“We Inspire. We Educate. We Graduate. All Students. All of the Time.”

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

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

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

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

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

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

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>LOCAL/REGENTS</th>
<th>REGENTS w/ADVANCED DESIGNATION</th>
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<td>English</td>
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<td>Social Studies</td>
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<td>Mathematics</td>
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<tr>
<td>Science</td>
<td>3</td>
<td>3</td>
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<tr>
<td>Health</td>
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<td>.5</td>
</tr>
<tr>
<td>Physical Education</td>
<td>2</td>
<td>2</td>
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<tr>
<td>Electives*</td>
<td>3.5</td>
<td>3.5</td>
</tr>
<tr>
<td>Language Other than English**</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Art or Music</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>22</td>
<td>24</td>
</tr>
</tbody>
</table>

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

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

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

<table>
<thead>
<tr>
<th>EXAM</th>
<th>REGENTS DIPLOMA</th>
<th>REGENTS w/ ADVANCED DESIGNATION</th>
</tr>
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<tbody>
<tr>
<td>ELA</td>
<td>65</td>
<td>65</td>
</tr>
<tr>
<td>Global Hist. &amp; Geo.</td>
<td>65</td>
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<tr>
<td>US History &amp; Gov’t.</td>
<td>65</td>
<td>65</td>
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<tr>
<td>Algebra</td>
<td>65</td>
<td>65</td>
</tr>
<tr>
<td>Geometry / Algebra II</td>
<td>NA</td>
<td>65</td>
</tr>
<tr>
<td>One Lab Science</td>
<td>65</td>
<td>65</td>
</tr>
<tr>
<td>Second Lab Science</td>
<td>NA</td>
<td>65</td>
</tr>
<tr>
<td>LOTE Comprehensive**</td>
<td>NA</td>
<td>65</td>
</tr>
</tbody>
</table>

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

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

Honors Criterion

To Enter Honors Courses in 9th-12th grades students must:
- have a 90% average in the discipline they are applying for
- Regents grade of 85% or higher (if applicable)
- Teacher recommendation

To Maintain Honors Status for Math/Science 9th-12th Grade students must:
- 88% + final average of course
- 85% + Mastery Regents score
- Teacher Recommendation
The visual arts program at Kingston High School is intended to:

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

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

### MEDIA ARTS - 6550 (FOUNDATION)

**Year:** 9-12  
**Credit:** 1 meets the graduation mandate for credit in the arts

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

### STUDIO IN ART- 6565 (FOUNDATION)

**Year:** 9-12  
**Credit:** 1 meets the graduation mandate for credit in the arts

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

### CREATIVE CRAFTS – 6575 (FOUNDATION)

**Year:** 9-12  
**Credit:** 1 meets the graduation mandate for credit in the arts

This course provides experience hand crafting objects from various materials. It is the best foundation course for students who like working with their hands and are interested in making things. It is an excellent choice for students interested in further study in ceramics, jewelry, or sculpture or in exploring a career in object design or as a craftsperson. We will explore various materials - clay, fiber, paper, metal, found objects - and how they can be used to make both decorative and functional works of art. We will look at the rich tradition of handmade objects from around the world as well as contemporary craft and learn how these objects reflect the cultures they come from.
DESIGN AND DRAWING FOR PRODUCTION – 6860 (FOUNDATION)

**Year: 9-12**

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

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

PROJECT GLOBAL - 1101 (FOUNDATION)

**Year: 9**

Credit: 1 credit Global 9, 1 credit Art Meets the graduation mandate for credit in the arts but may also be taken as a general art credit

This course is best for students who enjoy exploring historical themes through hands on projects. See the INTERDISCIPLINARY Section for the full course description.

DRAWING & PAINTING – 6640

**Year: 9-12** (Students successfully completing 8th grade accelerated Studio in Art who wish to continue their study in the visual arts must be enrolled in this course in 9th grade.)

Prerequisite: 1 credit Foundation Art (studio in art, crafts, media, design and drawing for production, or project global)

Credit: 1

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

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

CERAMICS – 6601

**Year: 10-12**

Prerequisite: 1 credit Foundation Art (studio in art, crafts, media, design and drawing for production, or project global) or Faculty Portfolio Review and permission of instructor.

Credit: ½

May be repeated for credit (full year enrollment encouraged)

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

If you wish to continue to repeat this course beyond two semesters of study, you will work with the instructor to identify an area of ceramics to explore in greater depth. This may be a technical topic, a style, or a conceptual theme you want to bring to life. Due to the student directed nature of this level of study, a written statement describing what you intend to focus on and an interview with the instructor will be required prior to the beginning of each semester beyond Ceramics II. As an advanced student you will be expected to research your area of interest independently and to share your discoveries and expertise with the other students in the ceramics studio – especially those less experienced than you.
STUDIO IN JEWELRY – 6582

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

Prerequisite: 1 credit Foundation Art (studio in art, crafts, media, design and drawing for production, or project global) or Faculty Portfolio Review and permission of instructor. 1 credit of Drawing and Painting is also recommended.

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

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

SCULPTURE STUDIO - 6623

Year: 10-12

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

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

In this course you will experience the world of three-dimensional art and design as you explore a variety of sculptural techniques. You will be encouraged to develop your own ideas and express them in sculptural form using a variety of materials such as paper, wire, plaster, clay and found objects. We will investigate various works of sculpture, both historical and contemporary masterworks, to better understand them as creative expressions and to improve our own work. This course is a good choice for students interested in the fine arts, particularly those building a three-dimensional portfolio. Other related courses include ceramics and jewelry.

ADVANCED DRAWING - 6661

Year: 10-12

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

Credit: ½, May be repeated for credit

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

ADVANCED PAINTING – 6682

Year: 10-12

Prerequisite: 1 credit Drawing & Painting or Faculty Portfolio Review and Permission of Instructor

Credit: ½, May be repeated for credit

In this class, you will explore various painting styles and techniques while continuing to develop your own unique, expressive voice. Acrylic painting is emphasized, but we will experiment with a variety of painting media, including gouache, watercolor, encaustic and mixed media as well as a variety of painting genre. Through this exploration you will strengthen both technical skills and the ability to convey meaning and emotion through a painted image. You will be expected to reflect upon the conceptual aspects of your work and your place in the continuum of artistic development. This is an excellent follow up to drawing and painting and a necessary class for art majors and students who want to build two dimensional portfolios for college entrance. Advanced Painting is also an excellent preparation for the 12th grade Senior Studio Seminar art program.
FINE ART PHOTOGRAPHY – 6760

Year: 10-12
Prerequisite: 1 credit foundation art (studio in art, crafts, media, design and drawing for production, or project global) or Faculty Portfolio Review and permission of instructor.
Credit: ½

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

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

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

FINE ART DIGITAL PHOTOGRAPHY – 6763

Year: 10-12
Prerequisite: 1 credit foundation art (studio in art, crafts, media, design and drawing for production, or project global) or Faculty Portfolio Review and permission of instructor.
Credit: ½, May be repeated for credit

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

COMPUTER GRAPHICS- 6822

Year: 10-12
Prerequisite: 1 credit foundation art (studio in art, crafts, media, design and drawing for production, or project global). 1 credit in drawing and painting is also recommended.
Credit: ½, May be repeated for credit

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

ADVERTISING DESIGN – 6702

Year: 10-12
Prerequisite: 1 credit Foundation Art (studio in art, crafts, media, design and drawing for production, or project global). 1 credit of drawing and painting is also recommended.
Credit: ½. May be repeated for credit

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

**CHEMISTRY FOR ARTISTS - 6880**

**Year: 10-12**

**Prerequisite:** Art: 1 credit foundation art (studio in art, crafts, media, design and drawing for production, or project global) and Drawing and Painting or any advanced craft elective Science: Successful completion of Earth Science and Biology

**Credit:** ½ each in science and art

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

**SENIOR STUDIO SEMINAR – 6885**

Any student planning to receive an advanced regent’s diploma through an art 5-unit sequence must take this class.

**Year: 12**

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

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

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

Please note: Although you will learn how to put together a portfolio, this is NOT a course where portfolios are created for submission to colleges. College entrance portfolios are the student’s responsibility. Students may also opt to take the AP exam in studio art.

**PROJECT GLOBAL – 1101**

**Year: 9**

**Credit:** 1 credit Global 9, 1 credit Art

Project Global is an opportunity to earn credit for 9th grade Global History in addition to a full year credit in Art. The content for both subjects will be covered through a common curriculum and learned through group and individual projects. Our philosophy is centered around the process of learning by doing, and engaging with concepts, in addition to note taking, and memorizing facts. The approach will be student centered, as concepts are filtered through the perspectives of individual students. Project based, student centered learning involves a certain amount of risk taking, requiring students to express ideas, form opinions, and engage in new experiences.

