

NEW PALTZ HIGH SCHOOL

Course Descriptions

2020-2021 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. Mario Fernández, High School Principal

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GENERAL INFORMATION

GUIDANCE AND COUNSELING

Guidance at New Paltz High School is a continuing process that includes educational, career, and personal counseling. Using such information as standardized tests and grades and coordinating the efforts of teachers, school specialists, and parents, the Guidance 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 guidance program has the following goals:

1. Assist students with the transition into the High School environment and help to resolve academic, social, and personal 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 goals in the 21st century.

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 82-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 Guidance Department serves as the Registrar for the School. Student permanent records are maintained and official transcripts are issued through the Guidance Office. Transcripts to colleges or future employers may be requested through the Guidance secretary.

DROPPING COURSES

Students should see their school counselor for procedures and time limits for dropping or adding a course. Given the block schedule, these factors will vary according to course and units of credit. A student must have written permission of a parent or guardian, his/her school counselor, and the high school principal to drop a course.

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.

GENERAL INFORMATION, *continued*▶

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 guidance counselors. Students will be given ample time to review course offerings and discuss options available to them with parents, guardians and guidance counselors prior to selecting their course schedule.

January - February

The process will begin in late January and be completed by February. 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 – Students achieve sophomore status if they achieve at least 4 units of credit.

11th grade – Students achieve junior status if they earn 9 units of credit. At least one of these units must be in English and one in social studies.

12th grade – Students will achieve senior status if they can be scheduled for all subjects necessary for graduation.

Generally, the maximum number of units of credit a student may earn in one school year is eight (8).

RANK IN CLASS

The New Paltz Central School District utilizes a dual ranking system. Such a system provides for ranking of both students who are studying within their own grade levels and 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 student averages will be listed in numerical 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

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 through a points system that may involve scores on language assessments, English or World Language course grades, or a language focused project presentation to a school panel.

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)

NEW YORK STATE DIPLOMA REQUIREMENTS APPLICABLE TO ALL STUDENTS ENROLLED IN GRADES 9-12

	Local Diploma, Regents Diploma, Regents Diploma 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 (1/2) Economics (1/2)		4
Science <i>Distributed as Follows:</i> Life Science (1) Physical Science (1) Life Science or Physical Science (1)		3
Mathematics		3
Languages Other than English (LOTE)		1 ^(*)
Visual Art, Music, Dance, and/or Theater		1
Physical Education (participation each semester)		2
Health		0.5
Electives		3.5
Total		22

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

CREDIT REQUIREMENTS

1.) Pathways:

A student must either:

- Complete all the requirements for the CDOS Commencement Credential found at <http://www.p12.nysed.gov/cjai/multiple-pathways/memo/cdos-graduation-pathway-option.html>; or
- Pass an additional math Regents examination in a different course or Department Approved Alternative; or
- Pass an additional science Regents examination in a different course or Department Approved Alternative; or
- Pass an additional social studies Regents examination in a different course or Department Approved Alternative; or
- Pass an additional English assessment in a different course selected from the Department Approved Alternative list; or
- Pass a Department approved CTE pathway assessment, following successful completion of an approved CTE program; or
- Pass a Department approved pathway assessment in the Arts; or
- Pass a Department approved pathway assessment in a Language other than English (LOTE)

See Multiple Pathways at: <http://www.p12.nysed.gov/cjai/multiple-pathways/>
See Department Approved Alternatives at <http://www.p12.nysed.gov/assessment/hsgen/archivelist.pdf>

2.) Appeals:

Appeals are subject to local district approval. More information on the appeal to graduate with a lower score on a Regents examination can be found at <http://www.p12.nysed.gov/cjai/gradreq/Documents/CurrentAppealForm.pdf>

3.) Special Endorsements:

Honors: A student earns a computed average of at least 90 on the Regents examinations applicable to either a Regents diploma or a Regents diploma with advanced designation. No more than 2 Department approved alternatives can be substituted for a Regents examination and the locally developed Checkpoint B LOTE examination 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 examinations and/or 3 science Regents examinations.
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.

4.) Students with disabilities who entered grade 9 prior to September 2011:

Students with disabilities who enter grade 9 prior to the 11-12 school year who fail one or more Regents examinations may take the corresponding Regents Competency Test (RCT) in order to meet the assessment requirements. This option may not be used in conjunction with the Compensatory Safety Net Option.

5.) Languages other than English (LOTE) exempt students:

Students with a disability may be excused from the requirement from the required units of credit in LOTE if so indicated on the IEP but must still earn 22 units of credit to graduate. A LOTE exempt 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 LOTE in order to meet the assessment requirements for the advanced diploma.

6.) 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. For more information on the Superintendent Determination of a local diploma go to <http://www.p12.nysed.gov/specialgradrequirements/home.html>

7.) Social Studies Requirement for Students entering grade 9 prior to September 2016

All students first entering grade 9 in 1995 and thereafter but prior to September 2016, shall earn four units of credit in social studies. Such requirement shall include: one unit of credit in American history and one half unit of credit in participation in government and one half unit of credit in economics.

