

NEW PALTZ HIGH SCHOOL

Course Descriptions

2025-2026 SCHOOL YEAR



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INTRODUCTION

The New Paltz Central High School Course Descriptions Handbook has been designed to assist students and parents in the development of a sequential high school program. In the first section, policies relevant to graduation requirements are provided for your information. The second section provides brief course descriptions for all courses offered within the high school program.

While the brief course descriptions provide insight into the nature of each course, you are encouraged to talk with teachers and/or your school counselor for more detailed information. In the initial stages of scheduling, all courses are open to students unless otherwise noted. However, depending on enrollment, courses may not be offered every year.

Your school counselor is the best source of help for comprehensive program planning. You are encouraged to read this booklet carefully, to review your options, and to schedule an appointment with your counselor. Keep in mind that it takes time to develop the best course of action for your future. Please make the time and plan accordingly.

Dr. Samuelle Simms, High School Principal

GENERAL INFORMATION

SCHOOL COUNSELING

Guidance at New Paltz High School is a continuing process that includes educational and career counseling. Using such information as standardized tests and grades and coordinating the efforts of teachers, school specialists, and parents, the student support staff assists students to gain insight into themselves and to recognize and develop their true potential.

A school counselor is assigned to the student alphabetically. Usually, the school counselor works with the student for the four years he/she is in high school.

The school counseling program has the following goals:

1. Assist students with the transition into the High School environment and help to resolve academic, social, and individual problems.
2. Advise students on educational and extra-curricular programs most suited to their interests, abilities, skills, and future career aspirations.
3. Help students to select post-secondary employment or educational opportunities appropriate for their career goals.
4. Help students to develop interpersonal skills.
5. Provide parents and teachers with information related to students' educational process and career.

PLANNING A PROGRAM

As your program develops, it should result in an enjoyable, successful, and profitable high school career. The degree of success determines your readiness for employment or higher education. The following guidelines will help you in planning your high school program.

1. Establish personal goals and objectives, keeping in mind that they may change.
2. Evaluate your personal interests, aptitude, and needs.
3. Learn career and college entrance requirements as soon as possible.
4. Consult with your parents, teachers, and counselor to benefit from their information and experience.
5. Select courses which will help you to meet the requirements for a diploma and contribute to achieving your goals.

NUMBER OF COURSES TAKEN EACH YEAR

The block schedule of 80-minute periods allows full-year courses to meet every other day for the year and half-year courses to meet every other day for a semester. The maximum number of courses for which a student may schedule in any semester is eight (8), in four (4) blocks. Lunch is in addition to the four blocks.

All students are required to have a full program of required courses and electives each semester.

CREDITS AND TRANSCRIPTS

The student support staff serves as the registrar for the school. Student permanent records are maintained and official transcripts are issued through the Student Support Center. Transcripts to colleges or future employers may be requested through the office secretary. Former students may request transcripts through NPHS website.

COURSE SELECTION

Selecting the most appropriate subjects is extremely important. Regardless of whether one plans to attend college or work after graduation, the choice of subjects should be given careful consideration. Proper program planning cannot be stressed too strongly.

Students are encouraged to consult with their counselor, teachers, and parents to help select the most appropriate course of study. A balanced program including required and elective courses should be considered. Students are responsible for planning their schedules.

DROPPING COURSES

Students should see their school counselor for procedures and time limits for dropping or adding a course. Given the block schedule, this will vary according to course and units of credit. Changes will be considered without penalty before the 5th week of school only. Courses may be added during the first two (2) weeks of classes. If a course is dropped after the designated drop period a **W** (withdraw) may be added to the transcript.

A student must have written permission of a parent or guardian, their school counselor, and the high school principal to drop a course. Course add/drop forms must be completed in order for changes to be considered. These forms can be found in the Student Support Center.

SATISFACTORY COMPLETION OF A PREVIOUSLY FAILED COURSE

1. Successfully complete Summer School.
2. Repeat course for one semester (or the equivalent), if not a sequential math course
 - (a) If a student fails both the course and the final exam, he/she must repeat at least one semester (or the equivalent) and take a full-year final exam.
 - (b) If a student fails the course but passes the Regents exam, he/she must repeat at least one semester (or the equivalent) but is not required to take the Regents exam again. The student may do so if he/she chooses.

SCHEDULING PROCESS

The course description booklet will be distributed to students upon request and it is available online. Students will begin the process of online course scheduling this year with the support of their school counselors. Students will be given ample time to review course offerings and discuss options available to them with parents, guardians and school counselors prior to selecting their course schedule.

January - March

The process will begin in late January and be completed by March. Students and parents will be informed of the process by mail as well as on the Student Support website.

Late June: If a student fails a course and does not take compensatory credits through summer school, the required courses will be added to a student's schedule.

Summer: Schedules will be posted online for all students.

August: 9th Grade Orientation.

HONORS

A Regents diploma with Honors or Regents with Advanced Designation with Honors requires an **average** of 90 or better on all the Regents exams required for the diploma as indicated in the list above.

CLASS STANDING

10th Grade – In order to be promoted from freshman to sophomore status, students must have earned at least 5.5 units of credit. At least one of these units must be in English and one in Social Studies.

11th Grade – In order to be promoted from sophomore to junior status, students must have earned at least 11 units of credit. At least two of these units must be in English, two in Social Studies, one in Math, and one in Science.

12th Grade – In order to be promoted from junior to senior status, students must have earned at least 16.5 units of credit and they must be scheduled for all subjects necessary for graduation.

*Students who do not have the correct amount of credits will not be allowed to move forward in class standing.

*Students remain with their original cohort throughout high school. In other words, they will not skip a grade level based on credits earned. Students wishing to graduate at the end of their junior year, as per policy, will be allowed to do so with approval. However, they will remain with their original cohort. For example, a junior who is graduating early, will still be considered a junior during their last year of high school.

*Students who elect to graduate early must submit a letter of explanation to their counselor which details their plan. The letter must include a parent/guardian signature. The letter will be reviewed by the school counselor, principal and superintendent for approval.

In order to attend BOCES Vocational School, a student must satisfy the requirements above to be either a junior or a senior. No student will be able to attend BOCES Vocational school for more than two school years during their high school career.

RANK IN CLASS

The New Paltz Central School District provides for a dual ranking system. Such system provides for ranking of both students who are studying within their own grade levels and for students who are termed "accelerated." The process will be provided for accelerated students to be ranked outside the ranking procedure used for regular four (4) year graduates. All students will be listed in a chronological order from the highest scholastic average to the lowest scholastic average. Accelerated students will be ranked next to the identical scholastic average using the designation of "A" next to the accelerated student's name. For purposes of ranking, Advanced Placement and college level courses will be weighted differently than Regents and school level courses. The weighting for GPA purposes will be as follows:

School/Regents Courses 1.00

Advanced Placement/College Level Courses 1.06

The weighted grades will be used to determine GPA's for students beginning in grade 10 during the 2000-01 school year and all students in subsequent graduating classes thereafter.

GRADING SCALE:

For any new student entering New Paltz Central School District with a high school credit-bearing course that has an alpha grade, the following is the numerical conversion chart:

A+ = 100

A = 96

A- = 93

B+ = 89

B = 86

B- = 83

C+ = 79

C = 76

C- = 73

D+ = 69

D = 67

D- = 64

CDOS COMMENCEMENT CREDENTIAL

All students may pursue the Career Development and Occupational Studies (CDOS) credential as a supplement to a Local or Regents diploma. The student must complete a career plan; demonstrate attainment of the commencement level CDOS learning standards in the area of career exploration and development, integrated learning and universal foundation skills; satisfactorily complete the equivalent of 2 units of study (216 hours) in Career and Technical Education coursework and work-based learning (including at least 54 hours of work-based learning); and have at least 1 completed employability profile; **OR** the student meets criteria for a national work readiness credential. **Note:** If the student is unable to meet diploma standards, the credential may be awarded as the student's exiting credential provided the student has attended school for not less than 12 years, excluding Kindergarten.

NEW YORK STATE SEAL OF BILITERACY

The New York State Seal of Biliteracy recognizes high school graduates who have attained a high level of proficiency in listening, speaking, reading, and writing in one or more languages, in addition to English. It is a formal recognition of bilingualism that becomes part of the high school transcript and diploma for these students, and is a statement of accomplishment for future employers and for college admission. Students wishing to receive the NYS Seal of Biliteracy must complete all requirements for graduating with a NYS Regents diploma. Furthermore, they must demonstrate proficiency in both English and a World Language. Students' scores on language assessment course grades from ELA, World Language, AP English or NYSLEAT may be used to determine eligibility.

NEW YORK STATE SEAL OF CIVIC READINESS

The New York State Seal of Civic Readiness is a formal recognition that recognizes high school graduates who have attained a high level of proficiency in terms of civic knowledge, civic skills, civic mindset, and civic experiences. The Seal of Civic Readiness distinction on a high school transcript and diploma shows the student's understanding of a commitment to participatory government; civic responsibility and civic values; demonstrates to universities, colleges, and future employers that the student has completed an action project in civics or social justice; and recognizes the value of civic engagement and scholarship. In order to obtain the NYS Seal of Civic Readiness a student must complete all requirements for graduating with a NYS regents diploma. Furthermore, they must earn a total of six points with at least two points in Civic Knowledge and at least two points in Civic Participation.

New York State Diploma Requirements Applicable to All Students Enrolled in Grades 9-12

Credit Requirements

(Apply to all diploma types: local, Regents, Regents with advanced designation)

	Minimum number of credits
English	4
Social Studies <i>Distributed as follows:</i> U.S. History (1) Global History and Geography (2) Participation in Government (½) Economics (½)	4
Science <i>Distributed as follows:</i> Life Science (1) Physical Science (1) Life Science or Physical Science (1)	3
Mathematics	3
World Languages	1 ^(**)
Visual Art, Music, Dance, and/or Theater	1
Physical Education <i>(participation each semester)</i>	2
Health	½
Electives	3 ½
Total	22

(**) Students with a disability may be excused from the requirement for 1 unit of credit in World Languages if so indicated on their IEP, but they must still earn 22 units of credit to graduate.

1.) Pathways

A student must either:

- earn the Seal of Civic Readiness; or
- pass an additional Regents Exam or Department Approved Alternative in a different course (English, mathematics, science, or social studies); or
- pass a Department Approved Pathway Assessment (Arts, CDOS, World Languages); or
- successfully complete a NYSED-approved CTE program, including the associated 3-part technical assessment; or
- successfully complete all the requirements for earning the CDOS Commencement Credential.

Beginning in fall 2022, a select number of NYS schools will pilot the Individual Arts Assessment Pathway (IAAP). Reference Multiple Pathways and Department Approved Alternative Examinations.