**CHEMISTRY FOR ARTISTS - 6880 Year: 10-12**

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

**Credit:** ½

See Science Section See Art Section

See Interdisciplinary Section
Accelerated Studio 8th Grade
- Studio in Art 9th-12th
- Studio in Crafts 9th-12th
- Studio in Media 9th-12th
- Drawing Design for Production 9th-12th

Drawing and Painting
Required for Accelerated 8th Grade students and Fine Arts sequence. Recommended for all others.

3D-Design
- Jewelry
- Ceramics
- Sculpture
- Chemistry for Artists

Fine Arts
- Advanced Drawing
- Advanced Painting
- Fine Arts Film Photo
- Fine Arts Digital Photo
- Chemistry for Artists
- Sculpture

2D-Design
- Fine Arts Digital Photo
- Advertising
- Computer Graphics
- Chemistry for Artists

Senior Seminar 12th Grade

Must be a Sophomore or higher
The business education program at Kingston High School:
- Educates students for and about business.
- Provides pathways to specialized knowledge and skills to live and work in the 21st Century.
- Affords the college bound student the opportunity to explore business curriculum areas.
- Provides career information.
- Provides opportunities for students preparing for careers in other fields to acquire knowledge and skills needed to function in those areas.
- Incorporates emerging technologies across the curriculum.

SALES AND MARKETING - 6137

Year: 10-12
Credit: ½

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

21ST CENTURY PRINCIPLES FOR MANAGEMENT THEORY - 6136

Year: 11-12
Credit: ½

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

This course is designed to provide students with an understanding of the American business system and its role in the greater global economy. Students will examine the various leadership and management styles of a variety of successful business organizations, large and small. Through 21st Century methods students will develop the skills to perform planning, staffing, financing, and controlling functions within a business. A macro-level study of the business world, including business structure and finance, and the interconnections among industry, government, and the global economy will be recurring. Students will explore career opportunities in management and related fields. Upon course completion, students will be able to navigate the complex and wide-ranging world of management. A strong candidate should demonstrate competency in keyboarding and have a working knowledge of MS Office. 54 CDOS Hours; Optional Work Based Learning in Field Related to Course Content; Can be applied towards ALCOA Certificate.

*Note this is a college level course. Students are expected to read ahead, take diligent notes, and be responsible for submitting at least two major case study reports with minimal guidance.

HOSPITALITY AND TOURISM - 6138

Year: 10-12
Credit: ½

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

**COLLEGE AND CAREER READINESS - 6139**

**Year:** 10-12  
**Credit:** ½

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

**MATH AND FINANCIAL APPLICATIONS - 6105**

**Year:** 11-12  
**Credit:** 1

This is a 1-unit specialized interdisciplinary business course related to the mathematics learning standards. This course is to prepare students for both college level business programs and to understand the complex financial world they will encounter during their lives. Topics to be covered include: payroll, credit cards & interest, loans & banking applications, annuities, creating formulas for spreadsheets, budgeting, depreciation, investments, financial statement analysis, and monetary policy. Students will explore careers in finance and other business fields. This specialized course may be used to fulfill one of the three units of mathematics required for the Regents diploma.

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

**Year:** 9-12  
**Credit:** ½

This is a half year course in which students will learn to type using the touch type method of keyboarding. Keyboarding is a foundational course for students planning to attain College and Career Readiness. The 21st Century skills learned will be beneficial to students, whether they choose to go to college or enter the world of work. The initial focus is developing skills; accuracy, technique, and speed. The interactive educational program, MicroType, will help the students master these skills. It utilizes a variety of strategies that keep students motivated and working towards their individual goals. After learning the keyboard, the course will expand its focus to include; creating and formatting various business and personal documents. At the end of the course students will be able to touch type without visual cues, format and create memorandums, letters, and Modern Language Association (M.L.A.) Reports using Microsoft Office. Students will also explore entry-level data processing opportunities that utilize the touch-typing skill set.

**COMPUTER APPLICATIONS IN BUSINESS (CAB) – 6330**

**Year:** 10-12  
**Prerequisite:** Keyboarding  
**Credit:** 1 (High School)  
**College Credit:** 3 (tuition payment required)

This course includes material comparable to Business 171 at Ulster County Community College (SUNY Ulster). Upon successful completion of the course, students will earn three (3) college credits. This is a course in which students will learn about computers and how they work. They will also learn to feel comfortable using the computer and various software programs. Students will explore the impact of word processing programs, spreadsheet programs, database programs and presentation software as they are used in the modern business world. In addition, students will learn the terminology used when discussing: hardware, software, and operating systems. This is a “hands-on” class that
Microsoft Office is the most widely used software package by professionals, businesses, secondary schools, and college students. While some of the functions of Word are taught in Keyboarding, the students will gain greater proficiency with all aspects of the program in this course. The students will learn to create/edit spreadsheets, graphs and analyze data using Excel. In addition, the students will use Access to create/edit data bases and generate various reports. Finally, the students will use PowerPoint (the most widely used presentation software) to create/edit presentations that can be used in high school, college, and business. In this course students leam 21st Century skills that will give them an advantage in College and Career Readiness. This course will prepare students for a continuing education, the world of work, or any communications tasks they will face beyond high school. Students will also explore career opportunities requiring proficient use of Microsoft Office software. A strong candidate should demonstrate competency in keyboarding.

**Microsoft Office - 6445**

**Year:** 11-12  
**Prerequisite:** Keyboarding  
**Credit:** ½

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

**Business Ownership and Management - 6135**

**Year:** 10-12  
**Credit:** 1

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

**Sports and Entertainment Marketing - 6140**

**Year:** 11-12  
**Credit:** 1

An emerging career field in the 21st Century Global Economy is marketing. Take an exciting approach to learn marketing principles through the Sports and Entertainment Industry. This is a project based class that applies marketing concepts to real life situations. Some projects include The Wheaties Box, Sports Camp, Ricky Bobby Target Marketing, Happy Gilmore Target Marketing, Charities and Foundations, Hall of Fame, Music Tour, Jerry Maguire Agent, Movie Base/Spin-off, Baby Boomers, Foreign-Born Athletes, Dick's Sporting Goods, Celebrity Fundraiser, E.T. The Extra-Terrestrial, Under-Privileged Youth Programs, and More. The course promotes working in collaborative teams, developing presentations, and learning how to assess effectiveness. An excellent foundation for any students looking to become College and Career Ready in the marketing field. In addition, students will explore career opportunities in marketing and advertising. A strong candidate should demonstrate competency in keyboarding and have a working knowledge of MS Office.

**Business Accounting - 6040**

**Year:** 11-12  
**Credit:** 1

This is a very hands-on, "this is how you do it", kind of class. Students learn how to record business transactions in various types of journals. When they have completed this, the information from the journal needs to be transferred to the Ledger, which is called posting. At the end of a fiscal period, there are financial reports that need to be completed and other work that is necessary to get the books ready for a new fiscal period. Students will gain
experience doing this work by hand and by using a computer and accounting software. The class covers accounting for single owner businesses and partnerships. The class covers accounting concepts for a service business and then moves on to accounting for a business that sells a product. The course concludes with the students doing an Accounting Practice Set. Students will also explore professional career opportunities in private, public, and governmental accounting. **108 CDOS Hours; Optional Work Based Learning in Field Related to Course Content**

**COLLEGE ACCOUNTING - 6035**

**Year:** 11-12  
**Credit:** 1

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

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

**BUSINESS LAW A - 6110**

**Year:** 11-12  
**Credit:** ½

The areas covered during the semester include: exploring the relationship between government regulations and the free market economy, making ethical decisions, the differences between criminal and civil law, judicial procedures, the economic impact of social problems in society, civil/tort law, contracts, sales, and consumer issues. A fundamental understanding of various economic theories, cultural shifts, government agencies, and political models help students to assess problems from many perspectives. Students will be exposed to various career paths in government, business, and law. This course is strongly recommended for any student who plans a legal or business career. **54 CDOS Hours; Optional Work Based Learning in Field Related to Course Content**

**BUSINESS LAW B - 6120**

**Year:** 11-12  
**Credit:** ½

What are your rights and responsibilities when purchasing an automobile? Insurance? Real and personal property? Warranties? Business Law B has the answers to questions like these and many more. The areas covered during the semester include: exploring the relationship between government regulations and the free market economy, agency and employment relationships, equal opportunity employment, understanding and using credit, warranties, commercial paper, business organization and regulations, renting an apartment, buying a home, and marriage/divorce. Students will be exposed to various career paths in government, business, and law. This course is strongly recommended for any student who is planning a legal or business career. **54 CDOS Hours; Optional Work Based Learning in Field Related to Course Content**
To graduate with a high school diploma, a student must complete four credits of English. All students must pass the New York State Regents examination in English Language Arts as a diploma requirement. Students will take this exam in their junior year. In their senior year students can choose from a variety of elective English courses to fulfill their required fourth credit in English.