REGENETS 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	55 ^{^A}	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 or above, OR 1 Regents exam with a score of 60-64 and the ELA Regents exam with a score of 55-59 for which appeals have been granted by the district, and the remaining Regents exams with a score of 65 or above
Math	1	65	1		1		1	55 ^{^A}	1	
Science	1	65	1		1		1	55 ^{^A}	1	
Social Studies	1	65	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 or above	1	2 Regents exams with a score of 60-64 for which appeals have been granted by the district and all remaining Regents exams with a score of 65 or above	1	55 ^{^A}	1	
Pathway (See note 1 on reverse side)	1 or CDOS	65 if Regents Exam	1 or CDOS		1 or CDOS		1 or CDOS	55 ^{^A} if Regents exam	1 or CDOS	
Compensatory Safety Net	Non Applicable		Non Applicable		Non Applicable		Non Applicable		Non Applicable	
Regents Diploma with Advanced Designation										
Depending on the pathway a student chooses, the Regents diploma with advanced designation assessment requirements may be met in multiple ways. Students seeking the Regents diploma with advanced designation may choose from the following assessment options:										
Traditional Combination	ELA, Global History and Geography, US History and Government, 3 math, 2 science (1 must be life science and 1 must be physical science) = 8 assessments. In addition, the student must choose either 2 additional credits in LOTE and the locally developed Checkpoint B LOTE exam OR a 5 unit sequence in the arts or CTE									
Pathway Combination (other than STEM)	ELA, 1 social studies, 3 math, 2 science (1 must be life science and 1 must be physical science), 1 pathway (other than Science or math) or complete the requirements for the CDOS Commencement Credential = 7 or 8 assessments. In addition, the student must choose either 2 additional credits in LOTE and the locally developed Checkpoint B LOTE exam OR a 5 unit sequence in the arts or CTE									
STEM (Mathematics) Pathway Combination:	ELA, 1 social studies, 4 math, 2 science (1 must be life science and 1 must be physical science) = 8 assessments. In addition, the student must choose either 2 additional credits in LOTE and the locally developed Checkpoint B LOTE exam or a 5 unit sequence in the arts or CTE									
STEM (Science) Pathway Combination:	ELA, 1 social studies, 3 math, 3 science (1 must be life science and 1 must be physical science) = 8 assessments. In addition, the student must choose either 2 additional credits in LOTE and the locally developed Checkpoint B LOTE exam OR a 5 unit sequence in the arts or CTE									

* 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. See: <http://www.p12.nysed.gov/sai/gradreq/RevAppealForm2015.pdf>
[^] 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. See: <http://www.p12.nysed.gov/specialized/gradrequirements/home.html>

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

Areas of study will include advanced ceramic methods such as wood firing, Raku, wheel technique, ceramic sculpture, 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 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

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

This course presents crafts for function and/or beautification. Design principles will be introduced through a variety of materials, including fiber, clay, wood, glass, leather, and metal. The crafts of other cultures and times will be examined. Lessons on various techniques will be applied in individual and group projects. Students will be encouraged to find subjects for original design of functional, aesthetic items.

A notebook is required (sketchbook optional). Grades will be determined by the student's choice of a functional problem to solve, its execution, and the quality of the product as evaluated by the student and the teacher.

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 DDP or permission of instructor.

FASHION ILLUSTRATION

10th, 11th, 12th

1/2 year

1/2 credit

This course is designed to build students' fashion drawing and illustration skills using various rendering media. Designs will be illustrated through drawing, painting, and mixed media. Fashion illustrations will be viewed as more than a representation or design of a garment, but also as a form of art. Emphasis will be placed on figure drawing and proportion. Students will learn how to find inspiration and develop their own ideas. Textile design and fashion photography will be incorporated. Topics may include: color schemes, fashion figure proportions, techniques and materials, and garment shading for form. Other illustration styles and genres will be explored. Prerequisite: Studio in Art or Creative Crafts or DDP or IED.

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

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

A variety of ceramics processes will be presented, 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 DDP or permission of instructor.

STUDIO IN PHOTOGRAPHY

11th, 12th

1 year

1 credit

Advanced Art Elective – preference given to upperclassmen.

Fall Semester: Studio in Photography 1

This course provides an introduction to photography. Topics include: how to use a SLR 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.

ART, continued▶

Spring Semester: Studio in Photography 2

This course of study 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, advanced use of digital viewfinder and SLR cameras. 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 DDP or permission of instructor.

STUDIO IN PRINTMAKING

10th, 11th, 12th

1/2 year

1/2 credit

Printmaking is 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 DDP.

STUDIO IN SCULPTURE

10th, 11th, 12th

1/2 year

1/2 credit

This course is 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 DDP.

BUSINESS

ACCOUNTING

10th, 11th, 12th

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

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.