2.) Traditional Appeals

All appeals are subject to local district approval. Reference: Appeals, Safety Nets, and Superintendent Determination

3.) Special Endorsements

Honors: A student earns a computed average of at least 90 on the Regents Exams applicable to either a Regents diploma or a Regents diploma with advanced designation. No more than 2 Department approved alternatives can be substituted for Regents Exams. The locally developed Checkpoint B examination in World Languages is not included in the calculation.

Mastery in Math and/or Science: A student meets all the requirements for a Regents diploma with advanced designation AND earns a score of 85 or better on 3 math Regents Exams and/or 3 science Regents Exams.

Technical Endorsement: A student meets the requirements for either a local diploma, a Regents diploma or a Regents diploma with advanced designation AND successfully completes a Department approved CTE program including the 3-part technical assessment.

Seal of Bilingual: A student meets the criteria for earning the NYS Seal of Bilingual.

Seal of Civic Readiness: A student meets the criteria for earning the NYS Seal of Civic Readiness.

Reference the Endorsements and Seals webpage or NYS Diploma/Credential Requirements for additional information related to awarding special endorsements to students with exam exemptions due to COVID-19.

4.) World Languages Exemption

Students with a disability may be excused from the required units of credit in World Languages if so indicated on their IEP, but they must still earn 22 units of credit to graduate. Such student who seeks a Regents diploma with advanced designation does NOT have to complete the 5-unit sequence in the Arts or CTE in lieu of the sequence in World Languages in order to meet the assessment requirements for the advanced diploma.

5.) Superintendent Determination of a Local Diploma

Students with a disability who are unable to attain a local diploma through the various safety net provisions may be eligible for a Superintendent Determination of a local diploma under certain conditions. Reference: Appeals, Safety Nets, and Superintendent Determination

6.) Flexibilities due to the COVID-19 Public Health Emergency

Exemptions: Students granted an exemption from any exam due to COVID-19 are not required to pass such specific exam to meet the assessment requirements for any diploma type. Reference the following FAQs: June/August 2020, January 2021, June/August 2021, and January 2022

Special Appeals: Eligible students may use lower scores (50-64) on Regents Exams taken during the 2021-22 or 2022-23 school year to meet the assessment requirements for any diploma type. Reference: Special Appeals Memo and FAQ.

Special Determination: Students who are scheduled to graduate in **June 2022** and either do not qualify for a Special Appeal or who are unable to participate in one or more required Regents Exam(s) because of illness, including isolation restrictions due to COVID, may request a Special Determination to Graduate with a Local Diploma in June 2022.

7.) Exemptions from the Regents Exam in US History and Government (Framework)

Eligible students shall be granted an exemption from the June 2022, August 2022, or January 2023 Regents Exam in US History and Government (Framework). Reference: FAQ on Cancellation of Regents Exam in US History and Government (Framework)

NEW YORK STATE GRADUATION REQUIREMENTS

Updated June 2022

Assessment Requirements

REGENTS EXAM or passing score on a Department approved alternative	Regents Diploma for All Students		Regents Diploma via Appeal for All Students		Local Diploma via Appeal for All Students		Local Diploma for Students with a Disability		Local Diploma via Appeal for English Language Learners	
	# of Exams	Passing Score	# of Exams	Passing Score	# of Exams	Passing Score	# of Exams	Passing Score	# of Exams	Passing Score
English Language Arts (ELA)	1	65 ¹	1	1 Regents exam with a score of 60-64 for which an appeal has been granted by the district and all remaining Regents exams with a score of 65 ¹ or above	1	55 ^{**^}	1	55 ^{**^}	1	Either the ELA Regents exam with a score of 55-59 for which an appeal has been granted by the district, and all remaining Regents exams with a score of 65 ¹ or above, OR 1 Regents exam with a score of 60-64 and the ELA Regents with a score of 55-59 for which appeals have been granted for both by the district, and the remaining Regents exams with a score of 65 ¹ or above [†]
Math	1	65 ¹	1		1	55 ^{**^}	1	55 ^{**^}	1	
Science	1	65 ¹	1		1	55 ^{**^}	1	55 ^{**^}	1	
Social Studies	1	65 ¹	1		1	55 ^{**^}	1	55 ^{**^}	1	
Pathway (See note 1 on reverse side)	1 or CDOS	65 ¹ if Regents Exam	1 or CDOS	1 or CDOS	1 or CDOS	55 ^{**^} if Regents Exam	1 or CDOS	55 ^{**^} if Regents Exam	1 or CDOS	1 or CDOS
Compensatory Safety Net		Non-Applicable		Non-Applicable		Non-Applicable		Non-Applicable		Non-Applicable

Regents Diploma with Advanced Designation

Students seeking the Regents diploma with advanced designation must:

- Meet the credit and assessment requirements for a Regents diploma; and
- Pass **two additional** Regents **exams** or Department approved alternatives in **mathematics**; and
- Pass **one additional** Regents **exam** or Department approved alternative in **science**
 - students seeking advanced designation must pass at least one Regents exam or Department approved alternative in both sciences (**one life and one physical**); and
- Complete a **sequence**:
 - earn an additional 2 units of credit in World Languages and pass a locally developed Checkpoint B World Languages examination, or
 - complete a 5 unit sequence in the Arts, or
 - complete a 5 unit sequence in CTE.

Assessment Combinations for Advanced Designation

Traditional Combination	ELA, Global History and Geography, US History and Government, 3 mathematics, 2 science (1 life science, 1 physical science) = 8 assessments
Pathway Combination (other than STEM)	ELA, 1 social studies, 3 math, 2 science (1 life science, 1 physical science), 1 Pathway (other than science or math) = 7 (+Pathway) or 8 assessments.
STEM (Mathematics)	ELA, 1 social studies, 4 math [†] , 2 science (1 life science, 1 physical science) = 8 assessments.
STEM (Science)	ELA, 1 social studies, 3 math, 3 science (at least 1 life science, at least 1 physical science) = 8 assessments.

* A student with a disability may appeal scores between 52 and 54 on up to two Regents examinations in any discipline and graduate with the local diploma. Reference [New York State Diploma/Credential Requirements: Local diploma for Students with Disabilities](#).

^ In the event a student with a disability is unable to attain a passing score on any Regents examination, the student may be eligible for a Superintendent Determination of a local diploma. Reference [Appeals, Safety Nets, and Superintendent Determination](#).

† English Language Learners seeking an appeal for a score of 55-59 on the ELA Regents Exam are only eligible if they entered the United States in grade 9 or after and were classified as an English Language Learner when they took the test the second time. Reference [New York State Diploma/Credential Requirements: Local diploma for English Language Learners](#).

The 4th mathematics examination can be selected from the list of [Department-Approved Alternative Examinations](#).

¹ For the purposes of determining a student's diploma type, exemptions and Special Appeals should be considered passing scores. Both exemptions and Special Appeals may be applied to all diploma types.

COURSE OFFERINGS

BY DEPARTMENT/PROGRAM

Please note: Although all courses are listed, it is not always possible to offer every course every year.

ART

ADVANCED CERAMICS

10th, 11th, 12th

1/2 year

1/2 credit

This is an advanced elective course dedicated to areas of study in ceramic methods such as throwing on the wheel, ceramic sculpture, slip techniques, preparation of clay and glazes, and other topics driven by student interest. Historical and cultural issues and field study will be incorporated. A journal/sketchbook is required.

Prerequisite: Studio in Art or Creative Crafts or IED or IMA and Studio in Ceramics.

ADVANCED DRAWING AND PAINTING

11th, 12th

1 year

1 credit

Advanced Drawing and Painting is an advanced elective studio arts course dedicated to continued skill-building, portfolio preparation and creative thinking. Subject matter will include still life, landscape, personal interpretation, and creative expression. Historical and cultural issues and field study will be addressed throughout the year. Students will continue to use the language of art criticism through classroom discussions and critique. Grades will be determined by portfolio review. A sketchbook is required.

Prerequisite: Drawing and Painting.

AP STUDIO ART

11th, 12th

Weighted 1.06

1 year

1 credit

The AP Studio Art program enables highly motivated students to perform at the college level while still in high school. The College Board offers three (3) AP portfolio exams: 2D Design, 3D Design, and Drawing. The AP portfolio should be viewed as the culminating experience in a student's secondary visual arts training.

Prerequisite: Permission of instructor (interview and portfolio review).

CREATIVE CRAFTS

1 year

1 credit

Creative Crafts is a foundation course which presents crafts for function and/or beautification through a variety of processes. This course will focus and explore various materials and techniques in the Arts & Crafts. Students will study artwork, techniques, materials, cultures and historical periods, integrating this research into projects throughout the year. Emphasis will be placed on the use of the elements and principles of design. Grades will be based on class projects, homework and notebook completion, and teacher evaluation. A notebook is required.

DRAWING AND PAINTING

10th, 11th, 12th

1 year

1 credit

This is an elective course designed to help students develop their drawing and painting skills. Media to be explored include graphite pencil, pen-and-ink, acrylic paint, watercolor, oil pastel, and Conté crayon. Students will learn the language of art criticism and will explore different artistic movements throughout history. Grades will be determined by portfolio review. A sketchbook is required.

Prerequisite: Studio in Art or Creative Crafts or IED or IMA.

STUDIO ART

1 year

1 credit

Studio Art is a foundations course which features a hands-on introduction to a variety of fine art processes. Topics include drawing, painting, sculpture, 2-D design, art history, and printmaking. Emphasis will be placed on the use of the elements and principles of design. Students will be exposed to various art movements and cultures. Grades will be based on class projects, homework and sketchbook completion, and teacher evaluation. A sketchbook is required.

STUDIO IN CERAMICS

10th, 11th, 12th

1/2 year

1/2 credit

Studio in Ceramics is an elective course introducing a variety of ceramics processes, including the hand-building methods of coil, pinch, slab and throwing on the wheel. Creation of functional and sculptural forms will emphasize three-dimensional design. Various approaches to glazing and decorative surfaces will be explored, and firing methods will include primitive firing as well as electric kiln firing. Studies will include a view of ceramics throughout history and across cultures. Assessment will be critiqued using rubrics on choice of project, technical execution, and functional/ aesthetic success.

Prerequisite: Studio in Art or Creative Crafts or IED or IMA.

ART, continued▶

STUDIO IN PHOTOGRAPHY

11th, 12th

1 year

1 credit

Advanced Art Elective – preference given to upperclassmen.

Fall Semester: Studio in Photography

This advanced art elective course provides an introduction to film photography. Topics include: how to use a 35mm SLR film camera, developing black and white film, contact prints, and darkroom enlargements. The assignments are related to camera mechanics as well as the use of available light and successful composition. The history of photography will be emphasized throughout – from the Camera Obscura and making pinhole cameras to Masters of Photography.

A portfolio of dry-mounted prints is produced and evaluated according to rubrics and critiques. The final assessment also includes student presentations on photographers and a written exam.