ENGLISH 9 - 1020

Year: 9  
Credit: 1

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

ENGLISH 9 HONORS - 1030

Year: 9  
Prerequisite: Students who meet the honors recommendation criteria (Report Card average, STAR Reading results, NYS ELA results, Teacher recommendation, Guidance Counselor recommendation, Honors Essay review)  
Credit: 1

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

ENGLISH 10 - 1120

Year: 10  
Prerequisite: English 9  
Credit: 1

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

ENGLISH 10 HONORS - 1130

Year: 10  
Prerequisite: English 9 Honors with a minimum of 85 final average.  
Credit: 1

Continuing the enrichment of the honors track, this course emphasizes critical reading of major works and active and verbal class participation. Students enrolled in this course must have been enrolled in previous English Honors courses, or have maintained an average of 90 and have a recommendation from their current English teacher.

ENGLISH 11 - 1220

Year: 11  
Prerequisite: English 10  
Credit: 1

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

ENGLISH 11 HONORS - 1230

Year: 11  
Prerequisite: English 10 Honors with a minimum of 85 final average.  
Credit: 1

This course continues to prepare the student to enter Advanced Placement English in grade 12. Students enrolled in the course must have been enrolled in previous Honors English courses or must have maintained an average of 90
and have a recommendation from their current English teacher. **Students are encouraged to take the SAT-II in writing test near the end of, or shortly after finishing the course.**

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

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

Students wishing to enroll in this course must have an English teacher recommendation and will need to complete a summer assignment.

**Year: 11/12**  
**Prerequisite:** English 11 or English 10H; teacher recommendation  
**Credit:** 1

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

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

Students wishing to enroll in this course must have an English teacher recommendation and will need to complete a summer assignment.

**Year: 12**  
**Prerequisite:** English 11 or English 11H; teacher recommendation  
**Credit:** 1

AP English Literature and Composition/English 102 engages students in the careful reading and critical analysis of imaginative literature. Students read and discuss literature that explores the human condition and its moral dilemmas, social problems, and values. Through the close reading of these texts, students deepen their understanding how writers use language to provide both meaning and pleasure for their readers, considering structure, style and themes, as well as such smaller scale elements as the use of figurative language, imagery, symbolism and tone. This course continues to stress the development of writing skills, with emphasis on criticism, analysis, research methods and documentation. Students earn college credit through SUNY Ulster’s Collegian program, completing the AP English Literature exam in May, or both. **Students wishing to enroll in this course must have a recommendation from either their current English teacher or the College English instructor and will need to complete a summer assignment. Those registering for English 102 through SUNY Ulster must have completed English 101 with a C or better and register for LIB 111.**

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

**Prerequisite:** Media and Communications (1345), English 11 or teacher recommendation  
**Credit:** 1

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

**Prerequisite:** English 10  
**Credit:** 1

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

WRITING FOR ACADEMIC ACHIEVEMENT - 1346

**Prerequisite:** English 11 (formerly COLLEGE COMPOSITION)  
**Credit:** ½

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

COLLEGE WRITING - 1350

**Prerequisite:** English 11, 85 or higher GPA  
**Credit:** ½

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

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

CREATIVE WRITING A - 1380

**Prerequisite:** English 11 or teacher recommendation  
**Credit:** ½

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

CREATIVE WRITING B - 1385

**Prerequisite:** English 11 or teacher recommendation  
**Credit:** ½

This spring course is structured similarly to Creative Writing A. Although types of writing are repeated both semesters, the assignments are not built on the previous semester nor are they redundant. Creative Writing B also focuses on fiction, children’s literature, and plays.
ENGLISH 12 A & B - 1320, 1322 Integrated

Prerequisite:  English 11
Credit:  ½ for English 12A, ½ for English 12B

A Slice of Life A and B: ½ credit each section
This senior elective 12A/B course focuses on the outcast or those that may feel conflicted about self-identity due to societal perceptions, inequality and/or familial burdens. There will be an emphasis on real life connections and what one can do to increase their “life chances” against all odds. The college essay, an MLA Humanitarian Research paper, various projects and monologue presentations are required.

IN A DIFFERENT VOICE: POWER AND SOCIETY - 1410

Prerequisite:  Passing the ELA and US History exams, and writing sample
Credit: 2 (1-English and 1-Participation in Government and Economics)
Fulfills 12th grade English and Social Studies (Economics and Government) requirements.

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

African American Literature - 1310

Prerequisite:  English 11
Credit:  ½ Fall Semester

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

MYSTERY FICTION A - 1390

Prerequisite:  English 11
Credit:  ½

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

MYSTERY FICTION B - 1395

Prerequisite:  English 11
Credit:  ½

You need not take Mystery Fiction A to enter and enjoy this course, which continues to explore the world of classic detectives and includes contemporary writers of crime fiction. In addition, it briefly delves into the realm of noteworthy Gothic fiction. Both expository and analytical writing are expected. A research project is required.

MYTHICAL JOURNEYS A - 1370

Prerequisite:  English 11 or teacher’s permission
Credit:  ½
Have you ever wondered why the seasons change? How the planets got their names? How Nike, Amazon, and Starbucks decided on their names and symbols? This introductory course will familiarize you with the ancient stories whose impact is still felt today. You’ll study the Greek and Roman myths that provide the foundation for our Western classical literature and analyze them through a modern lens. Myth is everywhere—in songs, art, stories, television, movies, businesses, and even advertisements! Their influence and story structure reverberate throughout history, different cultures, and folktales. Sign up for this class and learn about the creation of the world, utopias and dystopias, the God-teacher, Beauty and the Beast, love stories, the stories of the earth and the seasons, and so much more! There are myriad opportunities to write, compose, and create to demonstrate your understanding. Join us and develop a new lens through which you can view the world!

**MYTHICAL JOURNEYS B - 1375**

*Prerequisite: English 11 or teacher’s permission*

*Credit: ½*

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

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

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

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

**THE POWER OF STORY A-1352**

*Year: English 12*

*Credit: ½*

Why do we read what we read in school? What value does it add to our lives? What can we learn about ourselves through stories? What can we learn about others? Welcome to The Power of Story, a twelfth-grade elective course that will push you to think about your society, your world, and your place in it. Join us and our protagonists as they journey the path of adolescence and shape their identity. Question your beliefs around freedom, hope, justice, and perseverance. Interrogate the institutions that form our world, alongside our heroes and villains. You will read a mixture of poems, short stories, novellas, articles, and novels; you will write and create in a variety of ways for a variety of audiences. The goal of this course is for you to see yourself in these stories and ultimately be equipped and comfortable to tell your own story.

*This course counts as an NCAA core class.

**THE POWER OF STORY B – 1353**

*Year: English 12*

*Credit: ½*

Our storied journey continues in The Power of Story B. Participation in The Power of Story A is helpful but NOT a requirement. Join us as we read a variety of genres, styles, and formats with characters and people from all different backgrounds and all walks of life. You will use these stories to examine the world and your place in it. Through discussion, writing, projects, and presentations, you will think about the structures of your society, your responsibility to your fellow man, and the impact of love. By the end of this course, our goal is that you will be capable, thoughtful, and confident in sharing a story of your own.

*This course counts as an NCAA core class.

