teachers or mathematics teachers.**

**Credit: 1**

AP Physics C Mechanics at Kingston High School is a year-long, calculus-based physics class, meeting 41 minutes per day for two semesters. It assumes students have completed the New York State Regents Physical Setting/Physics course and have either completed calculus or will be concurrently enrolled in calculus, since calculus will be used

throughout the course. AP Physics C Mechanics provides a comprehensive study of Newtonian mechanics including the area of kinematics, Newton's laws of motion; work, energy, and power; systems of particles and linear momentum; circular motion and rotation; rolling, torque and angular momentum; equilibrium; gravitation and harmonic oscillation. All students are required to take the AP Physics Mechanics C exam which is administered in May. Students may earn college physics credit if they have done well on the AP exam.

## **ADVANCED PLACEMENT ENVIRONMENTAL SCIENCE - 4440**

**Year:** 10-12

**Prerequisite:** Two years high school laboratory science and at least one year of algebra (or equivalent).

**Credit:** 1

This course is a laboratory science course designed to be the equivalent of a one-semester, introductory college course in environmental science. It embraces a wide range of topics in the study of the earth and its systems, including ecosystems, population, oceanography, natural resources and endangered species. Current environmental events and issues are explored. Field studies and field trips are expected. Students are required to take the AP exam which is administered in May.

## **AUTHENTIC COLLEGE SCIENCE RESEARCH - 4023 AUTHENTIC SCIENCE RESEARCH PROGRAM - 4025**

**Year:** 10-12

**Prerequisite:** Must have passed 9<sup>th</sup> grade Regents science course or permission by the instructor. **Credit:** 1

**Course college credit may be obtained through UHS at SUNY Albany.**

This program offers students the chance to further challenge their abilities in a chosen field of scientific study. Students are expected to develop their own topics, do literature searches, find professional scientists to mentor their work and make regular presentations about their progress to their peers. The student will follow the scientific method through independent research and discovery. Students will also refine their organizational skills, oral presentation techniques, as well as exercise their roles as mentors for each other. This is a self-assessment course where the student competes for national recognition.

## **SOCIAL STUDIES**

Social Studies is the integrated study of the social sciences and humanities to promote civic competence. Within the school program, Social Studies provides coordinated, systematic study drawing upon such disciplines as anthropology, archeology, economics, geography, history, law, philosophy, political science, psychology, religion and sociology, as well as appropriate content from the humanities, mathematics, and natural sciences. The primary purpose of the social studies program is to help young people develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world.

## **GLOBAL HISTORY & GEOGRAPHY 9 - 2020**

**Year:** 9

**Credit:** 1

The purpose of this course is to help students understand and explain the world around them. The goal is to develop skills to enable students to become successful informed citizens. Students will use intellectual skills to demonstrate understanding of major ideas, eras, themes, developments, and turning points in world history from the dawn of man to approximately 1500 CE. Students will develop an understanding of geography and the connection between geography and history. Students will develop the ability to communicate their understanding of world history from various perspectives while developing critical thinking and writing skills. There will be a common local final for this course.

## **GLOBAL HISTORY & GEOGRAPHY 9 HONORS - 2030**

**Year:** 9

**Prerequisite:** Students who meet the honors recommendation criteria.

The purpose of this course is to help students understand and explain the world around them. The goal is to develop skills to enable students to become successful informed citizens. Students will use intellectual skills to demonstrate understanding of major ideas, eras, themes, developments, and turning points in world history from the dawn of man to approximately 1500 CE. Students will develop an understanding of geography and the connection between geography and history. Students will develop the ability to communicate their understanding of world history from various perspectives while developing critical thinking and writing skills. The honors program's purpose is one of enrichment, giving above average students more intensive preparation in the skills and concepts necessary for success in college. There will be a local final exam for this course appropriate for honors level students.

## **GLOBAL HISTORY & GEOGRAPHY 10 - 2120**

**Year: 10**

**Prerequisite: Global History and Geography 9**

**Credit: 1**

This course is a continuation of the 9<sup>th</sup> grade course designed to develop a more global perspective for students. Interaction and the link among nations and people will be explored within specific time periods to ascertain how the past has influenced the present. The focus will be world history from 1500 CE to the present with the emphasis on chronological and political contexts. The New York Regents examination in Global History will be the final exam for this class. Students are required to pass the New York State Regents examination to fulfill graduation requirements.

## **GLOBAL HISTORY & GEOGRAPHY 10 HONORS - 2130**

**Year: 10**

**Prerequisite: Students who meet the honors recommendation criteria**

**Credit: 1**

This course will consist of the New York State course of study. It is a continuation of the Grade 9 course designed to develop a more global perspective for students. Students will explore the interaction among nations and their people within specific time periods to ascertain how the past has influenced the present. The focus will be on world history from 1500 CE to the present with the emphasis on chronological and political contexts. There will be a local final exam for this course appropriate for honors level students. The honors program's purpose is one of enrichment, giving above average students more intensive preparation in the skills and concepts necessary for success in college. Students are required to pass the New York State Regents examination to fulfill graduation requirements. Students are also required to pass the Global Studies Regents Exam.

## **UNITED STATES HISTORY & GOVERNMENT 11- 2220**

**Year: 11**

**Credit: 1**

This course covers United States history from the Colonial era to the present as well as the foundations, structure, and functions of the United States government. Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York State. Students will study major social, political, economic, cultural and religious developments in New York State and United States history and learn about the important roles and contributions of individuals and groups.

Students will examine how the Constitution, the Supreme Court decisions, and the rights of citizenship provide a major unifying factor in bringing together Americans from diverse roots and traditions. Students will be able to understand and describe concepts and themes of United States history by accessing prior knowledge, by building a workable vocabulary, through reading, the writing of thematic essays, examining primary documents, answering document based essay questions (DBQ), and viewing of historical films. Students will relate past knowledge to present-day issues by examining individual court cases, as they are pertinent today. Students will be able to describe the evolution of American democratic values as expressed in the Declaration of Independence, the United States & New York State Constitution, the Bill of Rights, and other important historical documents. The United States History & Government Regents examination will be the final exam for this course. Students are required to pass the New York State Regents examination to fulfill graduation requirements.

## **ADVANCED PLACEMENT UNITED STATES HISTORY - 2230**

**Year: 11**

**Prerequisite: Students wishing to enroll in this course must complete a summer assignment.**

**Credit: 1**

Advanced Placement in United States History is a challenging course that is the equivalent of a college level survey course and students can earn college credit. It is a survey of American History from the age of exploration to the present. The students will master a knowledge of United States History and be able to demonstrate an understanding of historical chronology, use historical data to support an argument or position. Solid reading and writing skills, along with a willingness to devote considerable time to homework and study are necessary to succeed. Emphasis is placed on critical and evaluative thinking skills, essay writing, and interpretation of original documents. This course prepares students for intermediate and advanced college courses. Final examination will be a course appropriate test in June. Students are required to pass the New York State Regents to fulfill graduation requirements. Students have the option of registering for this class through SUNY Ulster. Successful completion of the course will result in 3 credits given for the Fall and 3 credits given for the Spring for a total of 6 college credits. All students are encouraged to take the AP exam in May. Students that do not sign up for college credit through SUNY Ulster are required to take the AP exam.

**Students are encouraged to take the SAT-II test in U. S. History near the end of or shortly after finishing the course. ECONOMICS –**

## **ECONOMICS - 2420**

**Year:** 12

**Credit:** ½

This course deals with a survey of the fundamental concepts of economics with special emphasis upon the operation of the American system of free enterprise. Students will explore economic issues in today's world. This course is a graduation requirement for social studies.

## **APEX Advanced Placement Psychology - CA7219**

**Year:** 11 or 12

**Prerequisite:** Successful Completion of Global Studies 10, AP Euro., US History and Government, or AP US History

**Credits:** 1 credit

APEX AP Psychology is an online course augmented and guided by In-person and Remote Teacher support. An ideal candidate for this course is a student that is highly organized, independent learner, that is willing to reflect and communicate course goals and needed educational supports.

Psychology provides a solid overview of the field's major domains: methods, biopsychology, cognitive and developmental psychology, and variations in individual and group behavior.

By focusing on significant scientific research and on the questions that are most important to psychologists, students see psychology as an evolving science. Each topic clusters around challenge questions, such as "What is happiness?" Students answer these questions before, during, and after they interact with direct instruction.

This course is built to state standards and informed by the American Psychological Association's National Standards for High School Psychology Curricula. The teaching methods draw from the National Science Teachers Association (NSTA) teaching standards.

Students are required to take the AP exam which is administered in May.

## **ADVANCED PLACEMENT MACRO ECONOMICS 12 - 2435**

**Year:** 12

**Prerequisite:** Completion of United States History & Government or A.P United States History

**Credit:** ½

The Advanced Placement Macroeconomics course teaches students the principles of economics that apply to an economic system as a whole. Emphasis is placed on the study of national income and price determination. This course also develops students' familiarity with the economic performance measures, economic growth and international economics. This course is a full year class that meets every other day. Students are required to take the AP exam which is administered in May.