- A list of photography supplies for purchase will be provided.
- Use of your own (or borrowed) SLR/adjustable camera is strongly recommended for the duration of the class.

Spring Semester: Studio in Photography

This second semester of this course will allow photography students to further skills acquired in the introductory semester. Students may explore: advanced/alternative printing and shooting techniques, studio lighting and portraiture, medium format and other film varieties.

Students will pursue a photographic series on a subject of their choice – based on exploration, research and experience. Field trips to museums/galleries and guest lectures will be included. The final assessment will consist of a portfolio exhibit/critique and student presentations/ demonstrations.

- A list of photography supplies for purchase will be provided.
- Use of your own (or borrowed) SLR/adjustable camera is strongly recommended for the duration of the class.

Prerequisite: Studio in Art or Creative Crafts or IED or IMA.

STUDIO IN PRINTMAKING

10th, 11th, 12th

1/2 year

1/2 credit

Studio in Printmaking is an elective course focusing on the creation of multiple copies of an image. Throughout this course students will be exposed to a variety of graphic processes, including mono-prints, stencils, linoleum and woodblock printing, etching, silkscreen and more. Historical and cultural issues and field study will be incorporated, as will research and oral presentations. The student's process and product will be evaluated by portfolio review. A sketchbook is required.

Prerequisite: Studio in Art or Creative Crafts or IED or IMA.

STUDIO IN SCULPTURE

10th, 11th, 12th

1/2 year

1/2 credit

Studio in Sculpture is an elective course designed to give students the opportunity to work three-dimensionally. A wide range of media will include cardboard, foam core, wire, wood, plaster, and stone. Students will be encouraged to think outside the box, and learn how to look at, create, and critique artwork which exists in three dimensional space. Research and oral presentations will be required. Grades will be determined by student and teacher evaluation, using rubrics to assess technical and aesthetic success. A sketchbook is required.

Prerequisite: Studio in Art or Creative Crafts or IED or IMA.

BUSINESS

ACCOUNTING

10th, 11th, 12th

Weighted 1.06

1/2 year

1/2 credit

Accounting is often referred to as the language of business. This half-year course is designed to introduce students to keeping business and financial records. Students are taught how to analyze a business's transactions and create financial statements. The course culminates in a project based on the accounting cycle whereby each student creates a real estate company and is responsible for producing financial statements based on monopoly transactions. Upon completion of the course, students should be able to keep a simple set of books. Offered in conjunction with SUNY Ulster Collegian Program for college credit.

ENTREPRENEURSHIP AND SMALL BUSINESS MANAGEMENT

10th, 11th, 12th

Weighted 1.06

1/2 year

1/2 credit

Are you an entrepreneur? Do you have what it takes to start and run a small business? In today's economy entrepreneurship is a viable and growing career choice. This class is designed to provide students with an opportunity to recognize and develop their entrepreneurial attitudes, skills and values. The course covers all aspects of business startup from ideas to legal issues. Topics include: conceiving, creating, managing, marketing, financing, and protecting a business. The course culminates with the student developing a hypothetical business plan. Offered in conjunction with SUNY Ulster Collegian Program for college credit.

INTRODUCTION TO MARKETING

(With emphasis on social media marketing)

1/2 year

1/2 credit

Do you have an entrepreneurial spirit? Have you ever thought of a really great idea for a new product or invention but didn't know how to turn your idea into dollars? Introduction to Marketing may be just the course for you. This course teaches students how businesspeople create demand for products and services. Students will learn traditional and new social media strategies to advertise, promote and price marketable products.

KEYBOARDING

10 weeks

1/4 credit

Students learn essential 21st Century communication skills necessary for continuing education, the world of work, or any communications tasks they will face beyond high school. This course is designed primarily for students to learn touch typing. In addition, students will learn formatting of Word documents such as business letters, reports and memos. Students will also learn to use Microsoft 356 and email etiquette.

BUSINESS, continued▶

PERSONAL FINANCIAL MANAGEMENT

10th, 11th, 12th

1/2 year

1/2 credit

In today's world having control over your finances is more important than ever. In Personal Financial Management each student is given a virtual job, manages a checkbook, makes a budget, pays monthly rent and other bills, and explores all the costs of life after school. Students will learn the importance of saving for the future, maintaining good credit, and general day-to-day money management skills. Students also learn about investing and create a mock stock portfolio. This course provides students with the opportunity to explore many facets of financial decision-making involved in daily life. As they cover the various units of study in this course, students learn key strategies for planning a future that is financially secure.

SPORTS MANAGEMENT

10th, 11th, 12th

1/2 year

1/2 credit

This course is designed to provide students with solid information on how to be successful in the sports industry. It presents a general overview of the industry and covers the fundamental knowledge and skill sets of the sports manager. It also provides information to highlight potential employment and career choices. The course includes information on the foundations and principles on which sport management operates and lays the groundwork for successful careers in this field.

While this course focuses on the sports industry, the functional areas of management (planning, organizing, leading, and evaluating) and key skill sets (people skills, oral and written communication skills, and diversity management) are applicable to any industry requiring sound management.

ENGLISH

AP ENGLISH LANGUAGE AND COMPOSITION

12th

Weighted 1.06

1 year

1 credit

The Advanced Placement English course in Language and Composition engages students in analyzing prose and improving composition skills by writing essays in various rhetorical modes. Course reading will be wide and deep, including genres from the sixteenth to the twentieth-first century. Careful attention to both textual detail and historical context will provide a foundation for interpretation. This college-level course also hones research and information literacy skills. AP credit will be given in accordance with the results of the AP Exam.

AP ENGLISH LITERATURE AND COMPOSITION

11th

Weighted 1.06

1 year

1 credit

The Advanced Placement English course in Literature and Composition engages students in the careful reading and critical analysis of imaginative literature. Through close reading of selected texts, students deepen their understanding of the ways writers use language to provide both meaning and pleasure for readers. The course will include intensive study of representative works from various genres and periods, highlighting work of recognized literary merit. Course reading will be wide and deep, including genres from the sixteenth to the twentieth century. Careful attention to both textual detail and historical context will provide a foundation for interpretation. AP credit will be given in accordance with the results of the AP Exam.

Prerequisite: Required 85 or higher on English Language Arts (Common Core) Exam and successful completion of required coursework.

THE ART OF FILM

11th, 12th

1/2 year

1/2 credit

This elective course is an exploration of American and foreign film as an art form with an emphasis on its history, development, themes, and genres established in the 20th century. The impact of the cinema and its relationship to our culture is also examined. Study units include Comedy, Science Fiction, Drama, Discovery, and Action/Adventure.

CREATIVE WRITING

1/2 year

1/2 credit

Writing creatively is at once an intensely personal and deeply communal process. In this course, students will experiment with

various genres through daily prompts in order to develop their voice and find their audience. Students will examine mentor texts, participate in workshop style lessons, and practice giving and receiving constructive feedback. Students are given choice and assessed holistically.

IDENTITY STUDIES

11th, 12th

1/2 year

1/2 credit

This course focuses on the ways we develop personal identity and our understanding of others based on the representation of gender, ethnicity, orientation and class in film and other media.

Prerequisite: The Art of Film recommended.

ENGLISH 10

1 year

1 credit

ENGLISH 10 AIS (40 minute block, every other day)

10th

1 year

Taken in conjunction with English 10, English 10 AIS is a teacher-recommended course meant to prepare students for the rigor of their English classes and the NYS ELA Regents Exam. Responding to the needs of enrolled students, this course is used to pre-teach and reteach important concepts from English class, as well as provide additional time for students to practice foundational literacy skills.

ENGLISH 101

12th

Weighted 1.06

1/2 year

1/2 credit

This is a college level English class where students will read, discuss, and write essays that explore contemporary social issues. Successful participants will earn three (3) college credits through SUNY Ulster. Students work on skills necessary to meet the challenge of writing accurately and clearly at the collegiate level. Students will write a variety of responses, including three in-class essays. Emphasis is on the development of a topic, use of appropriate rhetoric and research, and a review of grammar. At the end of the semester, students will take and pass a writing competency test, which is evaluated by a panel of instructors at SUNY Ulster.

Prerequisite: Successful completion of AP Language and Composition, AP Literature and Composition, Literature and Composition, Language and Composition or English 11. Students new to the district will be asked to complete a short writing assignment to determine appropriate placement.

ENGLISH, continued▶

ENGLISH 102

12th

Weighted 1.06

½ year

½ credit

This is a college level English class where students read and discuss literature that explores the human condition and its moral dilemmas, social problems, and values. This course continues to stress the development of writing skills, with emphasis on criticism, analysis, research methods, and documentation. Successful participants will earn three (3) college credits through SUNY Ulster. Students work on skills necessary to meet the challenge of writing accurately and clearly at the collegiate level. At the end of the semester, student will write a research paper.

Prerequisite: Successful completion of English 101. Students new to the district will be asked to complete a short writing assignment to determine appropriate placement.

ENGLISH 12/SOCIAL STUDIES 12 (PIGLETS)

1 year

2 credits

This interdisciplinary course will satisfy the requirements for 12th grade English and Social Studies courses, integrating curriculum from Participation in Government, Economics, and English 12. It is designed to develop civic responsibility as students learn to apply academic knowledge to local and national issues. During the course, students will complete a service learning project within our community. As a culminating project, students will share their experiences through presentations to the community.

Prerequisite: Successful completion of Social Studies 9-11 and English 9-11, as well as the Global History and Geography Regents Exam, U.S. History Regents Exam, and the English Regents Exam; teacher requires application.

ENGLISH 9

1 year

1 credit

ENGLISH 9 AIS (40 minute block, every other day)

1 year

Taken in conjunction with English 9, English 9 AIS is a teacher-recommended course meant to prepare students for the rigor of their English classes and the NYS ELA Regents Exam. Responding to the needs of enrolled students, this course is used to pre-teach and reteach important concepts from English class, as well as provide additional time for students to practice foundational literacy skills.

ENGLISH AS A NEW LANGUAGE

1 year

1 credit

Students are selected for this course based on the results from the Home Language Questionnaire and a New York State language proficiency test. This course teaches basic communication and literacy in English as well as academic language and content learning skills. In integrated ENL classes, ENL teachers "push into" content area classes to scaffold instruction and support students in both English and content learning. In stand-alone classes, students work in small groups in a separate class to build English proficiency and the language skills necessary for content success. ENL encourages native language literacy and uses the student's first language and socio-cultural background as a bridge for English learning and school success.

ENGLISH LANGUAGE AND COMPOSITION

12th

1/2 year

1/2 credit

This is a required course for seniors, designed to refine their formal writing and thinking skills in preparation for the 21st century. Emphasis will be on argumentation, research, and information literacy skills. This course incorporates library and computer lab as part of the class work. The NYSCC Learning Standards are addressed through written response, research, and reading of informational texts.