**PUBLIC SPEAKING A/B - 1355**

*Prerequisite: English 11*

*Credit: ½*

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

**SCIENCE FICTION A - 1400**

**Prerequisite:** English 11  
**Credit:** ½

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

**SCIENCE FICTION B - 1405**

**Prerequisite:** English 11  
**Credit:** ½

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

**SHAKESPEARE’S TRAGEDIES - 1365**

**Prerequisite:** English 11 (or recommendation of 10th grade teacher and guidance counselor)  
**Credit:** ½ - fall semester

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

**SHAKESPEARE’S COMEDIES - 1360**

**Prerequisite:** English 11 (or recommendations of 10th grade teacher and guidance counselor)  
**Credit:** ½ - spring semester

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

**WOMEN ACROSS TIME A- 1420**

**Prerequisite:** English 11  
**Credit:** ½

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

**WOMEN ACROSS TIME B- 1425**

**Prerequisite:** English 11  
**Credit:** ½

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

**ENGLISH 12 SPORTS LITERATURE A - 1340**

**Year:** 12  
**Prerequisite:** English 11  
**Credit:** 1/2

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

**English 12 Sports Literature B-1339**  
**Year:** 12  
**Credit:** ½

Sports Literature is a continuation of the study of the social issues of sport as portrayed through sport stories, poems, essays, works of fiction/nonfiction, film and research. The objective of the course is to develop critical thinking skills around the role and significance of sport in societies and cultures. It is not required that you take Sports Literature English 12 A to enter the class.

**INFORMATION LITERACY – IS13**  
**Year:** 11/12  
**Prerequisite:** Must be enrolled in or have completed AP English Language or College Writing  
**Credit:** ½

Students will learn the concepts and skills required for effective research. They will learn how to locate and evaluate resources using online databases and other library resources. Critical thinking skills will be applied during hands-on assignments. Students will examine a variety of online and print resources including primary sources, scholarly journals, reference sources, E-books and the online catalog. Students will develop a research question and apply research strategies to locate information relevant to their research topic. Citation guidelines, copyright and plagiarism will be examined. Students will receive ½ high school credit and 1 (one) SUNY Ulster credit. This is a required course to graduate from SUNY Ulster.
ENGLISH AS A NEW LANGUAGE (E.N.L.)
The English as a New Language program in the Kingston School District recognizes the unique assets and challenges of linguistically and culturally diverse learners. Students are screened for eligibility in the program in accordance with Commissioner's Regulations Part 154 (CR Part 154) as established by the New York State Department of Education.

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

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

ENL I (Beginner/Entering) - E715
Credit: 1
This course is designed to develop the English that is necessary for basic comprehension and interactions in school and in the community. The goal is to provide the grammar, vocabulary and reading to assist students' transition into Kingston High School classes and activities. Students advance to ENL II depending on their scores on the NYSESLAT assessment.

ENL II (Low Intermediate/Emerging; Intermediate/Transitioning) - E725
Credit: 1
This course continues to develop English speaking skills while including a stronger emphasis on listening, reading and writing for content area classes. Students read different genres of literature, write essays and reports and make oral presentations. Students in ENL II attend one or two ESL classes per day (depending on their NYSESLAT level), focusing on English Language Arts and content areas.

ENL/ELA 9/10 - E751
Credit: 1
This course addresses the grades 9 and 10 English language Arts curriculum in an ENL setting with the support of an English certified instructor. Students are placed according to their age and NYSESLAT scores.

ENL/ELA 10/11 - E752
Credit: 1
This course addresses the grades 10 and 11 English language Arts curriculum in an ENL setting with the support of an English certified instructor. Students are placed according to their age and NYSESLAT scores.

ENL PRE-ALGEBRA- E738
Credit: 1
This course provides math and ENL support for students with interrupted formal education in mathematics. The goal of this course is to prepare students for the rigors of Algebra.

ENL GLOBAL STUDIES- E745
Credit: 1
This course is designed to provide instruction in the NYS Global History and Geography curriculum (year 1 of 2) in an ENL setting. Students will matriculate into a general education Global history class for year 2 in preparation for the Regents exam.

SIFE STUDY SKILLS- E743
Credit: 1
This course is designed to provide basic support for Students with Interrupted Formal Education as they adjust to the school experience in the United States.
The family & consumer sciences program is designed to help adolescents learn to live in a society of constant change. This program helps prepare them to meet their present and future responsibilities in the home, on the job, as a member of society and as a consumer of goods and services. The program is planned to provide a variety of opportunities and activities for students to explore their personal lifestyles and career goals.

CHEF'S WORKSHOP - 7100

**Year:** 9-12  
**Credit:** ½

Students are introduced to culinary arts through this basic food laboratory class. In this ½ year course, all of the basic food preparation skills are covered as well as, food safety, nutrition basics, recipe reading, and utensil identification. Many different cooking techniques and principles are taught. The food lab, where students work in groups, is an integral and fun part of this class. This class is a prerequisite for Student Gourmet, International Foods and Culinary Nutrition.

STUDENT GOURMET - 7110

**Prerequisite:** Chef's Workshop  
**Credit:** ½

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

INTERNATIONAL FOODS - 7115

**Prerequisite:** Chef's Workshop  
**Credit:** ½

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

FASHION AND CLOTHING CONSTRUCTION I - 7120

**Year:** 9-12  
**Credit:** ½

This textile and apparel construction course is for any student who wishes to learn more about fashion, fabrics, and sewing. Any high school student who wishes to learn the current technology of the fashion industry or design and work with fabrics, or construct garments and mend to reuse clothing, or learn how to be a savvy shopper, should include this course in their academic program. For any student who wishes to pursue a career in fashion design or fashion merchandising, this class is a must.
HEALTH - 4540
HEALTH (EOD) - 4545

Year: 9-12 (Mixed Grouping)
Credit: ½ - Required for graduation

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

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

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

PROJECT GLOBAL - I101

Year: 10
Prerequisite: Global 9
Credit: 1 credit Global 10, 1 credit Art

Project Global is an opportunity to earn credit for 10th grade Global History in addition to a full year credit in Art. The content for both subjects will be covered through a common curriculum and learned through group and individual projects. Our philosophy is centered around the process of learning by doing, and engaging with concepts, in addition to note taking, and memorizing facts. The approach will be student centered, as concepts are filtered through the perspectives of individual students. Project based, student centered learning involves a certain amount of risk taking, requiring students to express ideas, form opinions, and engage in new experiences.

CHEMISTRY FOR ARTISTS - 6880

Year: 10-12
Prerequisite: Art Studio in Art AND Introduction to Drawing and Painting OR any advanced craft elective. Science: Successful completion of Earth Science AND Biology. This course is also offered in the Art selection.

Credit: ½

See Science Section
See Art Section
PHYSICAL EDUCATION

Swimming and Water Safety - 9050, 9051
Phys Ed - 9060, 9061
Outdoor Adv 1 - 9066
Outdoor Adv 2 - 9067

Year: 9-12
Credit: ½ per year. 2 credits required for graduation.

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

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

Grading: Students will be evaluated in the following areas:

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

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

**Outdoor Adventure - 9066, 9067**

**Prerequisite:** Successful completion of 1.0 credits of PE and .25 credits of Water Safety and First Aid. Many of the activities planned will occur off campus.

**Credit:** ¼

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

**ADAPTIVE CLASSES**

a) Students assigned to Adaptive classes shall include those students with special needs as determined by the school doctor. It will also include those that show definite weakness in tests given in the regular physical education classes.

b) Every individual assigned to Adaptive Physical Education shall be re-examined and tested at the end of the school year or the beginning of the next, to determine progress and to decide what work assignments will be given.

c) Weight control program will be available to students on the recommendation of the school physician and the athletic department. Our Tiger Fitness program will be available to these students.

**ALTERNATIVE PHYSICAL EDUCATION PROGRAM**

To qualify:

1. A student must be a senior.
2. A student must be in good standing.

The Alternative Program:

1. must include supervised instruction.
2. must be attended 2-3 times per week, with each session lasting 40-60 minutes.
3. must be attended the entire quarter for a minimum of 15 hours.
4. is available to qualified students during either the 2\(^{nd}\) or 3\(^{rd}\) marking periods.
5. Student must provide a 5-page type written plan of study to Director of Physical Education.

To apply:

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

**INTRAMURAL AND INTERSCHOLASTIC ATHLETICS**

a) This phase of the program is voluntary on the part of the student, but every effort should be made to enlist as many students in these activities as our facilities will permit.

b) The school facilities shall include as many sports as possible in accordance with the available facilities and according to the season.

c) Interscholastic athletics shall include girls' field hockey, girls' and boys' soccer, girls' and boys' cross-country, football, girls' volleyball, girls' and boys' swimming, girls' and boys' tennis, girls' and boys' basketball, wrestling, gymnastics, cheerleading, girls' and boys' alpine skiing, indoor track, baseball, softball, girls' and boys' track and field, girls' and boys' crew, girls' and boys' lacrosse, golf, girls' and boys' Nordic skiing, girls' and boys' bowling.

d) Code of conduct must be signed by both parent and student.

e) Each student is required to have a physical by the school medical staff prior to participation.

f) Character development and sportsmanship will be priority number one.