INTERNATIONAL BUSINESS

10th, 11th, 12th

1/2 year

1/2 credit

International Business is a course designed to provide students with the opportunity to develop skills needed to live and work in a global marketplace. The student will acquire the attitudes, knowledge and skills for entry-level international business occupations. The course includes political, legal, financial, economic, ethical, and social/cultural considerations.

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.

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.

THE BUSINESS OF MUSIC

10th, 11th, 12th

1/2 year

1/2 credit

This course gives students the opportunity to learn business skills while exploring the many facets of the music industry. Topics include careers in the music industry, current trends, legal aspects, economic aspects, and marketing in the music industry.

ENGLISH

AP ENGLISH LANGUAGE AND COMPOSITION

12th

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.

Prerequisite: Required 85 or higher on the English Language Arts (Common Core) Exam after completion of required course work.

AP ENGLISH LITERATURE AND COMPOSITION

11th

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.

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 WORKSHOP

10th, 11th, 12th

1/2 year

1/2 credit

Creative Writing Workshop provides an opportunity for students to experiment with various writing genres and to develop their literary skills. This course is structured with daily writing assignments; students create quarterly portfolios and final writing projects.

CREATIVE WRITING WORKSHOP 2

10th, 11th, 12th

1/2 year

1/2 credit

This course is a continuation of the Creative Writing Workshop, designed to extend opportunities for developing writers.

CRITICAL CULTURE, GENDER AND RACE IN FILM

11th, 12th

1/2 year

1/2 credit

This course focuses on the ways in which ethnicity and gender identity are represented in film. The course teaches film concepts (editing, cinematography, mise-en-scène, etc.) so that students can apply them to the films we watch. Students will learn to incorporate formal film analysis into an analysis of ideology, production, circulation, and consumption, and will develop the skills to construct compelling arguments about the politics of cinema. Students will also learn some basic screenplay and production skills and familiarity with blogs, and microblogging.

Prerequisite: Art of Film recommended.

ENGLISH 10

1 year

1 credit

ENGLISH 10 STRETCH

(meets every day, alternating 80/40 minute blocks)
10th

1 year

1 1/2 credits

English 10 encompasses a wide range of skill-building aligned to the NYS curriculum. Literary forms include the short story, the novel, drama, and poetry. Writing skills are incorporated in accordance with the writing skills sequence developed by the English department. Additional units of study may include speech and debate, introduction to the media, the environment, and related assignments in library research. All students will take the Regents Exam in English Language Arts (Common Core).

ENGLISH 11

1/2 year

1/2 credit

This course provides an opportunity for students to sharpen their skills in reading comprehension, literary analysis, and writing and to prepare for the January Regents Examination in English Language Arts. This course aligns with the New York State Next Generation English Language Arts Learning Standards. Teacher recommendation required.

This course will be offered pending enrollment and BOE approval.

ENGLISH 12/SOCIAL STUDIES 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. 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.

ENGLISH 9

1 year

1 credit

ENGLISH 9 STRETCH (meets every day, alternating 80/40 minute block)

1 year

1 1/2 credits

Emphasis is placed on development of communication skills. This course includes skill programs related to students' needs in speaking, listening, reading, and writing. The focus on writing will include correct usage, literature analysis, and composition.

ENGLISH, continued▶

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

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

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. Using various works of classical literature, we will examine the role of the archetypal hero. Texts include Edith Hamilton's *Mythology*, *The Iliad*, and *The Odyssey*.

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.

LITERATURE WORKSHOP

10 weeks **1/4 credit**

Students will analyze short works of modern literature in preparation for college-level study.

NOVEL AND OTHER FICTION

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

Did you know that some of your favorite films probably started out as great works of fiction? Have you ever seen *The Secret Life of Bees*? *The Shawshank Redemption*? *The Glass Castle*? *One Flew Over the Cuckoo's Nest*? *Equilibrium*? In this elective, we'll study terrific films like these and the texts that inspired them. Join us in the fun and register for Novel/Fiction today!

POETRY

10 weeks **1/4 credit**

During this course, students will read and analyze a range of poetry from the 17th century to contemporary times. This course is offered in preparation for college-level study.

POETRY 2

10 weeks **1/4 credit**

Poetry II will review the history of poetry (from Poetry I) and pursue an in-depth focus on a particular poetic movement of the student's choice. Students will write original poetry, as well as analyses of poems.

Prerequisite: Poetry I

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.

SHAKESPEARE

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

This semester-long course is designed to put the fun back into Shakespeare. We'll do some acting, we'll study the life and times of this famous writer, and we'll read three of his great plays and watch the film versions of them. You will leave this course well-prepared for college English and future exposure to Shakespeare's works.

UNDERSTANDING MEDIA

11th, 12th

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

This course focuses on the influence mass media have on society, specifically how gender, race and violence are represented in television, film, radio, newspaper, magazines, advertisement and the Internet. Students are responsible for essays, projects, presentations, and journals.