ENGLISH LITERATURE AND COMPOSITION

11th

1/2 year

1/2 credit

This is a required course for juniors, focusing on structured writing assignments, including research project. The NYSCC Learning Standards are addressed through written response to novels, plays, short stories, and poetry.

EXPLORATORY ISSUES

10th, 11th, 12th

10 weeks

1/4 credit

This class is designed to be an exposé of philosophical thought in conjunction with current events around the world. Built on the theories of Socratic Seminar, the course will engage students in various forms of rhetorical analysis, debate, and social theory. Students will actively participate in debate while exploring perspectives on current events.

GREEK MYTHOLOGY

11th, 12th

1/2 year

1/2 credit

This course focuses on Greek mythology with classical literature as its base. We study a variety of foundational tales that continue to inhabit our modern stories and popular culture. Given that creating mythological stories is a human trait, we also delve into myths from all over the world. Using these narratives, we focus on a number of topics and themes: the power storytelling to connect us as humans, the prevalence and patterns of the archetypal hero, and how our modern culture continues to reshape these stories. Class texts are Mythology, by Edith Hamilton, and Heroes, Gods and Monsters of the Greek Myths, by Bernard Evslin as well as multicultural myths from a variety of sources. Several writing and creative projects are also required in addition to daily class reading.

JOURNALISM 1

10th, 11th, 12th

1/2 year

1/2 credit

This elective course is a comprehensive study and participation seminar. It provides a broad overview of print, broadcast, and online media. Exploratory issues include: the responsibilities of journalists, media bias, and evaluating diverse forms of communication. Students will write all types of articles found in a newspaper and engage in debates focused on current events.

JOURNALISM 2

10th, 11th, 12th

1/2 year

1/2 credit

Students who have successfully completed Journalism I can enroll in Journalism II. Enrolled students will use their innate skills to put citizen journalism to work. While applying all the skills and concepts learned in Journalism I, students will embark on a new journey in Journalism II—documentary filmmaking. Along the way, students will work independently to produce three short films, some of which may be shared with a larger audience. Students will learn to improve their writing, reporting, and editing skills while also discussing current events and developing communication skills.

PUBLIC SPEAKING

11th, 12th

1/2 year

1/2 credit

Public speaking is designed to provide a two-fold experience for students. The two basic elements of the course are the organization and preparation of material for oral presentation and the development of poise through experience in actual presentations. Initially, students will prepare for group discussions and other casual speech activities. This will be followed by

lessons in preparation and presentation of speeches and oral reports. These talks and demonstrations will be followed by more formal speech activities such as debates, oratory, and comic or dramatic interpretation.



SCIENCE FICTION AND FANTASY

1/2 year

1/2 credit

In this course we explore technology, time travel, magic, and new worlds through imaginative literature and film. We also investigate new scientific discoveries and developments to see how they affect imagination and how they may determine our future. As we examine fantastical places, we focus on understanding our common humanity across the globe and throughout history. In addition to analyzing literature and films, the course requires the completion of various creative projects.

THE DRAMA

1/2 year

1/2 credit

This course explores dramatic literature through theater of various genres, time periods, and locales. It will involve close reading, critical discussion, literary analysis, and on-your-feet, get-into-character dramatic performance. Students will be assessed through both written and performance-based assignments that require creative and critical thinking. Participation in class discussions and presentations is essential, and students are encouraged to collaborate with their peers to enhance their learning experience.

FAMILY AND CONSUMER SCIENCE

CHILD DEVELOPMENT

1/2 year

1/2 credit

This introductory course teaches students the foundations of child development. It will help students develop an understanding of child development through many visual and hands-on experiences related to children and their social, intellectual, and physical development.

CULTURE AND FOODS

1/2 year

1/2 credit

This course will focus on helping the student gain a greater understanding of meal patterns of various countries and regions. Content of this course includes planning, preparing, and evaluating foods from various regions and countries. Offered alternate years with Gourmet Foods

Prerequisite: Nutrition and Food Prep.

FASHION DESIGN

1/2 year

1/2 credit

This course is the study of clothing as it relates to culture, history, social, and economic situations. There will be opportunities to develop creativity by studying design principles and applying them to the construction and selection of clothing. Students will develop basic knowledge of sewing terminology, equipment, and basic construction skills. By learning beginning clothing construction skills, students will be able to increase their wardrobes, evaluate the quality of ready-made garments, and become better consumers. Careers in the fashion and textiles area will also be explored. Hand sewing and machine sewing will be used in this course.

GOURMET FOODS

1/2 year

1/2 credit

This course is an exploratory food preparation course focusing on advanced preparation techniques, the appearance and presentation of foods, and the use of specialized equipment. Offered alternate years with Culture and Foods

Prerequisite: Nutrition and Food Prep

HOUSING AND INTERIOR DESIGN

1/2 year

1/2 credit

In this course, students investigate how lifestyle, social and economic factors, and stages in the life cycle influence housing decisions. They will explore how culture and the environment influences housing design in relation to past, present and future perspectives. Students will cover design elements and principles as they relate to architecture and interior design and will develop design plans to create spaces.

LIFE PREP

9th

10 weeks

1/4 credit

This is a required course designed to help students to plan for their future. Students will identify their interests and abilities and analyze these in relationship to possible careers. Goal-setting and developing a pathway to achieve these goals will be discussed. Some topics to be addressed include being successful in high school, getting to know your guidance counselors, study skills, resume building, digital citizenship, and personal finance.

NUTRITION AND FOOD PREP

1/2 year

1/2 credit

This introductory course teaches students the foundations of nutrition and food preparation. It will help students develop an understanding of nutritional concepts through hands-on learning experiences related to food and nutrition. Content of the course includes nutrition awareness, meal planning and food purchasing, basic food preparation, and related career explorations.

MATHEMATICS

AP CALCULUS AB

11th, 12th

1 year

1 credit

This course is intended for students who have a thorough knowledge of preparatory mathematics including algebra, geometry, and trigonometry. Throughout this course, students will apply the ideas of derivatives to optimization, related rates, and particle motion and apply the concepts of anti-differentiation and the definite integral. Students will discover higher level concepts through investigative activities and through teacher led discussions. Students who successfully complete the course and the AP exam may receive college credit.

Prerequisite: Successful completion of Introduction to Calculus.

AP STATISTICS

11th, 12th

Weighted 1.06

1 year

1 credit

Recommended for students pursuing majors in science, engineering, math, social sciences, health sciences, business, and journalism, the AP Statistics course introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to four broad conceptual themes: analyzing and comparing distributions of data, investigating methods of data collection, producing models using probability theory and simulation, and statistical inference. Students who successfully complete the course and the AP exam may receive credit and/or advanced placement for a one-semester introductory college statistics course.

Prerequisite: Algebra 2/Trigonometry or Introduction to Calculus or recommendation of instructor.

ALGEBRA 1

1 year

1 credit

This is a one-year course intended to be the first course in mathematics for high school. This course meets the requirements for a Regents Diploma. This course focus on understanding, graphing, solving and writing linear, quadratic, and exponential functions. Students work closely with algebraic expressions that define these functions to model situations and solve equations. Students will become proficient with operations on monomial and polynomial expressions to simplify and compute expressions and functions. Students will take the Algebra I Regents Exam at the end of the year.

ALGEBRA 2

10th (ACC.), 11th, 12th

1 year

1 credit

This is a one-year course intended to be the third course in mathematics for high school. This course meets the requirements for an Advanced Regents Diploma. This course builds on students' work with linear, quadratic, and exponential functions. Students extend their repertoire of functions to include polynomial, rational, radical, and trigonometric functions. Students work closely with the expressions that define the functions and continue to expand and hone their abilities to model situations and to solve equations, including solving quadratic equations over the set of complex numbers and solving exponential equations using the properties of logarithms. Students will take the Algebra II Regents Exam at the end of the year.

Prerequisite: Geometry and Algebra I.

ALGEBRA 2A (YEAR ONE OF TWO)

11th 12th

1 year

1 credit

This is a one-year course intended to be the third course in mathematics for high school. This course prepares students to move on to the second year for the Regents class. This course builds on students' work with linear, quadratic, and exponential functions in details. Students are expected to take Algebra II the following year.

ALGEBRA A

1 year

1 credit

This is a one-year course intended to enhance students' algebra skills. It is an introductory course for Algebra 1. This course improves students' operation skills on monomial and polynomial expressions. This course focus on understanding, graphing, solving and writing linear equations and inequalities, and system of linear equations and inequalities. Students work closely with algebraic expressions that model real-life situations.

COLLEGE ALGEBRA

12th

Weighted 1.06

1 year

1 credit

The course is designed for students who need a non-Regents based math credit. Topics include entry level college math curriculum, including graphs, symbols, and word applications. The course will cover a variety of science based math concepts such as exponential growth and decay along with their logarithmic forms. A variety of factoring techniques and topics which students had previous exposure to, will also be covered. College credit from SUNY Ulster.

COMPUTER SCIENCE 1

1/2 year

1/2 credit

Computer Science 1 is a project based course designed to introduce students to computer programming. Emphasis is on problem-solving and algorithm development and implementation using a high-level language. Topics include data types, variables, input/output, flow-control constructs, and functions. The development of good programming habits is stressed. Students use Build Your Own Blocks (SNAP!) as a programming language. Computer programming is a highly symbolic and logical discipline requiring a strong understanding of algebraic concepts.

Prerequisite: Successful completion of the Algebra 1 (Common Core) Regents exam or permission of instructor.

COMPUTER SCIENCE 2

1/2 year

1/2 credit

This programming course is a continuation of Computer Science 1. Students will design, develop, and test applications using the JavaScript programming language.

Prerequisite: Successful completion of Computer Science 1 or permission of instructor.

GEOMETRY

1 year

1 credit

This is a one-year course that meets New York State's mathematics requirements towards earning a Regents Diploma or a Regents Diploma. This course employs an integrated approach to the study of connecting algebra to geometric relationships and proofs. Properties of triangles, quadrilaterals, and circles will receive particular attention. Congruence and similarity of triangles will be established using appropriate theorems; transformations

MEDIA ARTS

including rotations, reflections, translations, and glide reflections and coordinate geometry will be used to establish and verify geometric relationships; and topics in trigonometry extending to three-dimensional geometry will be explored. Students will take the Geometry Regents Exam at the end of the year.

Prerequisite: Algebra I.

GEOMETRY A

1 year **1 credit**

Geometry A is a course designed around the main concepts of a high school level regent's geometry course. The course covers ideas related to Pythagorean Theorem, trigonometry, different types of triangle, different types of quadrilateral, 3-dimensional shapes, and the ideas of proof writing. The course is either a prerequisite for going into a regents level geometry course or as a prerequisite to go into an algebra 2a course. Throughout the year students will be engaged in hands on learning experiences and authentic problem solving techniques. Students who successfully pass the course (which includes a final exam at the end) will receive 1 High School level math credit.