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

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

**ALGEBRA SKILLS - 3019**

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

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

**ALGEBRA 1 - 3020**

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

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

**ALGEBRA 1A - 302A**

**Year:** 9  
**Credit:** 1  
**Subsequent Course:** Algebra 1B

Year 1 of 2 years to complete Algebra 1. See Algebra 1 course description.

**ALGEBRA 1B - 302B**

**Year:** 10  
**Credit:** 1  
**Subsequent Course(s):** Geometry; Algebra, Functions, and Data Analysis

Year 2 of 2 years to complete Algebra 1. See Algebra 1 course description.

**GEOMETRY HONORS - 3030**

**Year:** 9  
**Prerequisite:** Algebra I Honors with a minimum report card average of 88 AND Regents score of 85 on Algebra 1 regent exam.  
**Credit:** 1  
**Subsequent Course(s):** College Algebra with trigonometry (<70), Alg. 2 (70-87), Alg. 2 H (88+), Computer Science I

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

**GRAPHING CALCULATOR I - 3211**

**Year:** 10, 11  
**Prerequisite:** Successful completion of Algebra 1 Course but unsuccessful on Algebra 1 Regents.  
**Credit:** ½  
**Subsequent Course:** Graphing Calculator II
An underlying theme in this course is the use of visual reasoning in mathematics. The calculator tool is essential to enabling students to construct visual and symbolic representation of ideas and incorporate these into their approaches and thinking about problems. Calculators are a means to facilitate students’ mental images that help them form, relate, and organize mathematical concepts. Students in this course will extend their knowledge of algebra using the TI-84 graphing calculator. The focus will be on exploring relationships between algebraic and graphic representations of numbers.

**GRAPHING CALCULATOR II- 3212**

**Year:** 10, 11  
**Prerequisite:** Graphing Calculator I  
**Credit:** ½  
**Subsequent Course(s):** Geometry, Algebra Functions and Data Analysis, Financial Applications

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

**GEOMETRY - 3120**

**Year:** 10  
**Prerequisite:** Algebra I with minimum report card average of 75  
**Credit:** 1  
**Subsequent Course(s):** College Algebra with Trig (<75), Algebra II (75+), Computer Science I

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

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

**Year:** 11, 12  
**Prerequisite:** Successful completion of Algebra 1  
**Credit:** 1  
**Subsequent Course(s):** Math with Financial Applications, or College Algebra (75+)

Algebra 1 skills will be built upon. Higher level polynomials and factoring including rational expressions, fractions and equations; operations and equations with radical and exponents; absolute value equations and inequalities; 3x3 linear systems, solving quadratics, graphing conic sections, application word problems in one and two variables. This course can be taken alongside a Graphing Calculator class if the Algebra I exam still needs to be passed.

**ALGEBRA II - 3130**

**Year:** 11, 12  
**Prerequisite:** Geometry with a minimum final grade average of 75.  
**Credit:** 1  
**Subsequent Course(s):** College Alg./Trig (<75), Pre-Calc. (75+), Computer Science I, AP Computer Science, AP Statistics

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

**ALGEBRA II HONORS - 3220**

**Year:** 10  
**Prerequisite:** Geometry Honors with a minimum final grade of 85 and pass the Geometry exam with an 86.  
**Credit:** 1  
**Subsequent Course(s):** College Alg./Trig (<75), Pre-Calc. (75-87), Pre-Calc. H (88+), Computer Science I, AP Computer Science, AP Statistics

A complete study of polynomial, exponential, logarithmic, and trigonometric functions will be included. Other topics included are rational functions, sequences, series, probability, and statistics, complex numbers and binomial expansion. In alignment with NYS common core standards, graphing calculators are necessary for this course. The Algebra II Regents exam will be taken in June.
COLLEGE ALGEBRA – 3310

Year: 11, 12
Prerequisite: Successfully meeting the standard in Algebra, Functions, and Data Analysis or Geometry
Credit: 1
Subsequent Course: College Algebra and Trigonometry or Algebra II
This course qualifies for 3 college credit from Ulster County Community College equivalent to Math 105.

An extension of the study of algebra to operations on real and complex numbers. A study of functions and relations and their graphs – irrational, exponential, logarithmic, quadratic, absolute value, inequalities and systems of equations and inequalities. UCCC’s final exam will be taken in June.

COLLEGE ALGEBRA WITH TRIGONOMETRY – 3315

Year: 11, 12
Prerequisite: Successful completion of Geometry or Algebra II
Credit: 1
Subsequent Course: Algebra II, AP Statistics
This course qualifies for 4 college credits from Ulster County Community College equivalent to Math 115.

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

COLLEGE PRE-CALCULUS – 3320

Year: 12
Prerequisite: Algebra II and above average ability in mathematics.
Credit: 1

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

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

COLLEGE PRE-CALCULUS HONORS - 3230

Year: 11
Prerequisite: Algebra II Honors with an average of 88 and a minimum grade of 85 on the Algebra II examination.
Credit: 1

Subsequent Course(s): AP Calc. AB, BC or College Calculus I, Computer Science I, AP Computer Science, AP Statistics
This course is comparable to Mathematics 120-Pre-Calculus at Marist College or MAT 160 at Ulster County Community College. Upon application and payment of fees, Marist College will grant three credits for successful completion of the course, while UCCC will grant 4.

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

COLLEGE CALCULUS I – 3330

Year: 12
Prerequisite: Successful completion of College Pre-Calculus
Credit: ½     FALL ONLY
This course may qualify for credit from Ulster County Community College equivalent to MAT170

Survey of functions; limits; the first and second derivative; definite integrals; differentiation of polynomial, exponential, and trigonometric functions; curve sketching; and other applications of the derivative are covered in this course. UCCC’s final exam will be taken in June.
COLLEGE STATISTICS - 3355

Year: 12
Prerequisite: College Algebra or higher
Credit: ½      SPRING ONLY
This course may qualify for credit from Ulster County Community College equivalent to MAT 211

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

ADVANCED PLACEMENT STATISTICS - 3360

Year: 11, 12
Prerequisite: Algebra II or higher or Teacher Recommendation and above average ability in mathematics
Credit: 1

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

ADVANCED PLACEMENT CALCULUS AB - 3340

Year: 12
Prerequisite: Superior ability in mathematics, outstanding achievement in Honors courses. College Pre-Calculus Honors with a grade of at least 85 on both the report card and the final examination in each course, College Entrance Examination Board Scholastic Aptitude Test.
Credit: 1

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

ADVANCED PLACEMENT CALCULUS BC - 3350

Year: 12
Prerequisite: Exceptional ability in mathematics, outstanding achievement in Honors courses. Honors College Pre-Calculus with a grade of at least 85 on both the report card and the final examination. Recommendation of previous mathematics teachers, guidance counselor.
Credit: 1

Differential and integral calculus of polynomial, trigonometric, exponential and logarithmic functions, average value, the fundamental theorem of calculus, Rolle’s Theorem, mean value theorem, areas between curves, volumes of simple solids of revolution, velocity and acceleration, graph sketching, techniques of integration, sequences and series, and elementary differential equations. Advanced Placement Calculus BC is more extensive than Advanced Placement Calculus AB. The AP Calculus BC course covers topics typically found in a first-year college Calculus II course. Some colleges allow students, upon successful completion of AP Calculus BC, to take Calculus III as the follow-on course. Students are required to take the AP exam which is administered in May.
COLLEGE COMPUTER SCIENCE I - 3510

Year: 10-12
Prerequisite: Successful completion of Algebra I or higher, interest in computer programming, and Computer Literacy or previous computer experience.
Credit: ½
Subsequent Course(s): College Computer Science II
Marist College credit will be granted upon completion of College Science II and payment of fees.

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

COLLEGE COMPUTER SCIENCE II - 3520

Year: 10-12
Prerequisite: Successful completion of College Computer Science I
Credit: ½
Subsequent Course(s): AP Computer Science

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

ADVANCED PLACEMENT

COMPUTER SCIENCE - 3530

Year: 11, 12
Prerequisite: Successful completion of Algebra II or higher or successful completion of College Computer Science II and teacher recommendation.
Credit: 1

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

MATH AND FINANCIAL APPLICATIONS - 6105

Year: 11/12
Prerequisite: 2 credits in Mathematics
Credit: 1

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

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

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

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

General goals of music education include:

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

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

PIANO I - 5660

Year: 9-12  
Prerequisite: None  
Credit: 1

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

MUSIC TECHNOLOGY- 5667

Year: 9-12  
Prerequisite: None  
Credit: 1

Music Technology is a one credit course that meets every day for a full year. In this class, students will create, record and produce original music using a computer and professional recording software. Students will learn how to record an instrument and voice, set up a sound system, record a live sound event, edit audio on a computer, create beats, re-mix a song, and synchronize audio to video. The units of study will be centered around a project-based curriculum with a final project incorporating the skills learned. Upon successful completion of the course, students will have the requisite knowledge and skill to gain an internship in a professional studio. There are no prerequisites and you do not need to know how to play and instrument.
Mixed Chorus is for students who love to sing and have an interest in learning more about choral performance. The course covers a variety of repertoire and provides students with the opportunity to perform in at least two concerts. The course includes attendance at community musical activities and various events.