WRITING FOR COLLEGE: COMPOSITION 101

1/2 year

1/2 credit

This college level English course will provide training in critical reading, the process of composing, academic forms of writing and internet literacy. Assigned papers are designed to move from expressive to expository forms, developing various academic writing skills and techniques. Participation in a library information session and an in-class oral presentation are required. Students need to submit all required assignments as well as the final exam/project in order to earn college credits through an accredited university. All assignments are designed in accordance with local universities in an effort to provide high school students an opportunity to hone their writing skills before the transition to college.

This course will be offered pending enrollment and BOE approval.

FAMILY AND CONSUMER SCIENCE

CHILD DEVELOPMENT

1/2 year

1/2 credit

The majority of people in our society become parents. The course is centered upon the vast number of choices individuals must make in relation to raising children. The economic, social, educational, and physical conditions which influence children are identified and their implications explored. The process of raising children in today's society is complex. The content of this course will aid in developing enlightened decisions.

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 preparing and evaluating foods and exploring career opportunities.

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. By learning 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. Two sewing projects will be completed.

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.

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. Through hands-on experiences, students will cover design elements and principles as they relate to architecture and interior design and will design and draw three rooms to scale. Students will use consumer skills to evaluate home furnishings. Careers related to housing and interior design will be explored.

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 writing résumés and cover letters, budgeting, understanding credit cards and savings, parenting decisions, and working as a team. All assignments must be satisfactorily completed.

NUTRITION AND FOOD PREP

1/2 year

1/2 credit

Content of the course includes nutrition awareness, meal-management and food purchasing, food preparation, meal service, 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: Pass Introduction to Calculus.

MATHEMATICS, continued▶

AP CALCULUS BC

11th, 12th

1/2 year

1/2 credit

AP Calculus BC is roughly equivalent to both first and second semester college calculus courses and extends the content learned in AB to different types of equations and introduces the topic of sequences and series. This course covers topics in differential and integral calculus, including concepts and skills of limits, derivatives, definite integrals, the Fundamental Theorem of Calculus, and series. You will learn how to approach calculus concepts and problems when they are represented graphically, numerically, analytically, and verbally, and to make connections amongst these representations. You will also learn how to use technology to help solve problems, experiment, interpret results, and support conclusions.

Pre-Requisite: *Currently taking AP Calculus AB or completed AP Calculus AB.*

AP COMPUTER SCIENCE

11th, 12th

1 year

1 credit

The purpose of this course is to introduce students to the object-oriented programming paradigm using Java as a programming language. The class is taught in a computer lab allowing students to immediately apply what they have learned in the context of programming projects. This course is highly symbolic and demands strong problem-solving skills. Students who successfully complete the course and the AP exam may receive college credit.

Prerequisite: *Successful completion of Computer Science 2 or permission of instructor.*

AP STATISTICS

11th, 12th

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, 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

1 year

12th

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.

COMPUTER SCIENCE 1

10th, 11th, 12th

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

10th, 11th, 12th

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 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.

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 the instructor.

MATH IN NATURE

11th, 12th

10 weeks **1/4 credit**

This is a semester course designed for all students, those who enjoy math and those who don't enjoy math. We will be investigating how math appears in nature. Did you know, for example, that one can count the number of times a cricket chirps to predict the air temperature? Or did you know that a mathematical pattern called the Fibonacci series appears in pine cones, pineapples, and population growth? We will explore how scientists use math to study human's effect on nature. We will also explore the history of how people have used math to study and understand the nature around them. This is a course, together with Math and the Arts, that turns students onto math who haven't been excited about math before. It's also a class that challenges mathematically inclined students to see and apply math in different contexts. These courses contain many topics that appear on college algebra course curricula, including but not limited to sequences and series, exponential models, recursion, geometric isometries, functions, equations, modeling, trigonometry applications, and statistics.

MATH IN THE ARTS

11th, 12th

10 weeks **1/4 credit**

This is a semester course designed for all students, those who enjoy math and those who don't enjoy math. We will be investigating how math appears in all the arts including the visual arts, architecture, and music. We will explore the history of how artists have used math to create their art and the current movement to analyze art (and detect forgeries) using mathematical tools. This is a course, together with Math In Nature, that turns students onto math who haven't been excited about math before. It's also a class that challenges mathematically inclined students to see and apply math in different contexts. These courses contain many topics that appear on college algebra course curricula, including but not limited to sequences and series, exponential models, recursion, geometric isometries, functions, equations, modeling, trigonometry applications, and statistics.

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.

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.

MUSIC, continued▶

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.



PHYSICAL EDUCATION AND HEALTH

CURRENT HEALTH ISSUES

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.

CURRENT HEALTH ISSUES

11th, 12th

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. At this level there is an emphasis on transferring these critical thinking skills to students' next stage of life.

HEALTH EDUCATION

10th, 11th, 12th

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

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.

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.