## **PARTICIPATION IN GOVERNMENT - 2320**

**Year:** 12

**Credit:** ½

This course emphasizes the interaction between citizens and government at all levels, local, state and federal, and encourages student participation in the process of government. This course is a graduation requirement for social studies.

## **ADVANCED PLACEMENT AMERICAN GOVERNMENT & POLITICS - 2330**

**Year:** 12

**Prerequisite:** Completion of U.S. History & Government or A.P United States History

**Credit:** ½

This course is designed to give students a critical perspective on politics and government in the United States. Topics include; the constitutional underpinnings of American government, political beliefs and behaviors, political parties and interest groups, institutions and policy process of national government, and civil rights and liberties. This course is a full year class that meets every other day. Students are required to take the AP exam which is administered in May.

## **LAW-RELATED COURSES**

The social studies department has expanded its law-related program, Project CAPABLE. The goal of the project is to provide an alternative academic track for students to pursue social studies in high school. A student could take courses taught from a law-related perspective. An example would be an emphasis on international law and comparative law in the new 9<sup>th</sup> and 10<sup>th</sup> grade

global studies course and a focus on constitutional law in the 11<sup>th</sup> grade American History class. Therefore, any student who has developed an interest in law through the elective, "Law: An Introduction", can choose to take the required social studies courses from a law-related perspective.

#### **LAW-RELATED SEQUENCES**

- Year: 9 - Law: An Introduction; Global Studies Law**
- 10 - Global History & Geography Law**
- 11 - United States History and Government – Law**
- 12 - Participation-Criminal Justice**

#### **LAW: AN INTRODUCTION - 2315**

**Year:** 9-12  
**Credit:** ½

The rights of individuals are often, in a complex, world, at odds with the rights of the larger group. Law has been used as a means of clearing that often grey area. This course of study will consist of actual case studies dealing with issues involving individuals at odds with groups during our nation's history. It will also explore constitutional, criminal and civil law issues as trial procedures will be implemented. At issue will be areas such as freedom of speech and press, due process, equal protection, cruel and unusual punishment, search and seizure and torts.

#### **GLOBAL HISTORY & GEOGRAPHY LAW 9 - 2040**

**Year:** 9  
**Credit:** 1

This course will consist of the New York State course of study - Global Studies and will be part of a law related sequence for 4 years of social studies. It will, however, be taught from a law-related perspective with emphasis on comparative religious legal systems, ancient legal codes, linkage between America's legal system and those of Pre- Modern societies. Students will use intellectual skills to demonstrate understanding of major ideas, eras, themes, developments, and turning points in world history from the dawn of man to approximately 1500 CE. Students will develop an understanding of geography and the connection between geography and history. Students will develop the ability to communicate their understanding of world history from various perspectives while developing critical thinking and writing skills. There will be a common local final for this course.

#### **GLOBAL HISTORY & GEOGRAPHY LAW 10 - 2140**

**Year:** 10  
**Prerequisite:** Global History and Geography Law 9  
**Credit:** 1

This course will consist of the New York State course of study - Global Studies. It will be taught from a law-related perspective and emphasize international and comparative legal systems. Final examination is the New York State Regents examination.

#### **UNITED STATES HISTORY & GOVERNMENT LAW 11 - 2240**

**Year:** 11  
**Prerequisite:** Global History and Geography Law 10  
**Credit:** 1

United States History & Government Law-Related is a full year course that fulfills the New York State Regents requirement for graduation. The course covers the history of the United States from its beginnings to modern times. In the law-related course, emphasis is placed on the Constitution and the Supreme Court cases that contributed to the evolution of the government and legal system. **Final examination is the New York State Regents examination.**

#### **PARTICIPATION-CRIMINAL JUSTICE - 2325**

**Year:** 12  
**Credit:** ½

The course is a collaborative effort with Ulster County Community College to help prepare students for the career opportunities that are available in the field of criminal justice.

## **ADVANCED PLACEMENT EUROPEAN HISTORY - 2450**

**Year:** 10, 11, 12

**Prerequisite:** Teacher recommendation.

**Credit:** 1

Significant emphasis is given to questions in intellectual-cultural and social-economic history, as well as in the more traditional political-diplomatic subjects. Students will be expected to demonstrate knowledge of the basic chronology and major events and trends from approximately 1450 through the present. The examination will cover the period of Europe's social, intellectual and political modernization and the European impact on the world.

Students are required to take the AP exam which is administered in May. In addition, students are required to pass the New York State Regents Exam in June of their Sophomore year.

## **CIVICS - 2326**

**Year:** 12

**Credit:** 1

This course emphasizes the interaction between citizens and government at all levels – local, state and federal – and includes a survey of the fundamental concepts of economics with special emphasis upon the operation of the American system of free enterprise. Several approaches will be utilized exposing students to a service-learning model

or a different emphasis such as presidential politics and the impact of music to enforce the course content. Students are encouraged to actively participate in the process of government and explore economic issues in today's world. This course meets the graduation requirement for the 4<sup>th</sup> year of social studies.

## **DIFFERENT VOICES: POWER AND SOCIETY - 1410**

**Year:** 12

**Prerequisite:** Social Studies 11, English 11

**Credit:** 2 (1-English and 1-Participation in Government & Economics)

Fulfills 12<sup>th</sup> grade English and social studies (economics and government) requirements. This is a humanities course and is open to all students interested in learning more about human differences based upon gender, socio-economic status and cultural heritage. This exciting two period alternative to the 12<sup>th</sup> grade English and social studies requirements will be accomplished through using selected novels, essays, stories and poems in addition to laws and governmental decisions, all directly related to a multicultural population. Guest speakers, movies and trips will be included. All students must provide a writing sample the first day of school.

## **GENERAL PSYCHOLOGY - 2465**

**Year:** 11-12

**Credit:** ½

This course is intended for students interested in an introduction to psychology from a humanistic approach. Discussion and interaction are significant features of the course along with familiarity with famous psychological theorists such as Erik Erikson, Jean Piaget, Sigmund Freud, B.F. Skinner and Abraham Maslow. Areas of study include developmental psychology, personality, normal and abnormal behavior, sensation and perception, the brain and nervous system, and altered states of consciousness. Whenever possible, speakers, field trips and audio-visual materials are utilized. A child development study, research paper and final examination are required.