Voice I - 5700

Year: 9-12  
Prerequisite: None  
Credit: 1

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

Voice IB - 5690

Year: 9-12  
Prerequisite: Voice IA  
Credit: ½*

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

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

Voice II - 5710

Year: 10-12  
Prerequisite: Voice I  
Credit: 1

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

Voice III - 5720

Year: 11-12  
Prerequisite: Voice II  
Credit: 1

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

Choir - 5760

Year: 10-12  
Prerequisite: Voice I, Voice II and application  
Credit: 1

Choir is the select performing organization for students who have met the highest achievement standards of the Kingston City School’s vocal music program. Students will learn the vocal and musical skills necessary to interpret choral music representative of NYSSMA Levels V and VI and larger choral works. Superior sight-reading skills are a must, as well as completion of Voice I and II. Students interested must complete an application. Requirements include attendance at rehearsals and performances outside of the school day.
PIANO II - 5661

**Year:** 10-12  
**Prerequisite:** Piano I or permission of instructor  
**Credit:** 1

This course builds on the work in Piano I. At the conclusion of this course, students will be able to perform at New York State School Music Association Level II or III standards. It is strongly recommended that the student own an inexpensive keyboard to practice at home.

MUSIC THEORY I - 5670

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

**Year:** 9-12  
**Prerequisite:** Teacher recommendation  
**Credit:** 1

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

MUSIC THEORY II - 5671

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

**Year:** 11-12  
**Prerequisite:** Current enrollment in a Kingston High School music ensemble and successful completion of Music Theory I.  
**Credit:** 1 (with an option for AP Music Theory if appropriate)

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

JAZZ ENSEMBLE - 5795

**Year:** 9-12  
**Prerequisite:** Audition and proper instrumentation  
**Credit:** ½

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

JAZZ BAND - 5796

**Year:** 9-12  
**Prerequisite:** Audition and need for instrumentation  
**Credit:** ½

This course involves instruction in basic jazz styles, with an emphasis on swing, jazz articulations, and beginning improvisation. Performance level is representative of New York State School Music Association levels III – IV. Requirements include attendance at rehearsals beyond the school day, home practice, jazz lessons during the school day, listening to jazz recordings (or live performances) and public performances. Jazz band meets during the evening.
CONCERT BAND - 5730

Year: 9-12
Prerequisite: Recommendation of previous school instructor, OR audition, OR New York State School Music Association solo scores
Credit: 1

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

WIND ENSEMBLE - 5731

Year: 10-12
Prerequisite: Recommendation of previous school instructor, OR audition, OR New York State School Music Association solo scores
Credit: 1

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

SYMPHONIC BAND - 5735

Year: 9-12
Prerequisite: Recommendation of previous school instructor, or audition. Attend orientation session.
Credit: 1

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

BAND/ORCHESTRA - 5740

Year: 9-12
Prerequisite: Audition & recommendation of previous school instructor, proficient on at least one string and one woodwind/brass/percussion.
Credit: 1

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

ORCHESTRA - 5750

Year: 9-12
Prerequisite: Recommendation of previous school instructor, OR audition, OR New York State School Music Association solo scores
Credit: 1

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

**MUSIC SEQUENCE:** Students may earn a three- or five-credit music sequence. A three-credit music sequence must include Theory I and two other performance ensemble courses. A five-credit music sequence must include Theory I, Theory II and three other performance ensemble courses. Courses may be selected from band, chorus, voice and orchestra. A conference with a music director is advised for detailed sequence provisions.
EARTH SCIENCE - 4020

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

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

ASTRONOMY - 4021

**Year:** 11-12  
**Prerequisite:** Interest and Motivation; successful completion of 1 Regents science  
**Credit:** ½

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

METEOROLOGY (WEATHER WIZARDS) - 4022

**Year:** 11-12  
**Prerequisite:** Interest and Motivation; successful completion of 1 Regents science  
**Credit:** ½

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

ASTRONOMY ONLINE A - 4028

**Year:** 11-12  
**Prerequisite:** Internet connection at home or considerable access; moderate computing skills; ability to meet deadlines and work independently  
**Credit:** ½

Astronomy On-line A is comparable to the KHS’ day school offering of Astronomy so credit in both will not be allowed. Students enrolled in this class will meet at KHS from 3:30-5:30 three times in a semester. The first meeting (date TBA) will include training on how to use and navigate the course web site, explain expectations clearly, and complete initial assignments that will model future work. The mid-semester meeting (date TBA) will allow for face to face assistance and presentation of a project due previously. The last meeting will be for completing the final exam. Enrolled students will learn about the night sky, stars’ life cycle, galaxies and the Big Bang theory. Students should expect to spend 3-5 hours per week completing coursework. Course work will include reading and research, writing and creation of multimedia presentations and participation in discussion forums.
CHEMISTRY FOR ARTISTS - 6880

Year: 10-12  
Prerequisite: Art: Studio in Art AND Introduction to Drawing and Painting OR any advanced craft elective.  
Science: Successful completion of Earth Science AND Biology. This course is also offered in the Art selection.  
Credit: ½

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

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

HUMAN DISEASE - 4127

Year: 11-12  
Prerequisite: Successful completion of Regents Biology / Living Environment  
Credit: ½

Human Disease is a survey course focusing on diseases that affect the human body. Students will review the different body systems and study disease transmission, diagnostics and treatments of disease and how the body is impacted when disease or injury is introduced, i.e.: How does the flu spread so quickly? How is a heart attack diagnosed? What happens in Physical Therapy? Students will review human anatomy & explore related diseases through laboratory activities, videos and internet research.

ECOLOGY A - 4410

Year: 11-12  
Prerequisite: Successful completion of Regents Biology  
Credit: ½

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

ECOLOGY B - 4415

Year: 11-12  
Prerequisite: Successful completion of Regents Biology  
Credit: ½

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

ANIMAL BEHAVIORAL BIOLOGY - 4125

Year: 11-12  
Prerequisite: Successful completion of Regents Biology  
Credit: ½

This course gives our students the opportunity to explore an expanded area of biology other than an ecological avenue. In addition, many students leave KHS unprepared in the ability to write a science research paper. Learn why animals behave the way they do. Students will explore the wide range of animal behavioral biology from an evolutionary viewpoint through class discussions, video presentations, and a written research paper that will serve as the final exam.
BIOLOGY – 4120/4121

Year: 9-12
Credit: 1

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

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

BIOLOGY HONORS – 4130/4132

Year: 9-10
Prerequisite: Minimum final average of 85 in Regents Earth Science Honors
Credit: 1

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

GENERAL CHEMISTRY A - 4210

Year: 11-12
Credit: ½

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

GENERAL CHEMISTRY B - 4215

Year: 11-12
Credit: ½

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

CHEMISTRY- 4220

Year: 11-12
Prerequisite: Successful completion of Algebra Regents examination and successful completion of 1 science Regents examination.
Credit: 1

The topics covered in Chemistry Regents include the study of matter and energy, atomic structure, bonding, Periodic Table, mathematics of chemistry, kinetics and equilibrium, acid-base theories, chemical reactions, electrochemistry, and organic chemistry. Laboratory sessions are provided every other day to enable students to complete the Regents laboratory requirement.