CIVIL ENGINEERING AND ARCHITECTURE 11th, 12th (10th by permission of instructor)

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 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.

DIGITAL ELECTRONICS 10th, 11th, 12th

1 year **1 credit**

This is a course in applied logic that encompasses the application of electronic circuits and devices. The major focus of DE is to expose students to the design process of combinational and sequential logic. Computer simulation software is used to design and test digital circuitry prior to the actual construction of circuits and devices.

Prerequisite: Successful completion of Algebra 1.

ENGINEERING DESIGN AND DEVELOPMENT 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.

INTRODUCTION TO ENGINEERING DESIGN

1 year **1 credit**

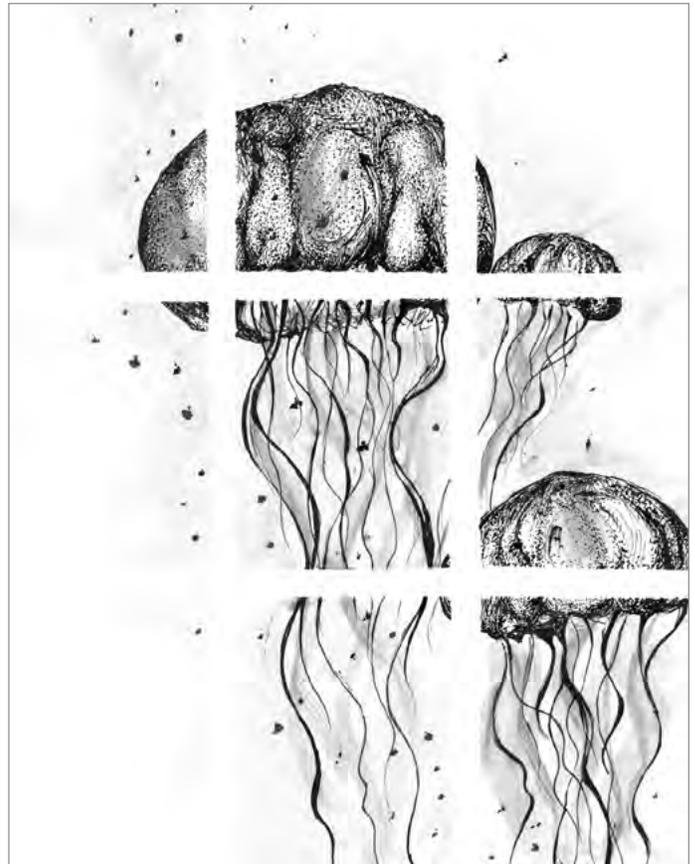
This course is the foundation course for Project Lead the Way Engineering Program. In IED students are introduced to the engineering profession and a common approach to the solution of engineering problems through the use of an engineering design process. Utilizing the activity problem based learning, 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.

PRINCIPLES OF ENGINEERING 10th, 11th, 12th

1 year **1 credit**

This course helps students to understand the field of engineering and engineering technology. It explores various technology systems and manufacturing processes to help students to learn how engineers and technicians use math, science and technology in an engineering problem-solving process to benefit people. This course also addresses concerns about social and political consequences of technological change. Principles of Engineering is one of the foundation courses in the Project Lead The Way high school engineering program. The course applies and concurrently develops secondary level knowledge and skills in mathematics, science, and technology. Students are eligible for college credit from RIT upon successful completion of this course.

Prerequisite: 10th grade Math and Physics is preferred.



SCIENCE

AP BIOLOGY

11th, 12th

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

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

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.

AP PHYSICS 1

11th, 12th

1 year

1 credit

This course is the equivalent to a first-semester college course in algebra-based physics. The course covers Newtonian mechanics (including rotational dynamics and angular momentum); work, energy, and power; and mechanical waves and sound. It will also introduce electric circuits.

Prerequisites: Successful completion of Regents Physics recommended, Algebra 2, and simultaneous enrollment in a higher-level math class.

AP PHYSICS C MECHANICS

12th

1 year

1 credit

The Physics C Mechanics course is equivalent to a one semester, calculus based, college-level physics course. It is especially appropriate for students planning to specialize or major in physical science or engineering. The course explores topics such as kinematics; Newton's laws of motion; work, energy, and power; system of particles and linear momentum; circular motion and rotation, and oscillations and gravitation. Introductory differential and integral calculus is used throughout the course. Lab work is required.

Prerequisite: AP Physics 1 or Regent Physics or permission of the instructor. This course will be offered pending enrollment and BOE approval.

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.

BIOLOGY: LIVING ENVIRONMENT

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.

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, gas laws and kinetics. 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 SCIENCE: THE PHYSICAL SETTING

9th

1 year

1 credit

This course focuses on the earth as a dynamic planet whose various systems are in constant change and interaction with each other and their dependent organisms. Explored within this setting are the earth's crust, interior, oceans, and atmosphere. The unique nature of Earth is investigated, as well as the earth's place in both the solar system and the universe as a whole. Student inquiry is stressed, as many of the concepts are uncovered through the use of labs and the interpretation of real data. 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.