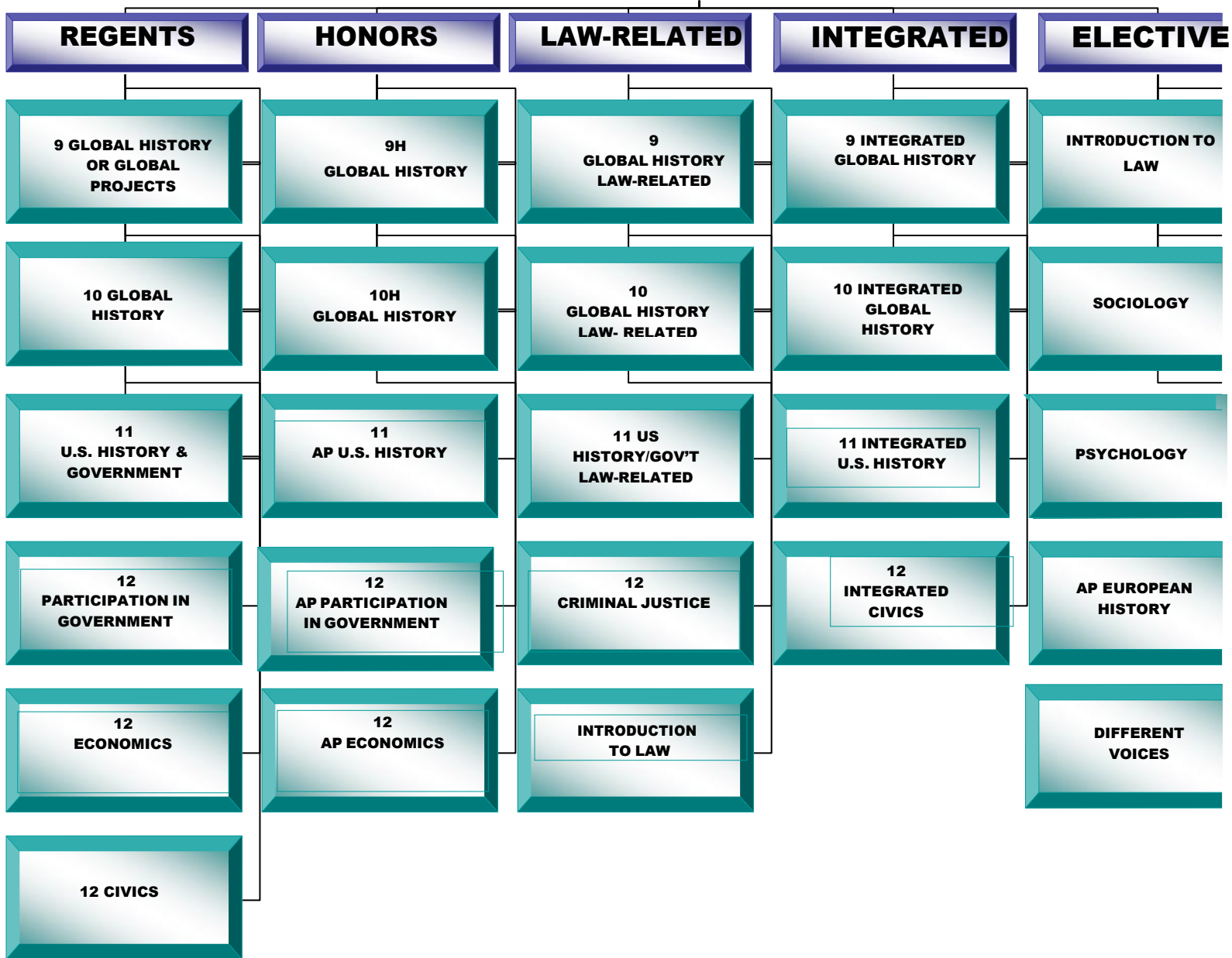
## **SOCIOLOGY - 2460**

**Year:** 11-12

**Credit:** ½

This course is designed to teach students an understanding of interrelationships between the individual and the society in which they live. It also teaches insight into how the social environment influences one's life and how one can influence their social environment. Finally, it helps students find an acceptable balance between their own personal desires and the demands of their social environment. Wherever possible, guest speakers, field trips and special projects are utilized. A research project may be substituted for a final examination if circumstances so indicate.

# SOCIAL STUDIES





## SPECIAL EDUCATION

The Kingston School District maintains a full range of special education programs and support services to be provided through an appropriate education for our students with disabilities. All programs and classes have been formed in accordance with the Commissioner's Regulations and have, as a primary goal, the grouping of students with similar needs in the least restrictive environment. All students with a disability have an Individual Education Plan (IEP) that is reviewed annually by the Committee on Special Education and is approved by the Board of Education. Our current programs are listed in order of the least restrictive environment.

**GENERAL EDUCATION PLACEMENT AND RELATED SERVICES** – These students require minimal intervention from a specific service provider to succeed in the general education program.

Some services available are:

Speech/Language Therapy  
Psychological Services  
Occupational Therapy  
Education Physical Therapy

Teacher of the Visually Impaired  
Teacher of the Hearing Impaired  
Adaptive Physical

### RESOURCE PROGRAM –S900

This program provides supplementary instruction to students in designated content areas. The Resource Center is an alternative testing modification site in Kingston High School. The resource program also provides monitoring and support to the student in the general education program, as well as on-going communication with parents and general education teachers, as needed.

### CONSULTANT TEACHER SERVICES – S901

Consultant Teacher (CT) services are prescribed by the Committee on Special Education (CSE) to students who qualify. Such services are provided on an indirect basis. The CT program facilitates the implementation of the IEP, monitors student progress in general education classes, and provides testing accommodations/modifications as specified in the IEP. The consultant teacher provides students with alternative learning strategies across content areas and ongoing support to general education teachers whereby maximizing student success in their courses. These classes are designed to provide primary instruction in content areas for students who require moderate support to achieve success in a mainstreamed setting with their non-disabled peers. Instruction is provided by one certified special education teacher and one subject area teacher who may be assisted by a paraprofessional.

## INTEGRATED CLASSES

These classes are designed to provide primary instruction in content areas for students who require moderate support to achieve success in a mainstreamed setting with their non-disabled peers. Instruction is provided by one certified special education teacher and one subject area teacher who may be assisted by a paraprofessional.

### AFRICAN AMERICAN LITERATURE B INTEGRATED – S907

**Prerequisite:** English 11

**Credit:** ½ Spring Semester

During Spring semester, African American Literature will explore diverse voices from across the African diaspora, as well as Afro-Futurism – the Black experience in science fiction and fantasy literature. The course will cover both fiction and non-fiction selections from Black writers ranging from the Caribbean, West Africa, Europe and Central/South America. These selections will expand student perspectives on what it means to have a global Black Voice in these times and into the future.

### AFRICAN AMERICAN LITERATURE A INTEGRATED – S908

**Prerequisite:** English 11

**Credit:** ½ Fall Semester

This course will examine a range of genres, including fiction, poetry, drama, autobiography, and nonfiction from the earliest published work by African Americans through to the present day. We will not follow chronological order; instead, we will concentrate on essential themes raised within the literature. We will examine how authors work and rework certain styles, techniques, genres, and structures; as well as how the writing and culture of African Americans is reflected and has helped to

shape American History. Slavery and its abolition, the imposition of segregation and Jim Crow, the Great Migration, war, and civil rights form key moments in this relationship. Also, this course will help students practice and sharpen skills such as analytical reading, writing, and critical thinking. Class is open to all students.

### **ENGLISH 9 INTEGRATED – S910**

This course begins the sequence of four years of English language arts study aimed at achieving success in the areas of reading, writing, thinking, listening and speaking. The students will have their IEP implemented by the Special Education Teacher through the Integrated Teaching Model following the general education curriculum. Materials may be modified as per students' IEP.

### **ENGLISH 10 INTEGRATED – S911**

The main emphasis of this course is to inspire students to read in depth and to write and think about their ideas. Written and oral reports and individual research are among the challenges of this course. The students will have their IEP implemented by the Special Education Teacher through the Integrated Teaching Model following the general education curriculum.

### **ENGLISH 11 INTEGRATED – S912**

The main emphasis of this course is to inspire students to read in depth, write and think about their ideas. Written and oral reports and individual research are among the challenges of this course. Students in this course must prepare to pass the Common Core ELA (New York State English Language Arts Regents). The students will have their IEP implemented by the Special Education Teacher through the Integrated Teaching Model following the general education curriculum.

### **ENGLISH 12 INTEGRATED - S913 (A), S914(B)**

Through the study of major literary works, students explore the theme of the outcast or those that may feel alienated from the typical notion of the American dream. The Course offers an honest portrayal of life that intends to address perceptions of family and identity. In addition, the course emphasizes the skills necessary for success in college and/or future careers, such as; writing college application essays or career applications, note-taking skills, the research paper, and group projects. The students will have their IEP implemented by the Special Education Teacher, through the Integrated Teaching Model, following the general education curriculum.

### **SPORTS LITERATURE INTEGRATED- S921**

Sports literature is the study of sport as portrayed through sport stories, poems, essays and works of fiction/nonfiction whose central focus is sport. Another objective of the course is to develop critical thinking and feeling skills about the role and significance of sport in societies and cultures. This is a senior elective geared to all students; at risk, honors and Regents students. Students do not need to be an athlete to take the course. The students will have their IEP implemented by the Special Education Teacher, through the Integrated Teaching Model, following the general education curriculum.

### **GLOBAL HISTORY AND GEOGRAPHY 9 INTEGRATED - S916**

Students will use a variety of intellectual skills to demonstrate understanding of major ideas, eras, themes, developments, and turning points in world history and examine chronologically, the broad sweep of history from prehistoric times through the Age of Absolutism. Students will use a variety of intellectual skills to demonstrate understanding of the geography of the interdependent world in which we live – locally, nationally, and globally, including the distribution of people, places, and environments. The students will have their IEP implemented by the Special Education teacher through the Integrated Teaching Model, following the general education curriculum. A final exam is required.

### **GLOBAL HISTORY AND GEOGRAPHY 10 INTEGRATED – S917**

**Prerequisite: Successful completion of Global History 9.**

Students will use a variety of intellectual skills to demonstrate an understanding of major ideas, eras, themes, developments and turning points in world history and examine chronologically the broad sweep of history from the Age of Absolutism to present day. Students will use intellectual skills to demonstrate understanding of the interdependent world in which we live, including distribution of people, places and environments. The Regents Exam in Global History and Geography is the final exam for this course. The students will have their IEP completed by the Special Education Teacher, through the Integrated Teaching Model, following the general education curriculum.

### **US HISTORY AND GOVERNMENT 11 INTEGRATED – S918**

Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York. Students will study major social, political, economic, cultural and religious developments in New York State and United States history and learn about the important roles and contributions of individuals and groups. Students will examine how the Constitution, the Supreme Court decisions, and the rights of citizenship provide a major unifying factor in bringing together Americans from diverse roots and traditions. Students will be able to understand and describe concepts and themes of United States history by accessing prior knowledge, by building a workable vocabulary, through reading, the writing of thematic essays, examining primary documents and

answering document based essay questions (DBQ), and viewing of historical films. Students will relate past knowledge to present-day issues by examining individual court cases as they are pertinent today. Students will be able to describe the evolution of American democratic values as expressed in the Declaration of Independence, the United States & New York State Constitution, the Bill of Rights, and other important historical documents. Students will have their IEP implemented by the Special Education teacher through the Integrated Teaching Model, following the general education curriculum.

There will be a local final exam for this course. Students are required to pass the New York State Regents examination to fulfill graduation requirements.