CHEMISTRY HONORS - 4230

Year: 10
Prerequisite: Minimum final average of 85 in Regents Biology Honors
Credit: 1

The course content provides enrichment and is a more in-depth study of Regents Chemistry.
GENERAL PHYSICS A - 4310

Year: 11-12  
Credit: ½

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

GENERAL PHYSICS B - 4315

Year: 11-12  
Credit: ½

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

PHYSICS - 4320

Year: 11& 12  
Prerequisite: Successful completion of Geometry or concurrent in Algebra II Regents.  
Credit: 1

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

PHYSICS HONORS - 4330

Year: 11  
Prerequisite: Successful completion of Geometry or concurrent with Algebra II Regents. Minimum final average of 88 in Honors Science or Teacher Recommendation.  
Credit: 1

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

FORENSIC SCIENCE - 4425

Year: 11-12  
Prerequisite: Two units of science (i.e.: Earth Science and Biology)  
Credit: ½

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

COLLEGE ENVIRONMENTAL THEMES - 4420

Year: 11-12  
Prerequisite: Biology Regents, Chemistry Regents or by permission of instructor.  
Credit: 1

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

ADVANCED PLACEMENT BIOLOGY - 4140

**Year: 12**  
**Prerequisite:** Exceptional ability in science and mathematics. Three years of Regents level science with grades 85 or higher or Regents exams and quarterly averages. Three years of Regents level mathematics with grades of 85 or higher on Regents exams and quarterly averages.  
**Credit: 1**

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

ADVANCED PLACEMENT CHEMISTRY - 4240

**Year: 12**  
**Prerequisite:** Biology Regents, Chemistry Regents, Algebra II Regents and superior ability in science, and outstanding achievement in Regents science courses.  
**Credit: 1**

Advanced Placement Chemistry is a college level course designed for science majors. This is a fast paced, rigorous course that requires time and effort on the part of the students. Topics to be covered include: Matter and Measurement, Atoms, Molecules and Ions, Stoichiometry, Solution Chemistry, Thermochemistry, Electronic Structure of Atoms, Periodic Properties of the Elements, Chemical Bonding, Molecular Geometry and Bonding Theories, Gases, Intermolecular Forces, Properties of Solutions, Chemical Kinetics, Chemical Equilibrium, Acid-Base Equilibria, Additional Aspects of Aqueous Equilibria, Chemical Thermodynamics, Electrochemistry and Nuclear Chemistry. The laboratory activities are every other day. Laboratory experiences will reinforce the principles and concepts being discussed in class. All labs are to be typed. Students are required to take the AP exam which is administered in May.

MARINE SCIENCE A- 4450: (Fall)

**Year: 11-12**  
**Prerequisite:** Completion and passing grade in Living Environment  
**Credit: ½**

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

1. Introduction to Marine Science  
2. Basic Lifeforms in the Sea  
3. Marine Invertebrates  
4. Marine Vertebrates  
5. Interrelationships of marine species  
6. Careers in Marine Science
MARINE SCIENCE B- 4455: (Spring)

Year: 11-12
Prerequisite: Completion and passing grade in Living Environment
Credit: 1/2

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

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

AGRICULTURAL SCIENCE A- 4460

Year: 10-12
Prerequisite: None
Credit: ½

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

AGRICULTURAL SCIENCE B- 4465:

Year: 10-12
Prerequisite: None
Credit: ½

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

ADVANCED PLACEMENT PHYSICS C: Mechanics - 4340

Year: 12
Prerequisite: New York State Physical Setting: Physics
Credit: 1

AP Physics C Mechanics at Kingston High School is a year-long, calculus based physics class, meeting 41 minutes per day for two semesters. It assumes students have completed the New York State Regents Physical Setting/Physics course and have either completed calculus or will be concurrently enrolled in calculus, since calculus will be used throughout the course. AP Physics C Mechanics provides a comprehensive study of Newtonian mechanics including the area of kinematics, Newton’s laws of motion; work, energy, and power; systems of particles and linear momentum; circular motion and rotation; rolling, torque and angular momentum; equilibrium; gravitation and harmonic oscillation. All students are required to take the AP Physics Mechanics C exam which is administered in May. Students may earn college physics credit if they have done well on the AP exam.
ADVANCED PLACEMENT ENVIRONMENTAL SCIENCE - 4440

Year: 10-12
Prerequisite: Two years high school laboratory science and at least one year of algebra (or equivalent).
Credit: 1

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

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

Year: 10-12
Prerequisite: Must have passed 9th grade Regents science course or permission by the Instructor.
Credit: 1

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

This program offers students the chance to further challenge their abilities in a chosen field of scientific study. Students are expected to develop their own topics, do literature searches, find professional scientists to mentor their work and make regular presentations about their progress to their peers. The student will follow the scientific method through independent research and discovery. Students will also refine their organizational skills, oral presentation techniques, as well as exercise their roles as mentors for each other. This is a self-assessment course where the student competes for national recognition.
Social Studies is the integrated study of the social sciences and humanities to promote civic competence. Within the school program, Social Studies provides coordinated, systematic study drawing upon such disciplines as anthropology, archeology, economics, geography, history, law, philosophy, political science, psychology, religion and sociology, as well as appropriate content from the humanities, mathematics, and natural sciences. The primary purpose of the social studies program is to help young people develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world.

GLOBAL HISTORY & GEOGRAPHY 9 - 2020

Year: 9  
Credit: 1

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

GLOBAL HISTORY & GEOGRAPHY 9 HONORS - 2030

Year: 9  
Prerequisite: Students who meet the honors recommendation criteria (Report Card average, STAR Reading results, NYS ELA results, Teacher recommendation, Guidance Counselor recommendation, Honors Essay review).  
Credit: 1

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

GLOBAL HISTORY & GEOGRAPHY 10 - 2120

Year: 10  
Prerequisite: Global History and Geography Regents 9  
Credit: 1

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

GLOBAL HISTORY & GEOGRAPHY 10 HONORS - 2130

Year: 10  
Prerequisite: Teacher Recommendation; 90% Class Average in Global History and Geography Regents 9; 90% on Global History and Geography Regents 9 Final Examination OR minimum of 85% final average in Global History and Geography 9 Honors  
Credit: 1

This course will consist of the New York State course of study. It is a continuation of the Grade 9 course designed to develop a more global perspective for students. Students will explore the interaction among nations and their people within specific time periods to ascertain how the past has influenced the present. The focus will be on world history from 1500 CE to the present with the emphasis on chronological and political contexts. There will be a local final exam for this course appropriate for honors level students. The honors program’s purpose is one of enrichment, giving above average students more intensive preparation in the skills and concepts necessary for success in college.
UNITED STATES HISTORY & GOVERNMENT 11- 2220

Year: 11  
Credit: 1

This course covers United States history from the Colonial era to the present as well as the foundations, structure, and functions of the United States government. Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York State. Students will study major social, political, economic, cultural and religious developments in New York State and United States history and learn about the important roles and contributions of individuals and groups. Students will examine how the Constitution, the Supreme Court decisions, and the rights of citizenship provide a major unifying factor in bringing together Americans from diverse roots and traditions. Students will be able to understand and describe concepts and themes of United States history by accessing prior knowledge, by building a workable vocabulary, through reading, the writing of thematic essays, examining primary documents, answering document based essay questions (DBQ), and viewing of historical films. Students will relate past knowledge to present-day issues by examining individual court cases, as they are pertinent today. Students will be able to describe the evolution of American democratic values as expressed in the Declaration of Independence, the United States & New York State Constitution, the Bill of Rights, and other important historic documents. The United States History & Government Regents examination will be the final exam for this course. Students are required to pass the New York State Regents examination to fulfill graduation requirements.

ADVANCED PLACEMENT UNITED STATES HISTORY - 2230

Year: 11  
Prerequisite: Teacher recommendation and a final average of 85 in Global 10 Honors  
Credit: 1

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

ECONOMICS - 2420

Year: 12  
Credit: ½

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

ADVANCED PLACEMENT MACRO ECONOMICS 12 - 2435

Year: 12  
Prerequisite: Completion of A.P. United States History & Government or teacher recommendation.  
Credit: ½

The Advanced Placement Macroeconomics course teaches students the principles of economics that apply to an economic system as a whole. Emphasis is placed on the study of national income and price determination. This course also develops students' familiarity with the economic performance measures, economic growth and international economics. This course is a full year class that meets every other day. Students are required to take the AP exam which is administered in May.
PARTICIPATION IN GOVERNMENT - 2320

**Year:** 12  
**Credit:** ½

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

ADVANCED PLACEMENT AMERICAN GOVERNMENT & POLITICS - 2330

**Year:** 12  
**Prerequisite:** Advanced Placement U.S. History or teacher recommendation.  
**Credit:** ½

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

LAW-RELATED COURSES

The social studies department has expanded its law-related program, Project CAPABLE. The goal of the project is to provide an alternative academic track for students to pursue social studies in high school. A student could take courses taught from a law-related perspective. An example would be an emphasis on international law and comparative law in the new 9th and 10th grade global studies course and a focus on constitutional law in the 11th grade American History class.