GENERAL CHEMISTRY

11th, 12th

1 year

1 credit

General Chemistry is designed to give students a deep understanding of chemistry through the use of practical, real-world applications. It covers a variety of standard chemistry concepts, including atomic theory, the periodic table, bonding, organic chemistry, behavior of matter, solutions, redox, acids and bases, and nuclear chemistry. General Chemistry is organized into four main units: water, materials, petroleum, and air/personal impact. There is a strong emphasis on research and collaboration. Students are expected to complete one major project per quarter in addition to several labs and presentations. Students will utilize problem-solving, multimedia presentation, self-critique, and revision, as well as meaningful research and evaluation skills.

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.

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.

PHYSICS

11th, 12th

1 year

1 credit

This course presents a modern view of physics with emphasis placed on the fundamental concepts underlying this basic science. Topics include the conservation of energy, the conservation of momentum, and the conservation of charge in related areas rather than in isolation. Mechanics, wave motion, electricity and atomic physics are also studied. Laboratory work is required. Upon completion of this course, the student will take the Physics Regents exam.

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

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

11th, 12th

1 year

1 credit

This is primarily a course for eleventh and twelfth grade students who have a special interest in history and have secured permission of the instructor. 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. The AP exam is taken in addition to (not in lieu of) the State Regents exam.

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

1/2 year

1/2 credit

The AP Comparative Government and Politics curriculum has been significantly revised to reflect new conceptual trends in the teaching of comparative political science. The decision to revise the existing course was made after curriculum surveys of college and university courses and in consultation with prominent political scientists involved in the teaching of comparative politics. The revised curriculum moves away from a country-by-country approach to one that uses country studies as illustrations of concepts and themes. The study of government and politics in six core countries – Britain, China, Iran, Mexico, Nigeria, and Russia – provides the content for conceptual and thematic analysis. The new course will have greater emphasis on themes such as globalization, democratization, political change, public policy, and citizen-state relations.

The main themes covered in the new course include:

- (1) Introduction to Comparative Politics
- (2) Sovereignty, Authority, and Power
- (3) Political Institutions
- (4) Citizens, Society and the State
- (5) Political and Economic Change
- (6) Public Policy

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

10th, 11th, 12th

1 year

1 credit

This course is designed for 10th, 11th and 12th grade students to further study issues in European history. It is conducted primarily as a seminar on the changes in social, political, religious, and economic trends and forces that shaped European history from approximately 1450 to the present. Students in this course are required to analyze, interpret, and apply primary-source evidence and literature. In addition, they will read college-level texts and demonstrate effective writing and oral communication skills. Summer reading and writing assignments are required. Students take the AP European History examination in May. The examination is administered at the High School and is taken at the expense of the student. 10th grade students also take the Global History Regents exam in June.

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

AP HUMAN GEOGRAPHY

11th, 12th

1 year

1 credit

The AP Human Geography course introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students learn to employ spatial concepts and landscape analysis to examine human socioeconomic organization and its environmental consequences. They also learn about the methods and tools geographers use in their research and applications. The course is the equivalent of an introductory college-level course in human geography or cultural geography and covers topics including economic geography, cultural geography, political geography, and urban geography. Case studies are drawn from all world regions, with an emphasis on understanding the world in which we live today. Historical information serves to enrich analysis of the impacts of phenomena such as globalization, colonialism, and human-environment relationships on places, regions, cultural landscapes, and patterns of interaction. Students are expected to successfully complete the course and take the AP exam.

AP MACROECONOMICS

11th, 12th

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

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. In order to complete the course before the AP Exam in May, the first unit of the course begins with an online component starting in December. All students must take the AP exam in May, and college credit may be earned by passing the AP exam.

AP PSYCHOLOGY

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

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

1/2 year

1/2 credit

The curriculum of this AP course introduces United States government and politics to students, beginning with Constitutional underpinnings to the structure and functions of our modern-day government. Students are required to understand the U.S. government and its institutions from their textbook and current events, classroom discussion, lectures, debates, and a variety of project-based learning activities designed to engage the student. 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 study cultures on a parallel with the Global 9 and 10 curriculum, but at a more in-depth level. 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.

CURRENT ISSUES IN INTERNATIONAL POLITICS

11th, 12th

1/2 year

1/2 credit

This is an historical and contemporary look at international politics, U.S. foreign relations, U.S. domestic policy, and the global economy. The course will be flexible in nature to accommodate significant current events, but the general direction will be to study how the world has developed to what it is today and to project where it is going next.

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 STRETCH

(meets every day, alternating 82/40 minute block)

1 year

1 1/2 credits

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 9 STRETCH

(meets every day, alternating 82/40 minute block)

1 year

1 1/2 credits

This course covers the same topics as Global History 9, 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

10th

1 year

1 credit

Global History and Geography is a two-year program. At the end of this class students are required to pass a Regents examination covering the material studied in both Global 9 and Global 10. Global 10 begins with the Enlightenment and continues through to the present, focusing on geography and its effect on culture, government, economics and history.