INTRODUCTION TO CALCULUS

11th, 12th

1 year **1 credit**

This year-long course consists of one semester of pre-calculus and trigonometry and one semester of differential calculus. Students will discover the concept of the derivative and explore its many applications. The intent is to move beyond algebraic and symbolic aspects of pre-calculus and calculus and give meaning and understanding through applications. Where possible, topics in this course are introduced graphically, numerically, analytically, and verbally.

Prerequisite: Algebra 2 and the Algebra 2 Regents or permission of instructor.

MATH (ALGEBRA I) AIS

(meets 40 minutes every other day)

1 year

This course covers the same topics in Algebra I, however, the class is conducted at a pace appropriate to student learning and incorporates supplemental skills practice.

STATISTICS

10th, 11th, 12th

1 year **1 credit**

Explore the world through data. By actively engaging the processes of collecting, analyzing, and developing conclusions with data, students will become better consumers of the information around them. This course is designed to have students delve deeper into some of the foundational statistical concepts they have been exposed to throughout their primary and middle school level curricula and then build new knowledge. Throughout the course students will have opportunities to research topics of interest and collect real time data within their communities to potentially answer their own questions about the world.

Prerequisite: Algebra I.

INTRO TO DIGITAL MEDIA ARTS

9th

1 year **1 credit**

This course provides students with instruction and problem-solving opportunities through the fields of Graphic Design, Digital Illustration, Digital Mixed Media, and 3d Modeling of both functional and conceptual forms. Students will utilize computer based design software and media to explore the Principles and Elements of Art and Design through project based learning experiences and critical analysis of work produced. Students will be exposed to various art styles and genres, as well as career paths in the Media Arts. This course will prepare students for advanced studies in Computer Graphics and Film/Video Production and also serves as a prerequisite for Advanced Technology and Art courses.

COMPUTER GRAPHICS

10th, 11th, 12th

1 year **1 credit**

This is a design course where students will gain knowledge about graphic design and contemporary digital media. Students will learn about computer graphics as it relates to advertising, entertainment, animation/motion graphics, product design (2d and 3d) and visual communication. Students will become skilled in the Adobe creative suite. Graphics programs to be explored include: Illustrator, Photoshop, InDesign, Dimension, and After effects. This course will serve as a prerequisite for Film and Video Production

Prerequisite: Foundations art/tech course.

INTRO TO FILM AND VIDEO PRODUCTION

11th

1 year **1 credit**

In this course students will learn the fundamental skills, techniques, and processes involved in all phases of digital video production. Each student will work through planning/development, filming, and editing of complete original video productions by assignment. Students will become skilled in using the Adobe Premiere and Rush video editing application to communicate and express themselves visually through moving image. This course will serve as a prerequisite for Advanced Film and Video Production.

Prerequisite: Computer Graphics

**Juniors ONLY* may enroll in Computer Graphics and Intro to Film and Video concurrently to satisfy prerequisite for Advanced Film and Video production.*

ADVANCED FILM AND VIDEO PRODUCTION (NPZ)

12th

1 year **1 credit**

Students will work collaboratively to create original video and graphic work in the form of PSA's, short films, mini series shows, and informationals designed for school wide broadcast on the "NPZTV Morning Show". Students in this course will be responsible for aiding and contributing content to aid in the production of the Morning Show. Students enrolled in this class will continue progressing their editing and graphic effects skills in Adobe Premiere and Adobe After Effects. Additionally students will work cohesively to film and document school activities over the course of the year, culminating in the creation and production of an original short film for the end of year "Student Life" showing.

Prerequisite: Intro to Film and Video Production.

MUSIC

AFRICAN DRUMMING

10 weeks

1/4 credit

This 10-week course will take students on a musical journey to West Africa. During the journey students will learn to play the djembe, West Africa's most popular drum. Students will learn authentic rhythms from various countries. The rhythms will be the vehicle used to travel to and study each country. This course combines drumming with geography, history, and culture of African countries and people. Instruments are provided.

This course would pair well with, or as a follow-up to, Black History 1 to create a 1/2 year sequence.



BAND

1 year

1 credit

Band rehearses on A days throughout the school year. All students enrolled in band participate in both concert band and marching band activities. The major ensemble program includes Marching Band, Concert Band and Jazz Band(s). A varied selection of music is used to develop ensemble playing skills and knowledge of musical styles, literature and terms. Band members must also take school instrumental lessons (described below) and attend additional dress rehearsals and concerts. Students are required to attend all scheduled performances. Group instrumental lessons are given once per week and are scheduled as a pull-out program to rotate throughout the school day. Weekly lessons are 40 minutes, half of a class block. Standard method books, small ensemble material, and NYSSMA graded solos are used to foster musical growth and to develop technical proficiency. Allowances are made for makeup lessons in the event of labs, exams, etc.

Prerequisite: Minimum proficiency of level III – IV as described in the NYSSMA manual or permission of instructor.

BAND WORKSHOP SEMINAR

10 weeks

1/4 credit

Band Workshop is a 10-week, one quarter elective. Students can elect to continue playing an instrument they have previous experience with (recommended) or begin a new instrument. Instruction will be in a class-based, full band setting using a band method book (Standard of Excellence Book 1 and/or 2). Supplemental materials from the NPHS band library and handout catalog may be used as well, as provided by the instructor. Students will need to secure a quality instrument from the following list: Flute, Clarinet, Alto Saxophone, Trumpet, Trombone, Baritone. Contact Mr. Newsome for a list of recommended vendors.

14

CHOIR

1 year

1 credit

The Choir allows students the opportunity to learn and sing in a large choral-performing ensemble. This class meets to rehearse for one block every other day. Throughout the year, we will learn about and sing many different types of choral music. These include, but are not limited to: folk, classical, traditional, multicultural, jazz, musical theater, and spirituals. We will also sing in a variety of languages. Concert performances are a mandatory requirement of this class, as are weekly group lessons. Students are taught music reading skills using solfege, as well as proper vocal technique and performing skills. The goal of this course is to provide students the chance to learn to read music, to develop their voices, and to expand their knowledge of choral music. Choir is also the gateway to many other unique performance opportunities for students. As a member of Choir, you have the ability to audition for and participate in All-County Chorus. Students can also prepare vocal NYSSMA solos, and eventually be considered for the Area All-State and All-State vocal ensembles. Choir students can also be a part of our A Cappella Choirs, which meet after school. All of these opportunities are only available for students who are taking Choir.

HYBRID COLLEGE/COMMUNITY BAND

Weighted 1.06

½ year

½ credit

In cooperation with the SUNY Ulster Collegian Program, students participate in the SUNY Ulster Concert Band Program, which meets Wednesday evenings from 6:30-8:30 during the Fall and Spring Semesters. Students must attend 8 rehearsals, and perform in 2 concert performances, with the remainder of course work supported in the instrumental lesson program. Students will earn 1 college credit from SUNY Ulster upon successful completion of this course. Contact Mr. Newsome for more information.

Prerequisite: Students must be enrolled in NPHS Band, unless waived by Collegian course instructor.

INTENSIVE SEMINAR - SMALL INSTRUMENTAL ENSEMBLE

Weighted 1.06

½ year

½ credit

In this college credit-bearing course, students rehearse and perform with one of several available popular and classical small groups, such as jazz combo, small wind, brass or percussion ensemble, or other established genre. Students arrange their schedule and transportation to accommodate rehearsals as scheduled by the director before registering for the course. Students wishing to earn credit MUST attend at least the minimum required rehearsal hours. Sufficient preparation (independent) practice of ensemble music is expected, as is participation in all performances throughout the semester (Mandatory). Students will earn 1 college credit from SUNY Ulster upon successful completion of this course. Contact Mr. Newsome for more information.

Prerequisite: Students must consult with Mr. Newsome, Collegian Course Instructor, before registering for this course.

MUSIC IN HISTORY AND POP CULTURE

1/2 year

1/2 credit

This class covers music styles from its historical roots to modern pop music. Emphasis is placed on music listening, music appreciation, historical and social context, and parallels to other art forms. Students learn to think critically when hearing a piece of music, and compare and contrast it to other works.

MUSIC THEORY

1/2 year

1/2 credit

This is a basics of music theory course. This is an excellent class for any student interested in music who wants to improve their skills. Vocalists, songwriters, instrumentalists (including guitarists and pianists) will find this class to be fun, engaging and helpful! Students will use modern notation software and/or sequencing programs to compose music as they study music notation, scales, keys, intervals, chords, and chord inversions.

VOICE

1/2 Year

1/2 credit

This course is an introduction to the basic fundamentals of singing. Throughout this course, we will: conquer performance anxiety, study the most effective posture and breathing techniques, understand how the voice makes sound, learn how to navigate between vocal registers, enhance our tone with vowels and consonants to create clear and meaningful words, explore expressive tools to take our performance to the next level, and learn how to care for our voice and maintain healthy singing.

PHYS. ED. AND HEALTH

HEALTH EDUCATION

1/2 year

1/2 credit

This required health course is designed to cover the functional knowledge and skills mandated by New York State. Topics include physical activity and nutrition, disease prevention, alcohol and other drugs, tobacco, violence prevention, human sexuality and sexual risk, and HIV/AIDS. Personal health and social skills development topics include self-management, relationship management, stress management, communication, planning and goal setting, decision making, and advocacy. This course is designed to allow students to reflect on their own attitudes, perceptions, and behaviors as they impact their own social, mental, emotional, physical, and spiritual health.

INTRODUCTION TO SPORTS MEDICINE AND ATHLETIC TRAINING

10th, 11th, 12th

10 weeks

1/4 credit

This phys ed elective course covers basic topics in sports medicine and athletic training. Unit topics include Anatomy and Physiology, Human Structure and Function, Physiology of Exercise, First-Aid and CPR/AED, Nutrition and Weight Control, and Health and PE Careers. Students will be actively involved in the study of applied movement science.

Prerequisite: Biology



LIFETIME WELLNESS

9th, 10th

1/2 year

1/2 credit

This seminar course is offered as a pass/fail class. A discussion-based course, exploratory in nature, it allows students the chance to develop and explore their own thoughts, feelings, and attitudes. Topics include HIV/AIDS, sexually-transmitted infections, substance use and abuse, self-esteem, disordered eating, mental health issues, abusive relationships, and current event issues.

LIFETIME WELLNESS

11th, 12th

1/4 year

1/4 credit

This seminar course is offered as a pass/fail class. Health Issues looks to discuss issues that are beneficial to students' lives, and are examined with emphasis, on the relationship between lifestyle, health and overall wellness.. The course enables students to deal more effectively with problems faced during the high school experience, and subsequently throughout life. These topics may include academic pressure, stress, sleep, sexuality, nutrition, mental health, body image, social media, drug and alcohol use, along with other selected topics.