### **CIVICS INTEGRATED - S920**

This course emphasizes the interaction between citizens and government at all levels – local, state and federal – and includes a survey of the fundamental concepts of economic with special emphasis upon the operation of the American system of free enterprise. Several approaches will be utilized exposing students to a service-learning model or a different emphasis such as presidential politics and the impact of music to enforce the course content. Students are encouraged to actively participate in the process of government and explore economic issues in today's world. This course meets the graduation requirement for the 4th year of social studies. The students will have their IEP implemented by the Special Education teacher through the Integrated Teaching Model, following the general education curriculum.

### **COMMON CORE ALGEBRA INTEGRATED – S924**

Topics of study include number theory, algebraic expressions, linear equations and inequalities in one and two variables, systems of linear equations and factoring and rational expressions. The students will have their IEP implemented by the Special Education teacher through the Integrated Teaching Model, following the general education curriculum. A local final exam is given in June.

### **ALGEBRA FUNCTIONS, DATA ANALYSIS INTEGRATED - S928**

Course topics include higher level polynomials and factoring, algebraic fractions, second degree equations and inequalities, imaginary numbers, radicals, exponents absolute value equations, 3 x 3 linear systems of equations, rational expressions, quadratic equations and functions, exponential equations and functions, graphing (parabolas, circles). The students will have their IEP implemented by the Special Education teacher through the Integrated Teaching Model, following the general education curriculum.

### **MATH AND FINANCIAL APPLICATIONS INTEGRATED - S929**

This is a 1-unit specialized interdisciplinary business course related to the mathematics learning standards. This course is to prepare students for both college level business programs and to understand the complex financial world they will encounter during their lives. Topics to be covered include: Payroll, Credit Cards & Interest, Loans & Banking Applications, and Annuities, creating Formulas for Spreadsheets, Budgeting, Depreciation, Investments, Financial

Statement Analysis, and Monetary Policy. This course may be used to fulfill the third unit of mathematics required for a Regents Diploma. The students will have their IEP implemented by the Special Education teacher through the Integrated Teaching Model, following the general education curriculum.

### **EARTH SCIENCE INTEGRATED - S934**

In this course, students will learn how the earth, sky and oceans interact and affect each other. Students will also develop an understanding of the internal forces that alter the surface of the earth, and how scientists continue to unravel the earth's 4.6-billion-year existence. Students will gain an understanding of the causes of weather and how weather predictions can be made. The seasons, phases of the moon, eclipses, and other astronomy topics will also be a significant part of this course. The students will have their IEP implemented by the Special Education teacher through the Integrated Teaching Model, following the general education curriculum. The Regents exam in Earth Science is the final exam for the course.

### **BIOLOGY INTEGRATED - S935**

Regents biology is an evolutionary approach to the comprehensive study of life, exploring interrelationships of all living things, the development of life through various stages of complexity, the diversity of organisms which compose our living world. Lab sessions are provided every other day to enable students to complete the 30-hour Regents lab requirement. The students will have their IEP implemented by the Special Education teacher through the Integrated Teaching Model, following the general education curriculum. The final exam is a New York State Living Environment Regents exam.

### **ECOLOGY A INTEGRATED – S936**

This first semester course focuses on general ecological principles with an emphasis on human interdependence with the environment. Topics include the nature of the planet Earth, ecosystem dynamics, population/community dynamics, and a survey of biomes and aquatic ecosystems. Laboratory experiments and field research are included in the curriculum. The students will have their IEP implemented by the Special Education teacher through the Integrated Teaching Model, following the general education curriculum. A locally composed final examination will be given.

## **ECOLOGY B INTEGRATED – S937**

This second semester course focuses on human ecology and environmental issues and problems. Topics covered include human societies and environmental impact, human population growth, food and agriculture, natural resources, pollution and environmental legislation. Laboratory experiments and field research are included in the curriculum. The students will have their IEP implemented by the Special Education teacher through the Integrated Teaching Model, following the general education curriculum. A locally composed final examination will be given.

## **MARINE SCIENCE A INTEGRATED - S932: (Fall)**

**Year:** 11-12

**Prerequisite:** Completion and passing grade in Living Environment as well as being a junior or senior

**Credit:** ½

This is a single semester environmental science course which is designed as a second year Life Science elective for Juniors and Seniors who have successfully completed Living Environment. Throughout this course, students will focus on the lifeforms found in the marine environment, the interrelationship of marine and terrestrial environments, and the ecology of coral reefs. Marine ecosystems and organisms from around the world will be studied and students will learn how the marine ecosystems impacts different cultures. In addition, students will have the opportunity to explore careers associated with marine biology and the responsibilities that this career choice entails. The following units of study include:

1. Introduction to Marine Science
2. Basic Lifeforms in the Sea
3. Marine Invertebrates
4. Marine Vertebrates
5. Interrelationships of marine species
6. Careers in Marine Science

## **MARINE SCIENCE B INTEGRATED - S933: (Spring)**

**Year:** 11-12

**Prerequisite:** Completion and passing grade in Living Environment as well as being a junior or senior

**Credit:** ½

This is a single semester course that does not require the completion of Marine Science A and is designed as a second year Life Science elective for Juniors and Seniors who have successfully completed Living Environment. In this course, students will focus on oceanography, hydrology, the geology of the ocean floor and coastal landscapes, marine ecology and the human impact on marine biology. Throughout this course, technology integration and laboratory activities will assist in enhancing student engagement and learning. The following units of study include:

1. Introduction to Oceanography
2. Hydrology
3. Geology of ocean environment
4. Oceanography
5. Marine Ecology
6. Human Impact

## **AGRICULTURAL SCIENCE A INTEGRATED- S938A**

**Year:** 10-12

**Prerequisite:** None

**Credit:** ½

This single semester environmental science course will focus on the agricultural aspects included in the form and function of plant systems. This foundational level course will provide the opportunity for students to explore plant science concepts through inquiry-based exercises, hands-on learning in the proposed school orchard/garden, projects, and problem solving utilizing laboratory and practical experiences. The students will have their IEP implemented by the Special Education teacher through the Integrated Teaching Model, following the general education curriculum.

## AGRICULTURAL SCIENCE B INTEGRATED S938B

**Year:** 10-12

**Pre-Requisite:** None

**Credit:** ½

This single semester course does not require the completion of Agriculture Science A. This course will focus on climate and human impact on agriculture. This course will include inquiry based learning, hands on activities in the proposed school orchard/garden, and laboratory exercises that promote student exploration. The students will have their IEP implemented by the Special Education teacher through the Integrated Teaching Model, following the general education curriculum.

## HEALTH INTEGRATED – S93A

This Course provides students with comprehensive information, activities and instruction on overall health/quality of life, prevention, character, and safety, growth/development, and future planning. This course also brings student awareness of local and national public agencies, treatment and support organizations. The goal of this course is for students to become informed enabling quality character and decision making/problem solving to promote a long life expectancy and positive quality of life.

### Course Content:

- |  |                              |
|--|------------------------------|
| 1. Consumer Health                                     | 6. Alcohol & Drugs & Tobacco |
| 2. Mental Health                                       | 7. Environmental Health      |
| 3. Social Health                                       | 8. Physical Health           |
| 4. Abstinence, Contraceptive Technology & Parenting Ed | 9. Careers in Health         |
| 5. Disease Prevention                                  |                              |

**In addition to class attendance, all students are encouraged to participate as presenters, as well as attendees, in our monthly Working on Wellness Workshop (WOW). The workshops will address such contemporary issues as: violence, sexual harassment, date rape, and drug and alcohol abuse.**

## 12:1:1 DIPLOMA PROGRAM

These classes serve students that require moderate support and intervention to meet their instructional goals and satisfy their management needs. Students receive primary instruction in a classroom by a certified special education teacher with a teaching assistant in a small group for more focused supportive instruction following the general education curriculum. The sequence of academic courses for these students may vary from the pathway suggested in the Course of Study Guide depending on the students' individual needs as identified in their IEP's.

## ELA 1 - 12:1:1 - S940

**Year:** 9

**Credit:** 1

This course begins the sequence of four years of English language arts study aimed at achieving success in the areas of reading, writing, thinking, listening and speaking. The course curriculum has been modified to meet the academic/cognitive needs of the student. Students will be exposed to various pieces of literature/texts. A research component is included. Students will participate in all grade 9 ELA assessments (with or without modifications). Student's IEPs will be implemented by the classroom staff.

## ELA 2 - 12:1:1 - S941

**Year:** 10

**Prerequisite:** ELA 1

**Credit:** 1

The main emphasis of this course is to inspire students to read in depth and to write and think about their ideas. Written reports, oral reports and individual research skills will be addressed in this course. Students will be exposed to a variety of literary works. Students will continue to develop skills in reading, writing, speaking and listening. They will be expected to analyze and interpret across many genres of literature. The course curriculum has been modified to meet the academic/cognitive needs of the student. A research component is included. Students will participate in all grade 10 ELA assessments (with or without modifications). Student's IEPs will be implemented by the classroom staff.

### **ELA 3 - 12:1:1 – S942**

**Year: 11**

**Prerequisite: ELA 2**

**Credit: 1**

The main emphasis of this course is to continue to inspire students to read in depth and to write and think about their ideas in preparation for the CC ELA Regents Exam given in January and June (if needed). Students will continue to develop skills in reading, writing, speaking and listening. They will be expected to analyze and interpret across many genres of literature. The course curriculum has been modified to meet the academic/cognitive needs of the student. A research component is included. Students will participate in all grade 11 ELA assessments (with or without modifications). Student's IEPs will be implemented by the classroom staff.