GLOBAL HISTORY AND GEOGRAPHY

9th

1 year

1 credit

This is a 2-year program. At the end of Global 10 students are required to pass a Regents examination covering the material studied in both Global 9 and Global 10. Global 9 begins with prehistory and ancient civilizations and concludes with the time of the Renaissance. 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.

HUMAN RIGHTS

10 weeks

1/4 credit

This course will examine the United Nation's Declaration of Human Rights, drafted by Eleanor Roosevelt, as well as three recent violations of human rights since World War II: Cambodia under the Khmer Rouge in the 1970's, Bosnia in the 1990's, and Rwanda in 1994. The class will use journals to record information, personal observation, and insights on how to protect human rights and will explore these topics and events through film, newspaper, and Internet activities. The course concludes with a study of how the individual can impact situations today in areas like Darfur.

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.

PARTICIPATION IN GOVERNMENT

12th

1/2 year

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.

SOCIAL STUDIES, *continued*▶

POST-WORLD WAR II AMERICA AS “POP CULTURE”

11th, 12th

1/2 year

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

11th, 12th

1/2 year

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.

SOCIOLOGY

11th, 12th

1/2 year

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 year

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 history of the women's movement and discuss how issues of gender connect to today's world.

TECHNOLOGY

3D MODELING AND FABRICATION

10th, 11th, 12th

1/2 year

1/2 credit

Students explore 3-D modeling software, processes and techniques through assignments in 3D Graphic Design and Product Design. This course will include student participation in techniques and processes of 3-D Fabrication (printing) process.

Prerequisite: Any full year Foundation Art/Technology course. A strong interest in 3d imaging software.

ADVANCED GRAPHICS AND VIDEO EDITING FOR BROADCAST

1 year

1 credit (1/2 year with permission of instructor)

This course is designed for highly motivated media students to build on their existing skills in video editing and/or graphic design in a real-life application. Students will create and produce original video presentations, graphics and motion graphics for broadcasting on NPZ-TV and New Paltz Public Access channels.

Required Prerequisite Options: Video Editing 1 / Computer Graphics 1 & 2 / or Digital Video Editing 1 & 2 / or permission of instructor.

COMPUTER GRAPHICS 1 & 2

10th, 11th, 12th

1/2 year

1/2 credit (or full year Graphics 1 & 2 for 1 credit)

This is a design course where students will gain knowledge about graphic design and new media. Students will learn about computer graphics as it relates to digital photo-imaging, advertising, entertainment, television, animation/motion graphics, and communication. Students will gain proficiency with graphics software such as; Adobe Photoshop, Premiere, and Illustrator. Students will also explore and complete assignments in 3-D imaging and fabrication (3-D printing).

Prerequisite: DDP, Studio in Art, Creative Crafts or permission of instructor.

DIGITAL DESIGN AND DRAWING

1 year

1 credit

This course provides students with instruction and problem-solving opportunities in the design fields of Architecture, Graphics, and Industrial Design and Engineering. Students will use traditional and computer based design-based software and media to complete projects. The course includes 3-D imaging and fabrication. This course will prepare students for advanced studies in Computer Graphics and Video Editing and also serves as a prerequisite for Advanced Technology and Art courses.

DIGITAL VIDEO EDITING 1 & 2

11th, 12th

1/2 year

1/2 credit (or full year Video 1 and 2 for 1 credit)

In this course, students have the opportunity to learn basic and advanced skills and techniques in all phases of filming and editing a digital video production. Students will also learn special effects techniques in filming and post-production. Students will produce several short original video productions for the Web, NPZTV, or other presentation venues.

Prerequisite: Computer Graphics 1 or permission of instructor.

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.

ROBOTICS WITH VEX

10th, 11th, 12th

1 Year

1 Credit

Students with an interest in Engineering and Computer Science will take knowledge and understanding that they have obtained from their prerequisite course work and apply it to building robots. Students will work on problems that engage and challenge them as they explore multiple engineering topics including mechanism through simple machines, use of electrical components and building structures as they generate computer programs to animate their designs. Students will develop skills in problem solving, research and design while learning strategies for design process documentation, collaboration, and presentation. Students will build collaborative skills while partaking in teamwork and competitive activities.

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

ARABIC 1

1 year

1 credit

In this introductory course, students learn to listen, speak, write, and read at a beginning level. Students will become familiar with the Arabic script and sound system, develop a working vocabulary, learn fundamental grammatical concepts, practice conversational dialogues in and outside the classroom, and develop their knowledge of Middle Eastern cultures. This Arabic course is aligned with New Language Arts Progressions (NLAP) and Home Language Arts Progressions (HLAP) as per every NYS Common Core Learning Standard in every grade.