PHYSICAL EDUCATION

1/2 year

1/2 credit

All students are required to satisfactorily complete a physical education program, which covers a wide range of activities suited to the individual needs of the student. Students will participate in units such as archery, lacrosse, volleyball, flag football, Latin dance, swimming, pickleball, ping pong, orienteering, badminton, team-building activities, bowling, floor hockey, international dance, softball, golf, tennis, and basketball. Students are also engaged in activities promoting physical fitness and strength development. Lifetime fitness is stressed and developed in all classes. Attendance and participation are considered among the criteria for completion of the physical education requirement. Students must dress and participate in physical education for each semester enrolled.

**In tenth grade, Health/Physical Education will emphasize and coordinate nutrition and healthy lifestyles, First Aid and CPR, child abuse, suicide, and acquaintance rape.*

PROJECT LEAD THE WAY (PRE-ENGINEERING)

Project Lead The Way, Inc. (PLTW) is a national program forming partnerships among public schools, higher education institutions, and the private sector to increase the quantity and quality of engineers and engineering technologists graduating from our educational system. The program is partially funded by Charitable Venture Foundation, a private foundation located in Clifton Park, New York. PLTW has a support staff of experienced technology educators and college and university partners to support schools as they implement PLTW curricula. PLTW has developed a four-year sequence of courses which, when combined with college preparatory mathematics and science courses in high school, introduces students to the scope, rigor and discipline of engineering and engineering technology prior to entering college.

INTRODUCTION TO ENGINEERING DESIGN

Weighted 1.06

1 year **1 credit**

This course is the foundation course for Project Lead the Way Engineering Program. In IED students are introduced to the engineering profession and a common approach to the solution of engineering problems through the use of an engineering design process. Utilizing the activity problem based learning, students will progress from completing structured activities to solving open-ended projects and problems that require them to develop planning, documentation, communication and other professional skills. Models of product solutions are created, analyzed, and communicated using solid-modeling computer design software. Students are eligible for college credit from RIT upon successful completion of this course.

CIVIL ENGINEERING AND ARCHITECTURE

10th, 11th, 12th

Weighted 1.06

1 year

1 credit

This course provides an overview of the fields of civil engineering and architecture, while emphasizing the interrelationship and dependence of both fields on each other. Students use state-of-the-art software to solve real-world architectural problems and communicate solutions through hands-on projects and activities. Topics include the roles of civil engineers and architects, project planning, site planning, building design, and project documentation and presentation. Students are eligible for college credit from RIT upon successful completion of this course.

Prerequisite: Successful completion of Algebra 1.

ENGINEERING DESIGN AND DEVELOPMENT

11th, 12th

1 year

1 credit

In this capstone course, students work in teams to design and develop an original solution to a valid open-ended technical problem by applying the engineering design process. Students perform research to choose, validate, and justify a technical problem. After carefully defining the problem, teams design, build, and test their solutions while working closely with industry professionals who provide mentoring opportunities. Finally, student teams present and defend their original solution to an outside panel.

SCIENCE

AP BIOLOGY

11th, 12th

Weighted 1.06

1 year **1 credit**

AP Biology is an in-depth course that builds on the foundation established in Regents Biology. Students are required to take an entrance exam for acceptance into this course, which is designed to give students a broader background and more sophisticated laboratory experience. At the conclusion of the course, the student will have the skills for a more competitive college biology program. Students are expected to take the Advanced Placement exam in biology in May. The examination is administered at the High School and is taken at the student's expense.

Prerequisite: Successful completion of Regents Biology and Regents Chemistry with a minimum of an 85 average or by permission of instructor.

AP CHEMISTRY

11th, 12th

Weighted 1.06

1 year **1 credit**

This is a fast-paced, rigorous college-level chemistry course covering the topics of Atomic Theory including quantum theory, Molecular and Ionic Compound Structure and Properties, Intermolecular Forces and Properties, Chemical Reactions, Kinetics, Thermodynamics and Thermochemistry, Equilibrium, Acids and Bases and Electrochemistry. This course is designed to fully prepare students for college chemistry and is highly recommended for

students who plan to major in any area of science or engineering in college. There is a strong emphasis on problem-solving, teaming in lab projects, and computer-based data-gathering, with research and interdisciplinary experiences. Approximately 50% of the curriculum is math based. Upon completion of the course, students are expected to take the Advanced Placement examination.

Prerequisite: It is highly recommended that student have an overall average of 90 or better in both Regents Chemistry and Algebra 2 Trigonometry to enroll in the course or permission of the instructor.

AP ENVIRONMENTAL SCIENCE

10th, 11th, 12th

Weighted 1.06

1 year

1 credit

AP Environmental Science is an interdisciplinary course including geology, biology, chemistry, and geography. It is designed to be the equivalent of a one-semester, introductory college course with a laboratory and field investigation component. Emphasis is placed on exploring the interrelationships of the natural world – analyzing environmental problems both natural and manmade and evaluating the relative risks associated with these problems. Alternative solutions for resolving and/or preventing environmental catastrophes will also be explored.

Prerequisite: Successful completion of Regents Biology and Regents Earth Science with a minimum of an 85 average or by permission of instructor.

ANATOMY AND PHYSIOLOGY

10th, 11th, 12th

1/2 year

1/2 credit

This course deals with the structure and function of the human body and mechanisms for maintaining homeostasis within it. Topics include the study of cells, tissues, and the integumentary, skeletal, muscular, nervous, endocrine, cardiovascular, lymphatic, respiratory, digestive, urinary, and reproductive systems. The concepts of development, metabolism, fluid and electrolyte balance, and acid-base balance are also explored.

BIOCHEMISTRY

10th (second semester with Chemistry), 11th, 12th

1/2 year

1/2 credit

An introduction to the chemistry of biological compounds, this course is a systematic study of carbohydrates, lipids, amino acids, proteins, nucleic acids, and their components. Metabolism of the biological compounds is studied as are the interrelations among the carbon, nitrogen, and energy cycles.

CHEMISTRY

10th, 11th, 12th

1 year

1 credit

The course is designed to provide a basis in the major units of chemistry, including atomic theory, the periodic table, behavior of matter, bonding, solutions, acids and bases, and redox reactions. In addition to the 40-week course, there is a required 10-week module that covers the topics of organic chemistry, physical behavior of matter, and gas laws. Students will utilize reading for content comprehension, logic and deductive reasoning skills as well as interpretation, analysis, and formulation of real world and theoretical problems. Students will be responsible for using content knowledge to predict products, propose explanations, and construct viable hypotheses and experiments to address various chemical phenomena. A strong emphasis is placed on the use of mathematics to calculate and assess theoretical estimates in conducting diverse experiments. Upon completion of this course, students will take the Chemistry Regents exam. Students must complete a minimum of 20 satisfactory, logged laboratory hours in order to take the Regents examination.

Prerequisite: It is highly recommended that students enrolling in the course have successfully completed Algebra 1 and Geometry and have passed one other Science Regents exam.

EARTH AND SPACE SCIENCE

9th

1 year

1 credit

This Earth and Space Science focuses on the structure and development of the Earth and its environment over time, including the formation of the universe and Earth's place in space. The course is composed of segments from Geology and Astronomy. It is taught in an investigative manner in which students participate in various types of laboratory experiences to support instruction. In addition to the 40-week course, there is a required 1,200-minute module in astronomy. These lab experiences are documented by the student through acceptable lab reports prior to sitting for the Regents exam. All students are required to take the end-of-year Regents exam to successfully complete the course.

FIELD BIOLOGY

11th, 12th

1/2 year

1/2 credit

Enjoy nature as your laboratory while you create a field journal based on the local flora and fauna in the Courtyard Gardens. This hands-on course will cover basic concepts of ecology through outdoor activities, scientific research and artistic illustration. Field work includes how to track animals, identify medicinal plants and catch insects. By the end of the course you will be able to identify bird calls, winter trees and local mammals. A large majority of the time will be spent outdoors (unless it is pouring) so dressing for inclement weather is a requirement.

FORENSIC SCIENCE

11th, 12th

1/2 year

1/2 credit

Students will obtain a basic understanding of the branches of forensic science and its applications in society. They will utilize case studies to gain knowledge of forensic techniques and terminology, and collect and categorize evidence and data. Students will use observations and evidence to analyze crime scenarios and create comprehensive reports. The class will be exposed to careers related to forensic science (detective, arson investigator, print specialist, medical examiner) and learn from and make connections with community members. The course is designed to promote collaboration and develop a student's ability to listen intently and speak confidently. Intellectual curiosity and personal integrity will be enhanced through successful completion of this course.

HORTICULTURE

1/2 year

1/2 credit

This half-year course will introduce you to the basic concepts and skills used in growing and maintaining a garden. You will learn all about the amazing plants growing in the Courtyard Gardens and what they need, how they function and where they came from. You will also learn how to propagate plants from seed and how to care for a garden so it looks its best. Come spend time outside and enjoy learning all about plants!

This course will be offered pending enrollment and BOE approval.

LIFE SCIENCE: BIOLOGY

9th, 10th

1 year

1 credit

Students investigate such topics as the interrelationship between plants and animals, ecology, modern evolution, reproduction, and development. In addition to the 40-week course, there is a required 10-week laboratory module in Reproduction and Development. Upon completion of this course, students will take the Regents Biology examination.

OCEANOGRAPHY

10th, 11th, 12th

1/2 year

1/2 credit

This course is for students interested in developing an understanding of oceanography and marine biology by taking an in depth look into the physics, meteorology, geology, and biology of Earth's most valuable resource. Students will discover many related oceanographic processes which affect our daily lives. Additional focus is placed on human's impact to our environment, from cultural, political, and economic forces. Major areas of study include the following: (1) The World's Oceans, (2) Tidal energy turbines (3) Marine sustainability, (4) Invasive species, (5) Coral Reefs, and Marine Biomes (6) Marine Vertebrates (fish, reptile, bird, and mammal), (7) Marine Ecology. Student's progress will be evaluated by performance on tests, quizzes, class participation, and projects. 9th grade admission by permission of instructor.

SCIENCE, *continued*▶

PHYSICS 101/102

11th and 12th

Weighted 1.06

1 year

1 credit

Student inquiry into the origin and validity of the Newtonian model of the universe is promoted in this course, which emphasizes the processes of science so that students learn to formulate a basis for either accepting or rejecting scientific theories.

Physics 101: Areas of physics presented are mechanics, wave motion, and thermodynamics.

Physics 102: Areas of physics presented are electricity, magnetism, and optics.

Students can earn up to six college credits through SUNY Ulster. A final will be given at the end of the class.

Prerequisite: Successful completion of Algebra II.

SCIENCE AIS

(meets 40 minutes every other day)

1 year

This course covers topics in Science, however, the class is conducted at a pace appropriate to student learning and incorporates supplemental skills practice.