### **GLOBAL HISTORY AND GEOGRAPHY 9 12:1:1 - S943**

Students will use a variety of intellectual skills to demonstrate understanding of major ideas, eras, themes, developments, and turning points in world history and examine chronologically, the broad sweep of history from prehistoric times to the Renaissance. Students will use a variety of intellectual skills to demonstrate understanding of the geography of the interdependent world in which we live – locally, nationally, and globally, including the distribution of people, places, and environments. The Student's IEP will be implemented by the teacher and materials will be modified as necessary to meet individual student needs.

### **GLOBAL HISTORY AND GEOGRAPHY 10 12:1:1 - S944**

Students will use a variety of intellectual skills to demonstrate understanding of major ideas, eras, themes, developments, and turning points in world history and examine chronologically, the broad sweep of history from prehistoric times to the Renaissance. They will also use these skills to demonstrate understanding of the geography of the interdependent world in which we live – locally, nationally, and globally, including the distribution of people, places, and environments. The Regents exam in Global History and Geography is the final exam for the course. The Student's IEP will be implemented by the teacher and materials will be modified as necessary to meet individual student needs.

### **COMMON CORE ALGEBRA 12:1:1- S945**

Common Core Algebra is the first mathematics course in the high school. The algebra course set forth here is not the algebra of 30 years ago. The focal point of this course is the algebra content strand. Algebra provides tools and ways of thinking that are necessary for solving problems in a wide variety of disciplines, such as science, business, social sciences, fine arts, and technology. This course will assist students in developing skills and processes to be applied using a variety of techniques to successfully solve problems in a variety of settings. Topics are to include, but are not limited to, linear equations, quadratic, absolute value and exponential functions, some coordinate geometry, data analysis, right triangle trigonometry, and elementary probability. A cumulative quarterly benchmark will be given. The NYS Integrated Algebra will be given in June. The Student's IEP will be implemented by the teacher and materials will be modified as necessary to meet individual student needs.

### **MATH AND FINANCIAL APPLICATIONS 12:1:1 – S952**

**Year: 11/12**

**Prerequisite: 2 credits in Mathematics**

**Credit: 1**

This is a specialized interdisciplinary business course related to the mathematics learning standards. This course prepares students for both college level business programs and helps them to understand the complex financial world they will encounter during their lives. Topics to be covered include: payroll, credit cards & interest, loans & banking applications, annuities, creating formulas for spreadsheets, budgeting, depreciation, investments, financial statement analysis, and monetary policy. Students will explore careers in finance and other business fields.

### **BIOLOGY 12:1:1 - S949**

Regents biology is an evolutionary approach to the comprehensive study of life, exploring interrelationships of all living things, the development of life through various stage of complexity, the diversity of organizers which compose our living world. Lab sessions are provided every other day to enable students to complete the 30-hour Regents lab requirement. The final exam is a New York State Living Environment Regents exam. The Student's IEP will be implemented by the teacher and materials will be modified as necessary to meet individual student needs.

## **EARTH SCIENCE 12:1:1 - S950**

In this course, students will learn how the earth, sky and oceans interact and affect each other. Students will also develop an understanding of the internal forces that alter the surface of the earth, and how scientists continue to unravel the earth's 4.6 billion year existence. Students will gain an understanding of the causes of weather and how weather predictions can be made. The seasons, phases of the moon, eclipses, and other astronomy topics will also be a significant part of this course. The Student's IEP will be implemented by the teacher and materials will be modified as necessary to meet individual student needs.

## **AGRICULTURAL SCIENCE A 12:1:1 - S952A**

**Year:** 11-12

**Prerequisite:** None

**Credit:** ½

This single semester environmental science course will focus on the agricultural aspects included in the form and function of plant systems. This foundational level course will provide the opportunity for students to explore plant science concepts through inquiry-based exercises, hands-on learning in the proposed school orchard/garden, projects, and problem solving utilizing laboratory and practical experiences. The Student's IEP will be implemented by the teacher and materials will be modified as necessary to meet individual student needs.

## **AGRICULTURAL SCIENCE B 12:1:1- S952B**

**Year:** 11-12

**Prerequisite:** None

**Credit:** ½

This single semester course does not require the completion of Agriculture Science A. This course will focus on climate and human impact on agriculture. This course will include inquiry based learning, hands on activities in the proposed school orchard/garden, and laboratory exercises that promote student exploration. The Student's IEP will be implemented by the teacher and materials will be modified as necessary to meet individual student needs.

## **MARINE SCIENCE A 12:1:1 – S961 (Fall)**

**Year:** 11-12

**Prerequisite:** Completion and passing grade in Living Environment as well as being a junior or senior

**Credit:** ½

This is a single semester environmental science course which is designed as a second year Life Science elective for Juniors and Seniors who have successfully completed Living Environment. Throughout this course, students will focus on the lifeforms found in the marine environment, the interrelationship of marine and terrestrial environments, and the ecology of coral reefs. Marine ecosystems and organisms from around the world will be studied and students will learn how the marine ecosystems impact different cultures. In addition, students will have the opportunity to explore careers associated with marine biology and the responsibilities that this career choice entails. The following units of study include:

7. Introduction to Marine Science
8. Basic Lifeforms in the Sea
9. Marine Invertebrates
10. Marine Vertebrates
11. Interrelationships of marine species
12. Careers in Marine Science

## **MARINE SCIENCE B 12:1:1 – S961 (Spring)**

**Year:** 11-12

**Prerequisite:** Completion and passing grade in Living Environment as well as being a junior or senior

**Credit:** 1/2

This is a single semester course that does not require the completion of Marine Science A and is designed as a second year Life Science elective for Juniors and Seniors who have successfully completed Living Environment. In this course, students will focus on oceanography, hydrology, the geology of the ocean floor and coastal landscapes, marine ecology and the human impact on marine biology. Throughout this course, technology integration and laboratory activities will assist in enhancing student engagement and learning. The following units of study include:

7. Introduction to Oceanography
8. Hydrology
9. Geology of ocean environment
10. Oceanography
11. Marine Ecology
12. Human Impact

#### **BUSINESS PRINCIPLES AND COMMUNICATION 12:1:1 – S955**

This course is an introduction into the business world. Each chapter contributes to the useful information that students can use today and in the future. The chapters cover such areas as: The Business System, Preparation for Employment, Getting Along at Work, Your Rights and Responsibilities on the Job, Managing and Protecting Your Income, Using Credit to Achieve Financial Goals, Stress, Conflict and Pathways to Peace and the Economic System. There are 29 chapters in the text and we try to cover the entire book. Students will also be involved in several projects that include the following: Setting up your own business, Salary for the work you do in class, complete budget system, and job development program. The Student's IEP will be implemented by the teacher and materials will be modified as necessary to meet individual student needs.

#### **HEALTH 12:1:1 – S956**

High school health is designed to expose and teach students decision-making skills in order to address current health issues. Students will learn, understand and apply knowledge of the six areas of health (Physical, Mental, Social, Consumer, Environmental, and Intellectual) to their everyday lives. The Student's IEP will be implemented by the teacher and materials will be modified as necessary to meet individual student needs.

### **SKILLS AND ACHIEVEMENT COMMENCEMENT CREDENTIAL (SACC) PROGRAM**

Students in the Skills and Achievement Commencement Credential (SACC) program participate in an inter-departmental academic, pre-vocational education program as well as receive transition services. Academically, the course of study seeks to address learning standards in language arts and mathematics, as it relates to consumer skills, vocational skills, independent living skills, as well as, science and social studies, as it relates to everyday living. There is a wide range of skill and ability among the students in the program. Therefore, the coursework will be adapted according to the individual needs of each student as defined in their Individual Education Plan. Students will be provided the opportunity to earn the Skills and Achievement Commencement Credential.

#### **ELA – NYSAA FRAMEWORKS -ST10**

This course will focus on a variety of sources, the students will employ reading, writing, listening and communication skills to acquire and convey information. In addition, the students will make connections between the information gained and daily life. The students will demonstrate the ability to apply this knowledge in a variety of settings. The course objectives include, but are not limited to, applying a lesson learned from a book, newspaper, magazine presenter or media presentation to a real-life situation; use reading vocabulary; and to communicate appropriately in various situations.

#### **MATHEMATICS - NYSAA FRAMEWORKS – ST20**

This course focuses on increasing an understanding of mathematical concepts and generalizing skills learned in the classroom to a real-world setting. CCLS Domains include: Quantities, Creating Equations, Interpreting Functions, Expressing Geometric Properties with Equations, Interpreting Categorical and Quantitative Data. Course objectives include, but are not limited to, understanding money, budgeting, shopping, measuring, following recipes, reading graphs, and solving real world word problems.