ARABIC 2*/CHINESE 2*/FRENCH 2/SPANISH 2

1 year

1 credit

Students will continue to expand on topics introduced in Level 1. Topics encompass those outlined by the LOTE (Languages Other Than English) curriculum. Speaking, listening, reading, and writing skills will be further developed. Culture and current events are continuing strands for an understanding of world communities.

** Students who take Mandarin Chinese 2 and Arabic 2 can receive credit for Elementary Chinese 1 and Arabic 1 at SUNY New Paltz.*

CHINESE 1/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. They will learn how people in the foreign countries live, shop, travel, and interact at meals. They will learn to express themselves regarding their health, hometown, physical environment, and what they do with their leisure time. Through these topics of discussion, students will learn the differences between and similarities of the two cultures. This course will culminate with the New York State Proficiency exam. There is no proficiency exam in Chinese.

CHINESE 3*/FRENCH 3/SPANISH 3

1 year

1 credit

These Regents-level courses address Checkpoint B of the New York State Learning Standards in Foreign Language. The ultimate objective of Levels 2 and 3 is for students to be able to function independently in foreign countries. Culture and current events are continuing strands. This course will culminate in a locally developed New York State approved exam that gives Regents credit.

FRENCH 4/University in High School French

SPANISH 4/University in High School Spanish

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. 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.

Prerequisite: A grade of 85 or better in Level 3 or teacher recommendation.

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.

WORLD LANGUAGES, *continued*➔

RUSSIAN 1

1 year

1 credit

In this introductory course, students learn to listen, speak, write, and read at a beginning level. Students will become familiar with the Cyrillic script and sound system, develop a working vocabulary, learn fundamental grammatical concepts, practice conversational dialogues in and outside the classroom, and develop their knowledge of Russian culture, along with other Eastern European and Eurasian cultures.

SPANISH 5/University in High School Spanish

1 year

1 credit

The purpose of this course is to raise the level of the student's understanding of the French or Spanish language, literature, and culture. The course will provide advanced instruction in speaking, listening, reading, and writing. College-level work is required. 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. 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.

Prerequisite: Mastery performance in Level 4 or teacher recommendation.

SPANISH 6/University in High School Spanish

1 year

1 credit

This course begins advanced coursework and introduces students to more complex aspects of language and culture. 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.

Prerequisite: Mastery performance in Level 5 or teacher recommendation.

THE CAREER AND TECHNICAL CENTER

11th, 12th

THE MISSION OF THE ULSTER BOCES CAREER & TECHNICAL CENTER

The Career & Technical Center provides students with the knowledge and skills needed to succeed in the 21st century. Emphasis is placed on trade-specific skills, general employability training, and applied academics. Graduates leave the program prepared to enter the workforce and/or post-secondary training institutes and colleges.

Courses are redesigned annually, based upon employment potential, student interest, and feedback obtained from occupation-specific craft committees. Courses vary in length and are taught by experienced instructors with many years of job service in their fields. Each course is designed to provide individual instruction to allow a student to learn at his or her own pace. Courses emphasize a hands-on approach. Each teacher maintains close ties with business and industry to keep current on employer needs.

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 & AUDIO ENGINEERING

NEW VISIONS: EDUCATION

NEW VISIONS: HEALTH

NEW VISIONS: ADVANCED ROBOTICS & ENGINEERING

All students in New Visions programs receive credits in English 12 Honors and Social Studies 12 Honors. For course descriptions and additional information regarding programs, go to www.ulsterboces.org.

TRADE PROGRAMS

CONSTRUCTION, MANUFACTURING & TRANSPORTATION TECHNOLOGIES

AUTOMOTIVE TECHNOLOGY

AUTO COLLISION TECHNOLOGY

AVIATION/DRONE

ROBOTICS & ADVANCED MANUFACTURING

ELECTRICAL CONSTRUCTION & MAINTENANCE

HEATING, VENTILATION & AIR CONDITIONING (HVAC)

MOTORCYCLE/OUTDOOR POWER/TURF MANAGEMENT

WELDING & METAL FABRICATION

BUSINESS & INFORMATION SYSTEMS

BUSINESS & ENTREPRENEURSHIP

ARTS, AUDIO/VIDEO TECHNOLOGY

GRAPHIC VISUAL ARTS (GVA)

FASHION DESIGN

MUSIC PRODUCTION

HEALTH SCIENCES

ANIMAL SCIENCE

NURSE ASSISTANT (NA)

HEALTH OCCUPATIONS EXPLORATION PROGRAM (HOEP)

INFORMATION TECHNOLOGY

CISCO & CYBERSECURITY

DIGITAL DESIGN

HUMAN & PUBLIC SERVICES

COSMETOLOGY

CRIMINAL JUSTICE

CULINARY ARTS

EARLY CHILDHOOD/EDUCATIONAL STUDIES



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Mary Kay Fiore *School Psychologist*

Stephanie Popper *School Counselor*

Lisa Watkins *School Social Worker*