SCIENCE 9 TRANSITION

9th

1 year

1 credit

This is a transition course intended to provide students with a basic understanding of the scientific method and physical sciences. Laboratory experiments are completed in class. The course features a strong emphasis on learning and utilizing basic study and science skills with the intent of becoming autonomous and independent. Students are required to complete several projects and experiments in class and apply content knowledge to related current events and issues. The successful completion of this course will give students one physical science credit. It will also provide lab credit hours and prepare them for Regents course work the following year.

SCIENCE RESEARCH

10th, 11th, 12th

Weighted 1.06

1 year

1 credit

The Science Research Course is a three-year elective science course, which engages students in a long-term science research project. During the sophomore year, a student defines a topic, conducts journal research, contacts the authors of the journal studies, locates a research facility in which to do the research, plans the project, and publicly presents his/her initial research. The junior year is devoted to the research project itself and includes additional public presentation. During the senior year, the student completes the research and writes the formal research paper. All students must submit their projects to the Intel Science Competition, attempt to publish his/her work and make a formal public presentation. Students can earn up to twelve (12) college credits through SUNY Albany for their work.

Prerequisite: Successful completion of Regents Biology and/or Regents Earth Science or by permission of instructor.



SOCIAL STUDIES

AP AMERICAN HISTORY/ AMERICAN HISTORY I & II

11th, 12th

Weighted 1.06

1 year

1 credit

This is a course with dual enrollment. Students have the opportunity to earn AP credit and 6 credits through SUNY Ulster. It is primarily a course for eleventh and twelfth grade students who have a special interest in history. The course is arranged chronologically with an emphasis on the interpretation and analysis of documentary evidence and contemporary historiography. Summer reading and writing assignments are required. Students are expected to take the Advanced Placement Examination in United States History, which is administered nationally in mid-May. The examination is administered at the High School and is taken at the expense of the student. Additionally, the students are expected to register and pay for the credits through SUNY Ulster each semester. Students are required to take a midterm and final exam each semester to satisfy the requirements from SUNY Ulster.

Prerequisite: 85 or better on Global History Regents or U.S. History & Government Regents or successful completion of AP European History and by permission of instructor.

AP COMPARATIVE GOVERNMENT AND POLITICS

12th

Weighted 1.06

1/2 year

1/2 credit

The AP Comparative Government and Politics curriculum was significantly revised in 2019 to reflect new conceptual trends in the teaching of political science. The course studies government and politics in six core countries – Britain, China, Iran, Mexico, Nigeria, and Russia. The units covered in this course are 1) Political Systems, Regimes and Governments 2) Political Institutions 3) Political Culture and Participation 4) Parties, Electoral Systems and Citizen Organizations and 5) Political and Economic Changes and Development. This is not a history class and the course revision has continued to de-emphasize past governmental policies in favor of an analysis of current government actions. The examination is administered at the High School and is taken at the expense of the student.

Prerequisite: 85 or above on US History & Government Regents or permission of instructor.

AP EUROPEAN HISTORY/ WESTERN CIVILIZATION I & II

10th, 11th, 12th

Weighted 1.06

1 year

1 credit

This is a full year course with dual enrollment that sophomores with a special interest in history may take in lieu of Global History and Geography II to earn AP credit and 3 credits for HIST 102 from SUNY Ulster. The course is arranged chronologically with an emphasis on the interpretation and analysis of documentary evidence and contemporary historiography. We explore the modern period with an emphasis on Europe from the 17th century through the present. Summer reading and writing assignments are required. Students are expected to register and pay for the credits through SUNY Ulster and have the opportunity to earn AP credit by taking the AP exam which is administered nationally in May. Students are required to take a midterm and final to satisfy the requirements from SUNY Ulster and will take the New York State Regents Exam in Global History in June to satisfy NYS graduation requirements.

Prerequisite: 85 or above average in history course of previous year.

AP MACROECONOMICS

11th, 12th

Weighted 1.06

1/2 year

1/2 credit

The purpose of an AP course in macroeconomics is to give students a thorough understanding of the principles that apply to an economic system as a whole. This course places particular emphasis on the national budget, national income, price determination, and theories behind economic systems. Students will also learn about economic performance measures, economic growth, and international economics. They will have the opportunity to propose plans designed to improve aspects of the national economy. This course mirrors freshmen-level courses in college. All students must take the AP exam in May, and college credit may be earned for this course by passing the AP exam. It is not necessary to take AP Microeconomics to take this course. The examination is administered at the High School and is taken at the expense of the student.

AP MICROECONOMICS

11th, 12th

Weighted 1.06

1/2 year

1/2 credit

The purpose of an AP course in microeconomics is to give students a thorough understanding of the principles of economics that apply to the functions of individual decision-makers, both consumers and producers, within the larger economic system. It places primary emphasis on the nature and functions of product markets and includes the study of factor markets and the role of the government in promoting greater efficiency and equity in the economy. Any student planning on going to college for a business-related degree would have to take this course during freshman year. The course culminates with an AP exam in May. It is not necessary to take AP Macroeconomics to take this course. The examination is administered at the High School and is taken at the expense of the student.

AP PSYCHOLOGY

11th, 12th (10th by permission of instructor)

Weighted 1.06

1 year

1 credit

The AP Psychology course introduces students to the systematic, scientific study of human and animal behavior and cognitive processes. Students are familiarized with the psychological principles and phenomena associated with each of the major subfields within psychology and will learn about the ethics and methods psychologists use in their practice. Psychology has applications to many current professional occupational fields including neuroscience, child care and education, criminal justice, advertising and design as well as the clinical mental health fields. Students are expected to take the AP exam in May and may receive 3 college credits in Psychology based on exam performance.

AP UNITED STATES GOVERNMENT AND POLITICS

12th

Weighted 1.06

1/2 year

1/2 credit

The AP Comparative Government and Politics curriculum was significantly revised in 2020 to reflect new conceptual trends in the teaching of political science. The curriculum of this AP course introduces United States government and politics to students. The units covered are 1) Foundations of American Democracy 2) Interactions Among Branches of Government 3) Civil Liberties and Civil Rights 4) Political Ideologies and Beliefs and 5) Political Participation. The examination is administered at the High School and is taken at the expense of the student.

Prerequisite: 85 or above on US History & Government Regents or permission of instructor.

BLACK HISTORY 1

10 weeks

1/4 credit

This is an interdisciplinary course of study intended to provide the student with an understanding of the historical impact of ancient African cultures (3000 BCE-1500 ACE) on world history. Where applicable, the extension of practices and innovations which reflect African origins will be applied to modern cultures. A guest West African drummer will highlight and enrich the learning experience.

BLACK HISTORY 2

1/2 year

1/2 credit

This is an interdisciplinary course of study intended to provide the student with an understanding of the African-American and Afro-Caribbean experience (1500-2008). The semester culminates with a musical anthology of the African-American experience.

CULTURAL ANTHROPOLOGY

10 weeks

1/4 credit

In this course, students will be introduced to the study of anthropology. They will study basic principles and methods of anthropologists, American culture, and then continue to study specific cultures and topics. Topics covered are: rites of passage, gender roles and creation, cultural "universals," creation of culture, music in culture, mythology and lore, "cargo cults," religion, outsiders, art, architecture, literature, body modification, and more.

ECONOMICS

12th

1/2 year

1/2 credit

This course is designed to help the student understand the complexities of our economic system. Students have the opportunity to explore contemporary social and political trends in order to build an understanding of why and how our government and private enterprise interact. Students are involved in a simulated business activity and prepare a portfolio of assignments, which is used as an assessment tool. Contemporary economic theories are explored, and current economic issues of state and national significance are examined. This is a senior-level course, required for graduation.

GLOBAL HISTORY 10 AIS

(meets 40 minutes every other day)

1 year

This course covers the same topics as Global History 9 and 10, however, the class is conducted at a pace appropriate with student learning and incorporates supplemental skills practice in preparation for the Regents exams.

GLOBAL HISTORY AND GEOGRAPHY

9th

1 year

1 credit

This is a 2-year program. Global 9 begins with prehistory and ancient civilizations and concludes with the time of the Enlightenment. Throughout the course we will also focus on geography and its effect on culture, government, economics and history. There is a local final at the conclusion of 9th grade, which counts as 20% of the course grade.

GLOBAL HISTORY AND GEOGRAPHY

10th

1 year **1 credit**

Global History and Geography is a two-year program. Global 10 begins with the Enlightenment and continues through to the present, focusing on geography and its effect on culture, government, economics and history. At the end of this class students are required to pass a Regents examination covering the material studied in Global 10 and this exam will be worth 20% of the course grade.

HUMAN RIGHTS

10 weeks **1/4 credit**

This course will examine the United Nations' Declaration of Human Rights, drafted by Eleanor Roosevelt, as well as recent violations of human rights since World War II. The class aims to study current events through the lens of human rights and to look at ways human rights activists address some of these events, with a focus on issues and events that students prefer to study. Some recent topics have included the Rohingya in Myanmar, LGBTQI rights and activism, women's rights in other countries, and modern day slave labor.

PARTICIPATION IN GOVERNMENT

12th **1/2 credit**

This course is a study of democracy in action through participation in governmental activities. As part of the class, students will complete service learning projects within our community. Emphasis is on local government operations and how a citizen can effect change through the democratic process at all levels. Students will attend public meetings, debate current policy issues, and stay up-to-date with political events. Assignments, guest speakers, current events discussions, teacher lectures, and media presentations will be directed toward developing an understanding of the issues facing us today and how public policy is generated to deal with such issues. This is a senior-level course, required for graduation.

POST-WORLD WAR II AMERICA AS "POP CULTURE"

11th, 12th **1/2 credit**

This course examines the social and cultural developments within the United States since the end of World War II. The roles of music, sports, icons, trends, film, fashion, television, and art during this time period will be analyzed thematically, as well as the influence of war, race, and gender on popular culture.

PSYCHOLOGY

10th, 11th, 12th **1/2 credit**

This introduction to psychology is designed to help the student appreciate the complexity of human behavior and personality development. The course focuses on supported learning and application and makes the connection between the scientific principles of psychology and the lives of today's student population. Topics include human development, personality theory, psychological disorders, states of consciousness, and current theoretical approaches to psychology. Daily class discussions and various projects enhance our theoretical test work. Guest speakers are incorporated to enhance student understanding.

SOCIAL STUDIES 12/ENGLISH 12

1 year **2 credits**

This interdisciplinary course will satisfy the requirements for 12th grade English and social studies courses, integrating curriculum from Participation in Government, Economics, and English 12. This course is designed to develop civic responsibility as students learn to apply academic knowledge to local and national issues. As part of the class, students will complete a service learning project within our community. As a culminating project, students will share their experiences through presentations.

Prerequisite: Successful completion of Social Studies 9-11 and English 9-11, as well as Global History and Geography Regents Exam, US History Regents Exam, and the English Regents Exam; teacher requires application.