#### **SOCIAL STUDIES – NYSAA FRAMEWORKS – ST31**

This course is designed to increase an understanding of Social Studies concepts and generalizing skills learned in the classroom to a real-world setting. Standard 1: US and NY History - Constitutional Foundations; and Standard 2: World History – Global Connections and Interactions. Course objectives include but are not limited to: using various research methods, increase an understanding of maps, geography, and government, exposure to different cultures, music, food, cooking, and arts and crafts.

#### **SCIENCE – NYSAA FRAMEWORKS - ST41**

This course provides an opportunity for students to gain basic understanding of the Living Environment, Physical Setting, Earth Science and the phenomena that is observed on Earth involving interactions among components of air, water and land. Course objectives include but are not limited to: characteristics of living things, systems of the human body, and life functions.

#### **VOCATIONAL EXPLORATION– ST60**

This course is designed to help develop Transitional Skills as it relates to - Career Development and Occupational Studies: Standard 3A – Universal Foundation Skills. Students will improve their understanding and application of the basic skills and competencies essential for success in the workplace. The course will focus on completing tasks and assignments as directed, working cooperatively, demonstrating independence and exhibiting positive behaviors. The students will be exposed to different occupations and afforded the opportunity to participate in a voluntary work program.



## **SCHOOL TO WORK – BOCES/PILOT/ARC – ST70**

This course offers students within the Skills and Achievement Commencement Credential (SACC) program a hands-on work experience in the community. Students are placed at various community locations to practice vocational skills and to learn practical occupational skills in a real-life setting. This course is offered as part of the SACC program and can be set in a flexible schedule.

Students participating in this course have proven themselves to be job ready, responsible individuals. This is an optional addition to the traditional SACC program and not an alternative.

## **HEALTH – ST50**

This course covers a wealth of information. The areas covered range from Developing a Healthy Personality, Healthy Emotions, Managing Stress, Understanding Nutrition, Preventing Substance Abuse, Disease and Disorders and First Aid Manual. The course is designed to introduce and guide students toward life's complex evolution. This course will also introduce the student to a healthy approach to their daily existence. Given today's far reaching choices in lifestyles and health directions students will be taught to establish healthy choices. The course will introduce many interesting topics that will stir interest and research. Students will be challenged and guided through a curriculum that will educate and stimulate this diverse population.

## **NUTRITION AND FOOD PREPARATION – ST80**

Students are introduced to nutrition and culinary arts in this basic Family and Consumer Science class. In this ½ year course, all of the basic food preparation skills are covered as well as, food safety, nutrition basics, recipe reading, and utensil identification. The basic cooking techniques and principles are covered. The food lab, where students work in groups, is an integral and fun part of this class. Nutrition and healthy eating are stressed as important parts of one's lifestyle.

## **MUSIC APPRECIATION – ST82**

This course is designed to enhance a student's musical knowledge and music appreciation in everyday life. A broad spectrum of music is experienced in the course, with an emphasis on lifetime participation in this art form. The coursework focuses on the elements of music (melody, rhythm, harmony, and form) using various "hands-on" classroom experiences.

## **12:1:2 PROGRAM**

This program is designed to meet the needs of students with disabilities who need a very structured small-group setting to address academic and/or behavioral issues. At times, instruction will be provided by their home base special education teacher and at other times, they will push in to a second content area certified special education teacher. Instruction will follow the general education curriculum geared toward a Regents Diploma with considerable modifications and extended time. In addition to their academic studies, students will participate in career exploration with opportunities to work in the school store and attend Ulster BOCES for vocational training. They will also be afforded every chance to earn the **Career Development and Occupational Studies (CDOS) Commencement Credential**.

## **ELA 1 – SK9**

This course is designed to improve student reading, writing, listening and thinking skills. Topics may include poetry, non-fiction, short stories, drama, plays, grammar and writing skills, and research skills. Students will work on the development of writing.

## **ELA 2 – SK10**

This course is designed to improve student reading, writing, listening and thinking skills. Topics may include poetry, non-fiction, short stories, drama, plays, grammar and writing skills, and research skills. Students will work on the development of writing.

## **ELA 3- SK13**

This course continues the learning in the previous two ELA course with a focus on diverse literature, nonfiction, various writing forms and preparation for the Common Core English Regents.

## **GLOBAL I- SK29**

The purpose of this course is to help students understand and explain the world around them. The goal is to develop skills to enable students to become successful informed citizens. Students will use intellectual skills to demonstrate understanding of major ideas, eras, themes, developments, and turning points in world history from the dawn of man to approximately 1500 CE. Students will develop an understanding of geography and the connection between geography and history. Students will develop the ability to communicate their understanding of world history from various perspectives while developing critical thinking and writing skills. There will be a common local final for this course.

## **GLOBAL II- SK30**

This course is a continuation of the Global I course and is designed to develop a deeper perspective for students. Interaction and the link among nations and people will be explored within specific time periods to ascertain how the past has influenced the present. The focus will be world history from 1500 CE to the present with the emphasis on chronological and political contexts. Emphasis will be on preparation for the New York Regents examination in Global History and Geography.

## **US HISTORY – SK31**

This course is designed to develop a deeper understanding of US History and Government. Major themes, developments and turning points in history will be explored. Social, political, economic and cultural developments in US history and its place in relation to world history will be examined. Topics may include, Declaration of Independence, Bill of Rights, Constitution, Presidents, basic geography, etc. This course will culminate with the US History Regents Exam.

## **CIVICS- SK32**

This course emphasizes the interaction between citizens and government at all levels – local, state and federal – and includes a survey of the fundamental concepts of economic with special emphasis upon the operation of the American system of free enterprise. Several approaches will be utilized exposing students to a service-learning model or a different emphasis such as presidential politics and the impact of music to enforce the course content. Students are encouraged to actively participate in the process of government and explore economic issues in today's world. This course meets the graduation requirement for the 4th year of social studies.

## **PRE-ALGEBRA – SK20**

This course is designed to be the foundation for high school mathematics courses. Topics may include number systems, simplifying expressions, evaluating and solving equations and inequalities, graphing, and real world functional math applications.

## **ALGEBRA 1A- SK23**

In Algebra, students will deepen and extend understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibit a linear trend. They will engage in methods for analyzing, solving, and using quadratic functions. The Mathematical Practice Standards apply throughout the course and, together with the content standards, ensure that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. This course is year 1 of 2 years provided to complete these goals.

## **ALGEBRA 1B-SK24**

Year 2 of 2 to complete Algebra. The Regents Exam in Algebra will be offered in June.

## **MATH AND FINANCIAL APPLICATIONS – SK25**

This is a specialized interdisciplinary business course related to the mathematics learning standards. This course prepares students for both college level business programs and helps them to understand the complex financial world they will encounter during their lives. Topics to be covered include: Payroll, Credit Cards & Interest, Loans & Banking Applications, Annuities, creating Formulas for Spreadsheets, Budgeting, Depreciation, Investments, Financial Statement Analysis, and Monetary Policy.

## **LIFE SCIENCE- SK40**

Life Science Skills is a class that will help prepare students for the Regents Course "The Living Environment" by reviewing lab skills and procedures as well as pre-teaching the more involved and important concepts required for the NYS Regents Exam for the Living Environment.

## **PHYSICAL SCIENCE – SK41**

Physical Science Skills is a class that will help prepare students for the Regents Course "Physical Setting/Earth Science" by reviewing lab skills and procedures as well as pre-teaching the more involved and important concepts required for the NYS Regents Exam for Earth Science.

## **BIOLOGY- SK52 & SK52L**

Regents biology is an evolutionary approach to the comprehensive study of life, exploring interrelationships of all living things, the development of life through various stage of complexity, the diversity of organizers which compose our living world. Lab sessions are provided every other day to enable students to complete the 30-hour Regents lab requirement. This course will prepare students for the New York State Living Environment Regents exam. The Student's IEP will be implemented by the teacher and materials will be modified as necessary to meet individual student needs.

## **EARTH SCIENCE - SK53 &SK53L**

In this course, students will learn how the earth, sky and oceans interact and affect each other. Students will also

develop an understanding of the internal forces that alter the surface of the earth, and how scientists continue to unravel the earth's 4.6-billion-year existence. Students will gain an understanding of the causes of weather and how weather predictions can be made. The seasons, phases of the moon, eclipses, and other astronomy topics will also be a significant part of this course. Lab sessions are provided every other day to enable students to complete the 30-hour Regents lab requirement. This course will prepare students for the New York State Earth Science Regents exam. The Student's IEP will be implemented by the teacher and materials will be modified as necessary to meet individual student needs.

## **ART - SK71**

Adaptive Art offers students an experience in art making. The focus of the class will be to nurture the unique artistic expression of each student, through a variety of art techniques, processes, and materials. Assignments are structured to help give students direction yet allow for creative decision making within set guidelines. Formal techniques in drawing and painting will be taught only on need basis, to support students in finding their own creative "voice".

## **TOPICS IN HEALTH (1) – SK50**

This course will provide background information including discussing individual and group projects of critical contemporary health issues and will increase awareness of health issues, agencies, and support organizations in the Kingston area. The goal is for students to become capable of making decisions that promote individuals physical, social, intellectual and emotional well-being. The following topics will be covered during the semester: Consumer Health, Mental health, Social Health (family and all other types of relationships), Contraceptive Technology, Disease & AIDS & all other STD's, Alcohol & Drugs & Tobacco, Environmental Health, Breast/Testicular Cancer Awareness.

## **TOPICS IN HEALTH (2) – SK51**

This course will provide background information including discussing individual and group projects of critical contemporary health issues and will increase awareness of health issues, agencies, and support organizations in the Kingston area. The goal is for students to become capable of making decisions that promote individuals physical, social, intellectual and emotional well-being. The following topics will be covered during the semester: Consumer Health, Mental health, Social Health (family and all other types of relationships), Contraceptive Technology, Disease & AIDS & all other STD's, Alcohol & Drugs & Tobacco, Environmental Health, Breast/Testicular Cancer Awareness.

## **CAREER FOUNDATIONS – SK62**

This course is designed to provide students with the opportunity to explore various job possibilities; be knowledgeable about filling out employment applications; assess student's aptitudes, skills and interests. Topics may include completion of employability profile, technical knowledge, work related skills, work experiences and other work-related subjects.

## **POTENTIAL ELECTIVES**

Art  
Industrial Arts Music  
Theater Arts

## **TECHNOLOGY**

Technology education courses have been designed to meet the needs of all academic levels and are taught through laboratory based "hands on" learning activities. The overall program is exploratory and deals with instruction in resources, systems and the impact of technology.

## **DESIGN AND DRAWING FOR PRODUCTION – 6860**

**Year:** 9-12

**Credit:** 1, art credit or technology credit

This full year course is an introduction to the design process and encourages problem-solving in conceiving objects for the human-made environment. The course combines traditional drawing skills and computer based design programs to solve a series of real and imaginary problems through creative thinking and decision-making. Content focused on critical thinking and hands on creative problem-solving skills using technical design processes will be incorporated into projects and experiences. Experiences may include creating a perspective drawing of the project in color pencil, an orthographic drawing on the computer showing top, front and side views, and a model. This course may be used to satisfy the art requirement for graduation.

### **MEDIA TECHNOLOGY PRODUCTION I – 7705**

**Year: 9-12**

**Credit: ½**

**Media Technology Production** is part of the New York State Syllabus for High School Technology Education. In this class, the student will be exposed to **Digital Photography**, and **Digital Video Production**. The student will learn how to use both a still digital camera and a digital video camera as well as explore the historical background of digital media. The student completing this class will have a broad base of knowledge of the digital media field that can be used as a stepping stone that can lead to college work or commercial work in the field. The student will be working with technology of the 21<sup>st</sup> century.

### **MEDIA TECHNOLOGY PRODUCTION II- 7706**

**Year: 10-12**

**Prerequisite: Media Technology Production I**

**Credit: ½**

Digital Photography has been integrated into our technological society. Photojournalists, News Photographers, Paparazzi, Graphic Designers and families on vacation use digital photography today. This course will give the student who has taken technical photography the chance to continue their photography studies and take it to the next level. Advanced Photoshop techniques will be applied to the students' work. Students will also do an advanced digital media project during the semester. Field Trips will be incorporated into the class curriculum. A student taking this course is a serious student who might want to continue digital photography or its applications in their future studies.

### **ENGINEERING DESIGN, DEVELOPMENT AND PROBLEM SOLVING - 7770**

**Year: Recommended 11-12**

**Prerequisite: Algebra I, Drafting**

**Credit: 1**

Engineering Design, Development, and Problem Solving is a high school level course of engineering study. This course exposes students to some of the major concepts that they will encounter in a post-secondary engineering course of study ( Civil, Electrical, Mechanical, Chemical Engineering). Students have the opportunity to investigate engineering and high-tech careers in each of these fields. This class is a project based-learning course with hands-on laboratory experiences. Students work in teams to problem solve, design, and develop an original solution to a valid open-ended technical problem by applying the engineering design process. Students must document their work and communicate their solutions to the technical problems they are working on. Students will also use CAD based programs, such as AutoCAD to design their solutions to design problems. These models will then be 3D printed for testing their solutions. PRACTICAL APPLICATIONS OF COMPUTER GRAPHICS - 7740

### **PRACTICAL APPLICATIONS OF COMPUTER GRAPHICS - 7740**

**Year: 10-12**

**Credit: ½**

This course will provide the student practical instruction in computer graphics. The student will work with several types of computer programs that Graphic Designers use in their professions. The student will use knowledge gained from these programs and apply this knowledge to analyze and solve problems presented to them by various organizations. This course is a hands-on based course where the students will work in design groups, set up schedules and a work plan for their clients, and produce the final product. School clubs and organizations, faculty and community non-profit groups will be encouraged to bring forth their design projects to the class. Students will explore Microsoft Publisher and Adobe Photoshop CS. A new addition to the program is our use of Adobe InDesign; a program from which, students who join the Maroon Yearbook, can learn and apply to the year's publication.

## DRAFTING - 7645

**Year:** 9-12

**Credit:** ½

Drafting offers the student an excellent foundation in drafting with “hands on” experience in the development of individual projects which will include sketching, geometric construction, orthographic projection, isometrics and dimensioning drawings. Students will begin by using conventional drafting methods to create drawings manually by hand. This will teach the basics of drafting, as well as create a solid knowledge of the fundamentals required in drafting. We will then move on to learning the AutoCAD platform. This is a professional level drafting program used by Drafters and Engineers. Students will learn the AutoCAD commands by using the following drafting methods: Geometric Construction, Orthographic Projection, Sectioning and Isometric Views, and Dimensioning Drawings. After successful completion of this course, students will be proficient with the AutoCAD software and have an understanding of the fundamentals of drafting. **This course should be the first course taken in a series of technical/computer based and engineering courses offered to the student.**

## ARCHITECTURAL DESIGN - 7640

**Year:** 10-12

**Prerequisite:** Drafting

**Credit:** ½

Students will explore architectural design foundations and increase their understanding of working drawings, construction techniques, and codes regulating building design. They learn design process and apply the elements and principles of design to architectural plans. These plans shall include: floor plans, electrical plans, plumbing plans, structural plans, stair and roof plans, elevations and plot plans. Through producing models and illustrations of all aspects of a building, students create architectural design solutions using AutoCAD Architecture. This is a program used by professional Architects and Engineers to design, model, and present their models. **\*This course should be taken consecutively, first semester Drafting, second semester Architectural Design.**

## INTRO TO 3D PRINTING: FROM DESIGN TO FABRICATION - 7650

**Year:** 9-12

**Prerequisite:** Sequence of Drafting and Architecture or Permission of instructor

**Credit:** ½

3D Printing is a transforming technology that is reshaping the fields of design, architecture, and engineering. This project based, half-year class will explore 3D printing history, established applications, forward-looking trends, as well as potential social and economics impacts. During the course, there will be projects that are created to guide students through the process of designing objects for 3D Printing. These projects build in complexity, to where they need to be able to 3D print a moving part in a single build. All objects are then printed and tested in class to determine the functionality of the design. Students are all able to keep their 3D Printed Modules as well.

## PRODUCT AND INDUSTRIAL DESIGN: 3D FABRICATION – 7655

**Year:** 9-12

**Prerequisite:** Intro to 3D Printing or Permission of Instructor

**Credit:** ½

Everything around us, outside of nature, had to be designed by someone. The chairs we sit in, the clothes we wear and the products such as cell phones and cases that we use in our day- to -day lives require thought, design and fabrication. This class takes the technical skills learned in Intro to 3D Printing, and adds in the creative component of problem solving and has the students create, design and print prototypes in 3D.

Industrial and Product design takes the student with drafting core knowledge and puts the focus on the design phase. This is the process, which takes an idea from the mind and puts a product in the hand. This class will also place a secondary focus on the expansion of their CAD knowledge and the use of the program to design products that solve problems

## WORLD LANGUAGE

The Kingston School District offers the opportunity to study French and Spanish. Our World Languages program includes the development of the linguistic competencies of listening, speaking, reading and writing as well as cultural objectives leading to an understanding of the history, traditions and peoples of the countries involved.

**WORLD LANGUAGE STUDY:** Students seeking a Regents diploma need to earn 1 World Language credit by passing the level 1 language class. Students seeking an Advanced Regents diploma must obtain 3 credits of the same language and pass the Checkpoint B Exam. Students seeking a sequence in world language must obtain 3 credits in the same language. Most colleges and universities expect that incoming freshmen will have completed a minimum three year/3 credit world language sequence. Therefore, all students will be strongly encouraged to complete levels I, II, and III in their chosen language.

**FRENCH 1 – 5010**  
**SPANISH 1 – 5110**

**Year:** 9-12  
**Credit:** 1

Students seeking a Regents diploma need to obtain 1 credit in world language study. This course is also for the first year of the three-year world language sequence required for an Advanced Regents diploma. The curriculum provides basic vocabulary and grammatical structures needed to develop the four skills of listening, speaking, reading and writing. Students will be introduced to cultural aspects of the Spanish-speaking and French-speaking worlds as well. The final examination for this course will be the Checkpoint A Exam. Upon completion of this course, students will be able to communicate using basic oral and written skills in a variety of situations based on the New York State Syllabus for Checkpoint A.