SOCIOLOGY

10th, 11th, 12th **1/2 credit**

This course uses case studies, observations, panel discussions, experimentation, guest speakers, and articles on current events to study topical group behavior issues in the U.S. Students will find that practical issues may inspire intellectual excitement. Traditional sociological topics, in addition to such current issues as cultural diversity, gender relations, white-collar crimes, welfare, and the resurgence of nationalism in today's world will be covered.

UNITED STATES HISTORY AND GOVERNMENT

11th **1 credit**

This course emphasizes the history and development of the United States and surveys important national developments in politics, government, foreign policy, and economics. An extensive body of material deals with the Constitution and its application to contemporary American issues. All students are required to pass the Regents exam.

WOMEN'S HISTORY

10 weeks **1/4 credit**

This interdisciplinary course is intended to introduce students to the field of gender studies. Students will consider why studying gender is important. They will examine how gender and gender roles have been portrayed in different time periods and in different places. Students will also study the way women's stories have been told at different times in history and the history of the women's rights movement in the United States.

WOMEN'S HISTORY 2

1/2 year **1/2 credit**

This interdisciplinary course would be intended to allow students to study women's history from a global perspective. Students will study the role of women from prehistory to the present. They will examine the diverse roles women have played in societies across time and place. In addition, students will analyze specific contributions of women to politics, economics, philosophy, the military, academics, etc.

TECHNOLOGY

STEAM MANUFACTURING

10th, 11th, 12th

1 Year

1 Credit

This course is designed for students who have an interest in project based learning. It is a “hands-on” course intent on developing functional design products. By integrating Science, Technology, Art, Engineering and Math; students will utilize and develop CAD

design, 3-D fabrication, mechanical skills, and aesthetic design skills through modeling and building of functioning prototypes. In addition to the development of products, the course investigates related areas of design and the factors that drive the sales and influence public perception of manufactured goods.

WORLD LANGUAGES

FRENCH 1/SPANISH 1

1 year

1 credit

The focus of world language-learning is functional communication. Students are taught to express themselves in all types of everyday life situations. Students will be able to ask and answer questions regarding personal biographies and will be able to talk about their families, friends, and education. Through these topics of discussion, students will learn the differences between and similarities of the two cultures. This course will culminate in the New York State Proficiency exam.

SPANISH 4/University in High School Spanish

Weighted 1.06

1 year

1 credit

Emphasis in this course is placed on improving students' listening, speaking, writing, and reading skills. Both grammar and cultural topics are incorporated through articles, current events, and genres of literature. More extensive reading, auditory comprehension, and oral exercises further develop the skills of language acquisition, and students communicate in the target language through spontaneous conversation. An additional goal is to provide a bridging experience between High School and college by developing independent study habits, responsibility, and self-motivation. Spanish 4 will focus on Spain. In Level 4, students may elect to take this course for three college credits through the University in High School program sponsored by SUNY New Paltz. The course may also be taken for high school credit only.

FRENCH 2/SPANISH 2

1 year

1 credit

These courses are designed for students who have a foundational understanding of French/Spanish and are ready to deepen their language skills in speaking, listening, reading, and writing. Following the New York State World Language Standards, the courses expand on basic vocabulary and grammar. Students will engage in conversational practice, interactive activities, and cultural experiences to develop fluency. By the end of the course, students should be able to hold conversations, write short passages, and demonstrate a greater understanding of cultural perspectives, preparing them for further Spanish studies and practical communication in the real world.

SPANISH 5/University in High School Spanish

Weighted 1.06

1 year

1 credit

The purpose of this course is to raise the level of the students' understanding of the French or Spanish language, literature, and culture of Latin American countries. The course will provide advanced instruction in speaking, listening, reading, and writing. College-level work is required. Upon successful completion of the course, the students may earn four credits from SUNY New Paltz. Spanish 5 will focus on Latin America. An additional goal is to provide a bridging experience between High School and college by developing independent study habits, responsibility, and self-motivation. The course may also be taken for high school credit only.

LATINO STUDIES

10 weeks

1/4 credit

This course is an introduction to and exploration of improving cross-cultural relationships. It offers the opportunity to study the importance and contributions of Latinos in the United States while making connections between literature, language, economics, politics and history of Spanish-America. The term Latino is inclusive of the diverse Hispanic communities in the United States. This course requires reading, writing, speaking and critical thinking in English.

Prerequisite: Mastery performance in Level 4 or teacher recommendation.

SPANISH 6/University in High School Spanish

Weighted 1.06

1 year

1 credit

This course begins advanced coursework and introduces students to more complex aspects of language and culture, mainly of Spanish in the United States of America. Students work on improving abilities in the four skills areas of reading, writing, speaking and listening comprehension with an expectation of increased precision and fluency. Emphasis will be placed on developing ideas and synthesizing and supporting opinions. Upon successful completion of the course, the student may earn four credits from SUNY New Paltz. The course may also be taken for high school credit only. Many students in this course have earned the Seal of Biliteracy. See also “General Information.”

Prerequisite: Mastery performance in Level 5 or teacher recommendation.

SPANISH 3

1 year

1 credit

This Regents-level Spanish 3 course meets the requirements for Checkpoint B of the New York State Learning Standards in World Languages. The primary goal of this course is to prepare students to communicate independently and effectively in Spanish-speaking environments. The course culminates in a locally developed, New York State-approved exam that awards Regents credit upon successful completion.

THE CAREER AND TECHNICAL CENTER

11th, 12th

THE MISSION OF THE ULSTER BOCES CAREER & TECHNICAL CENTER

Their mission is to provide high quality shared educational, administrative, and technical services that enable component districts to develop the capacity in their students and adults to achieve higher standards of performance. With an emphasis on economic efficiencies, Ulster BOCES is committed to offering educational programs that enable all students to prepare for employment and/or post-secondary education.

In order to attend the Career & Technical Center, a student must satisfy the requirements stated in the handbook and in the class standing section to be either a junior or a senior. No student will be able to attend the Career & Technical Center for more than two school years during their high school career.

HIGHLIGHTS

- More than 25 career education programs provide training in many areas.
- Students learn foundational skills, including technical reading and writing, applied math, communication, and computer literacy.
- Students have the opportunity for school-to-work experiences, including apprenticeship and internship assignments.
- The Career & Technical Center has a zero-tolerance for violence, providing a safe and productive learning environment.
- The Career & Technical Center provides New Visions programs for high school seniors with internship rotations in the fields of advanced robotics and engineering, education, health, and music and audio engineering.

PRE-UNIVERSITY/NEW VISIONS

NEW VISIONS: MUSIC PRODUCTION & AUDIO ENGINEERING

NEW VISIONS: EDUCATION

NEW VISIONS: HEALTH

NEW VISIONS: ADVANCED ROBOTICS & ENGINEERING

All students in New Visions programs receive credits in college level English 12 and Participation in Government and Economics 12 Honors. For course descriptions and additional information regarding programs, go to www.ulsterboces.org.

BOCES PROGRAMS

ANIMAL SCIENCE

AUTO COLLISION TECHNOLOGY

AUTOMOTIVE TECHNOLOGY

AVIATION/DRONE

BUSINESS & ENTREPRENEURSHIP

CISCO & CYBER SECURITY

COSMETOLOGY

CRIMINAL JUSTICE

CULINARY ARTS

DIGITAL DESIGN & PROGRAMMING

EARLY CHILDHOOD EDUCATION

ELECTRICAL CONSTRUCTION

FASHION DESIGN & MERCHANDISING

GRAPHIC & VISUAL ARTS

HEALTH OCCUPATIONS EXPLORATION PROGRAM

HEATING, VENTILATION & AIR CONDITIONING

MUSIC PRODUCTION

NEW VISIONS AUDIO & MUSIC PRODUCTION

NEW VISIONS EDUCATION CAREERS

NEW VISIONS HEALTH

NEW VISIONS ROBOTICS & ENGINEERING

NURSE ASSISTING

ROBOTICS & ADVANCED MANUFACTURING

SMALL ENGINE MECHANICS REPAIR

TRANSITIONAL OCCUPATIONS PROGRAM A

TRANSITIONAL OCCUPATIONS PROGRAM C

WELDING AND METAL FABRICATION

BOARD POLICIES

EARLY GRADUATION: POLICY #7221

A student shall be eligible for early graduation in fewer than eight (8) semesters upon completion of all requirements for graduation, excluding physical education, as mandated by Commissioner's Regulations. A student shall not be required to continue enrollment for the sole purpose of completing physical education requirements. The District, upon request from the student's parent/guardian, shall grant the student a high school diploma prior to his/her completion of the eighth (8th) semester in accordance with Commissioner's Regulations.

8 New York Code of Rules and Regulations (NYCRR) Sections 100.5(a) and 100.5(e)

INDEPENDENT STUDY: POLICY #8430

The New Paltz Central School District will offer independent study for the purpose of providing alternative educational experiences for students. The Superintendent or his/her designee shall develop and implement procedures, including criteria for high school credit, which will facilitate quality student achievement.

Independent study, for credit, will be available to meet the individual needs of students in grades 9 through 12. The Principal, after consultation with relevant faculty, may award credit for work done through independent study. The decision should be based on whether the student's record indicates that the work is consistent with New York State commencement level learning standards and is of comparable scope and quality to that which would have been done in the school awarding the credit. Credit shall be granted only for courses in the approved curriculum.

8 New York Code of Rules and Regulations (NYCRR) Section 100.5(d)(5)(i)(b)

AP WEIGHTED COURSES

AP STUDIO ART

AP ENGLISH LANGUAGE AND COMPOSITION

AP ENGLISH LITERATURE AND COMPOSITION

AP CALCULUS

AP COMPUTER SCIENCE

AP STATISTICS

AP BIOLOGY

AP CHEMISTRY

AP ENVIRONMENTAL SCIENCE

AP AMERICAN HISTORY

AP COMPARATIVE GOVERNMENT AND POLITICS

AP EUROPEAN HISTORY

AP MACROECONOMICS

AP MICROECONOMICS

AP PSYCHOLOGY

AP UNITED STATES GOVERNMENT AND POLITICS

COLLEGE LEVEL WEIGHTED COURSES

ACCOUNTING

ENTREPRENEURSHIP AND SMALL BUSINESS MANAGEMENT

ENGLISH 101

ENGLISH 102

COLLEGE ALGEBRA

HYBRID COLLEGE/COMMUNITY BAND

INTENSIVE SEMINAR – SMALL INSTRUMENTAL ENSEMBLE

INTRODUCTION TO ENGINEERING DESIGN

CIVIL ENGINEERING AND ARCHITECTURE

ENGINEERING DESIGN AND DEVELOPMENT

PHYSICS 101/102

SCIENCE RESEARCH

AMERICAN HISTORY I & II

WESTERN CIVILIZATION I & II

SPANISH 4

SPANISH 5

SPANISH 6



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