**FRENCH II – 5020 SPANISH II – 5120**

**Year:** 9-12  
**Prerequisite:** Successful completion of Level I language course  
**Credit:** 1

The second year of the 3-year sequence, this course is an extension of the aforementioned Level 1 courses. The formal structure of the language is the major focus, with increased study of vocabulary and grammatical elements. Cultural elements continue to be integrated. Throughout the course, the skills of listening, speaking, reading and writing in a world language will advance according to the New York State Syllabus. The final exams for these courses will be local exams, created by teachers of the individual world languages.

**FRENCH III – 5030**  
**SPANISH III – 5130**

**Year:** 10-12  
**Prerequisite:** Successful Completion of Level II language course  
**Credit:** 1

This course provides more in-depth exposure and practice in the four skills of listening, speaking, reading and writing. New vocabulary and grammatical elements are introduced while there is a greater emphasis on conversation and communication to complete the New York State Syllabus. Upon passing the Checkpoint B Exam, as well as passing the course, the world language requirement for an Advanced Regents diploma will be satisfied.

**COLLEGE FRENCH 1 – 5035**  
**COLLEGE SPANISH 1 – 5135**

**Year:** 11-12  
**Prerequisite:** Successful completion of Level III language course and passing of the final exam  
**Credit:** 1

This course is the equivalent of the first semester of an intermediate college level language course. Following guidelines established by SUNY Ulster, the focus of the course is on communication in the world language. Emphasis will be on listening, speaking and reading skills. Literature, culture, composition, form and grammar are also components of the course curriculum. The course will be conducted primarily in the world language.

Students who are taking the course may also receive college credits from SUNY Ulster. To receive college credits, a student's final grade must be 75% or higher. Tuition for college credit is at the student's expense and is payable directly to SUNY Ulster in the fall of the current school year.

**COLLEGE FRENCH II – 5037 COLLEGE  
SPANISH II – 5137**

**Year: 12**

**Prerequisite: Successful completion of College I language course**

**Credit: 1**

This course is an extension of the College I course and is the equivalent of the second semester of an intermediate college level language course. The course will focus primarily on the development of conversation and composition in the world language. Objectives will be met using literary selections, media presentations, selected magazines and newspapers and supplemental materials as prepared by the teacher and students. This course is conducted almost exclusively in the world language.

Students who are taking the course may also receive college credits from SUNY Ulster. To receive college credits, a student's final average must be 75% or higher. Tuition for college credit is at the student's expense and is payable directly to SUNY Ulster in the fall of the current school year.

**SPANISH 1 EXIT – 5115**

**Year: 9-12**

**Credit: 1**

This course is primarily for students who have completed but not passed Spanish I in 9<sup>th</sup> grade. Spanish teachers will determine if students are eligible to take this ½ year course to meet the NYS requirements for Languages Other Than English.

**Mandarin - 5088**

**Year: 9-12**

**Credit: 1**

This course is a full year introduction to the Chinese language and culture. It is designed for high school students who have had no prior experience with Chinese language but are interested in learning Chinese language as well as culture. Students will learn the Mandarin phonetic system (pinyin), reading and writing simplified Chinese characters as well as using Mandarin, the official language of both The People's Republic of China and the Republic of China (Taiwan), to conduct simple conversions. Throughout the course, students will develop their listening, speaking, reading and writing skills. Various projects and hands-on activities will provide students the opportunities to explore Chinese culture, holidays, festivals and calligraphy.

**ACADEMIC INTERVENTION SERVICES (AIS) (Non-credit)**

Services designed to help students achieve the learning standards in ELA and Math. A student who receives Level 1 or low Level 2 on the Math 8 and ELA 8 test must receive AIS services. The intensity of the services may vary depending on level of need. Students exit out of AIS when they pass the core class for the year or pass the NYS Regents exam in that subject. Consideration is given to AIS students' performance in the AIS classroom by subject area teachers.

**CREDIT RECOVERY/ACQUISITION**

**(Credits and prerequisites vary)**

The Credit Recovery Program provides students with an alternative method for completing certain courses required for graduation. This program combines teacher directed instruction with the use of on-line courses offered by Apex Learning®. Students will be enrolled in courses needed for credit recovery, credit acquisition, and/or review for a required Regents exam. They will work through the course at their own pace, with the assistance of certified teachers in a coaching role. Credit will be awarded for successful completion at the 65% mastery level. No specific seat time will be required other than the attendance requirements outlined below. Required Regents exams must still be taken and passed.

**Requirements:**

- Attendance – each student must attend 6 of the first 8 sessions (if applicable). Depending on each student's progress, the attendance requirement may be changed after the first 6 sessions
- Instruction will be provided by certified teachers, trained as Apex Coaches
- **All major unit exams must be taken with Credit Recovery coaches in the lab**
- Course credit will be awarded for at least 65% mastery of the course content and completion of final exam
- Students must still take and pass required Regents exams (if applicable)
- A student will receive a lack of progress warning if he/she is not completing work at a rate of at least 5% per week. Continual failure to advance will result in removal from credit recovery.

*Attendance and effort are required. Students may be removed from this program if it is recommended by an Apex Coach.*

**\*\*There are various course offerings available through Credit Recovery. What is available to you is dependent upon your individual situation and credit needs. To see if you are a good candidate please speak with your guidance counselor**

**English Core Courses**

English 9 (I)  
 English 10 (II)  
 English 11 (III)  
 English 12 A- English Foundation II (1/2 credit) (Research paper required as 12th grade courses) 12 B- English Foundation II (1/2 Credit)

**ENGLISH ELECTIVES**

Reading Skills and Strategies (1/2 credit) Writing Skills and Strategies (1/2 credit)  
 Creative Writing (1/2 credit) requires final paper. Media Literacy (.5 credits)

**Social Studies**

9-10- World History and Geography (1 credit each) 11- U.S. History (1 credit)  
 12-U.S. Government and Politics (1/2 Credit) 12- U.S. and Global Economics (1/2 Credit) SS  
**ELECTIVES**  
 Psychology (1/2 credit) Sociology (1/2 credit)



Multicultural Studies (1/2 credit)

**Math-** Math has been very difficult for most students.

Intermediate Algebra (1 credit)

**\*\*New Liberal Arts Math**

(Algebra and Geometry similar to Topics in Geometry) (1 credit).

Mathematics of Personal Finance (1 credit)

Geometry (1credit)

Algebra (1 credit)

Financial Literacy (1 credit)

**Science- All science classes are non-lab and may be available has .5 credit electives- Please contact a science CR coach to verify what class should be offered.**

Physics- Physical Science Core (2: ½ Credit electives)

Science Foundations- 1 credit

Earth Science- 1 credit

Biology- 1 Credit

Chemistry-1 Credit

Ecology- 1 Credit

**Electives/Other**

Music Appreciation Core (2: ½ credit electives) (full credit they must have a /performance final project)

Health Skills (1/2 credit)

Intro to Health Sciences (1/2 Credit)

Art- (Must maintain a portfolio and create a final product.) .5 credit

College and Career Readiness I and II (.5 credit)-

## **EARLY ADMISSION TO COLLEGE**

There are opportunities for eligible juniors to complete their senior year of high school while attending college and receiving college credit. A strong academic record is a must.

## **GED/TASC**

Kingston's GED program is designed to prepare students for the High School Equivalency Diploma. It is held at Kingston High School from 4:00 – 7:00 p.m. Monday - Thursday. Besides preparing students for the state exam, this program offers employment readiness training, computer literacy training, and individualized instruction.

## **NIGHT SCHOOL**

Kingston High School's evening school has classes for students who have failed certain required courses and whose graduation may be in jeopardy. Students who need a full-time program at night may seek permission to take their academic courses at night with a half day vocational program at Ulster BOCES.

## **MIDDLE SCHOOL**

Students in the J. Watson Bailey Middle School and M. Clifford Miller Middle School can earn high school credit in the courses listed below:

- ◆ Math Honors (1 credit)
- ◆ French or Spanish I and Checkpoint A
- ◆ Earth Science Advanced (1 credit)
- ◆ Voice I (½ credit)
- ◆ Studio in Art (1 credit)
- ◆ Entrepreneurship (1/2 credit)
- ◆ Band (1/2 credit)
- ◆ Chorus (1/2 credit)

Students who are interested in a vocational trade will have the opportunity to attend the Ulster BOCES center. It is highly recommended that a student completes the necessary academic requirements in 9<sup>th</sup> and 10<sup>th</sup> grade to attend a vocational program in 11<sup>th</sup> and 12<sup>th</sup> grade. Students will spend half of the school day, in the morning or afternoon, learning a specific trade. In addition, Ulster BOCES also offers a New Visions program for senior level students. This is a half day program where students can learn about and experience differing careers. There are five tracks for New Visions: Communications, Education, Environmental Science, Health and Legal Careers. Students must complete an application and be accepted to attend these programs.

**The application and complete list of courses are available in the Guidance Office.**