Therefore, any student who has developed an interest in law through the elective, “Law: An Introduction”, can chose to take the required social studies courses from a law-related perspective.

LAW-RELATED SEQUENCES

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

LAW: AN INTRODUCTION - 2315

**Year:** 9-12  
**Credit:** ½

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

GLOBAL HISTORY & GEOGRAPHY LAW 9 - 2040

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

This course will consist of the New York State course of study - Global Studies and will be part of a law related sequence for 4 years of social studies. It will, however, be taught from a law-related perspective with emphasis on comparative religious legal systems, ancient legal codes, linkage between America’s legal system and those of Pre-Modern societies. Students will use intellectual skills to demonstrate understanding of major ideas, eras, themes, developments, and turning points in world history from the dawn of man to approximately 1500 CE. Students will develop an understanding of geography and the connection between geography and history. Students will develop the ability to communicate their understanding of world history from various perspectives while developing critical thinking and writing skills. There will be a common local final for this course.
GLOBAL HISTORY & GEOGRAPHY LAW 10 - 2140

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

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

UNITED STATES HISTORY & GOVERNMENT LAW 11 - 2240

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

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

PARTICIPATION-CRIMINAL JUSTICE - 2325

**Year:** 12  
**Credit:** ½

The course is a collaborative effort with Ulster County Community College to help prepare students for the career opportunities that are available in the field of criminal justice. Students who have completed the law-related sequence in social studies through grade 11 will be given the opportunity to earn three college level credits in criminal justice during grade 12 by selecting the participation/criminal justice course option.

This course is comparable to Criminal Justice (CRJ 101) at Ulster County Community College. Three (3) college credits will be granted upon payment of fees.

This course specifically highlights the differences between civil and criminal law and surveys the criminal justice system and processes. Major court decisions and current public policy issues dealing with the criminal justice system will be explored through research and debate. This course may be used to fulfill the Participation & Government requirement.

ADVANCED PLACEMENT EUROPEAN HISTORY - 2450

**Year:** 10, 11, 12  
**Prerequisite:** Teacher recommendation.  
**Credit:** 1

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

CIVICS - 2326

**Year:** 12  
**Credit:** 1

This course emphasizes the interaction between citizens and government at all levels - local, state and federal - and includes a survey of the fundamental concepts of economics with special emphasis upon the operation of the American system of free enterprise. Several approaches will be utilized exposing students to a service-learning model or a different emphasis such as presidential politics and the impact of music to enforce the course content. Students are encouraged to actively participate in the process of government and explore economic issues in today's world. This course meets the graduation requirement for the 4th year of social studies.
DIFFERENT VOICES: POWER AND SOCIETY - 1410

**Year:** 12  
**Prerequisite:** Social Studies 11, English 11, writing sample  
**Credit:** 2 (1-English and 1-Participation in Government & Economics)

Fulfills 12th grade English and social studies (economics and government) requirements. This is a humanities course and is open to all students interested in learning more about human differences based upon gender, socio-economic status and cultural heritage. This exciting two period alternative to the 12th grade English and social studies requirements will be accomplished through using selected novels, essays, stories and poems in addition to laws and governmental decisions, all directly related to a multicultural population. Guest speakers, movies and trips will be included. All students must provide a writing sample in order to be admitted to this class. Dates to sit for the writing sample will be announced in late April. You must arrange to stay during 9th period on announced dates.

GENERAL PSYCHOLOGY - 2465

**Year:** 11-12  
**Credit:** ½

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

SOCIOLOGY - 2460

**Year:** 11-12  
**Credit:** ½

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

PROJECT GLOBAL - I101

**Year:** 10  
**Prerequisite:** Global 9  
**Credit:** 1 credit Global 10, 1 credit Art

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

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

Some services available are:
- Speech/Language Therapy
- Psychological Services
- Occupational Therapy
- Physical Therapy
- Teacher of the Visually Impaired
- Teacher of the Hearing Impaired
- Adaptive Physical Education

**RESOURCE PROGRAM - S900**

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

**CONSULTANT TEACHER SERVICES - S901**

Consultant Teacher (CT) services are prescribed by the Committee on Special Education (CSE) to students who qualify. Such services are provided on an indirect basis. The CT program facilitates the implementation of the IEP, monitors student progress in general education classes, and provides testing accommodations/modifications as specified in the IEP. The consultant teacher provides students with alternative learning strategies across content areas and ongoing support to general education teachers whereby maximizing student success in their courses.

**INTEGRATED CLASSES**

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

**ENGLISH 9 INTEGRATED - S910**

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

**ENGLISH 10 INTEGRATED - S911**

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

**ENGLISH 11 INTEGRATED - S912**

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

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

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

SPORTS LITERATURE INTEGRATED - S921

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

GLOBAL HISTORY AND GEOGRAPHY 9 INTEGRATED - S916

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

GLOBAL HISTORY AND GEOGRAPHY 10 INTEGRATED – S917

Prerequisite: Successful completion of Global History 9.

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

GLOBAL HISTORY AND GOVERNMENT 11 INTEGRATED – S918

Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York. Students will study major social, political, economic, cultural and religious developments in New York State and United States history and learn about the important roles and contributions of individuals and groups. Students will examine how the Constitution, the Supreme Court decisions, and the rights of citizenship provide a major unifying factor in bringing together Americans from diverse roots and traditions. Students will be able to understand and describe concepts and themes of United States history by accessing prior knowledge, by building a workable vocabulary, through reading, the writing of thematic essays, examining primary documents and answering document based essay questions (DBQ), and viewing of historical films. Students will relate past knowledge to present-day issues by examining individual court cases as they are pertinent today. Students will be able to describe the evolution of American democratic values as expressed in the Declaration of Independence, the United States & New York State Constitution, the Bill of Rights, and other important historic documents. Students will have their IEP implemented by the Special Education teacher through the Integrated Teaching Model, following the general education curriculum. There will be a local final exam for this course. Students are required to pass the New York State Regents examination to fulfill graduation requirements.

CIVICS INTEGRATED - S920

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

COMMON CORE ALGEBRA INTEGRATED – S924

Topics of study include number theory, algebraic expressions, linear equations and inequalities in one and two variables, systems of linear equations and factoring and rational expressions. The students will have their IEP implemented by the Special Education teacher through the Integrated Teaching Model, following the general education curriculum. A local final exam is given in June.
ALGEBRA FUNCTIONS, DATA ANALYSIS INTEGRATED - S928

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

MATH AND FINANCIAL APPLICATIONS INTEGRATED - S929

This is a 1-unit specialized interdisciplinary business course related to the mathematics learning standards. This course is to prepare students for both college level business programs and to understand the complex financial world they will encounter during their lives. Topics to be covered include: Payroll, Credit Cards & Interest, Loans & Banking Applications, and Annuities, creating Formulas for Spreadsheets, Budgeting, Depreciation, Investments, Financial Statement Analysis, and Monetary Policy. This course may be used to fulfill the third unit of mathematics required for a Regents Diploma. The students will have their IEP implemented by the Special Education teacher through the Integrated Teaching Model, following the general education curriculum.

EARTH SCIENCE INTEGRATED - S934

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

BIOLOGY INTEGRATED - S935

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

ECOLOGY A INTEGRATED - S936

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

ECOLOGY B INTEGRATED - S937

This second semester course focuses on human ecology and environmental issues and problems. Topics covered include human societies and environmental impact, human population growth, food and agriculture, natural resources, pollution and environmental legislation. Laboratory experiments and field research are included in the curriculum. The students will have their IEP implemented by the Special Education teacher through the Integrated Teaching Model, following the general education curriculum. A locally composed final examination will be given.
MARINE SCIENCE A INTEGRATED - S932: (Fall)

Year: 11-12
Prerequisite: Completion and passing grade in Living Environment
Credit: ½

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

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

MARINE SCIENCE B INTEGRATED - S933: (Spring)

Year: 11-12
Prerequisite: Completion and passing grade in Living Environment
Credit: ½

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

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

AGRICULTURAL SCIENCE A INTEGRATED- S938A

Year: 10-12
Prerequisite: None
Credit: ½

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

AGRICULTURAL SCIENCE B INTEGRATED- S938B

Year: 10-12
Pre-Requisite: None
Credit: ½

This single semester course does not require the completion of Agriculture Science A. This course will focus on climate and human impact on agriculture. This course will include inquiry based learning, hands on activities in the proposed school orchard/garden, and laboratory exercises that promote student exploration. The students will have their IEP implemented by the Special Education teacher through the Integrated Teaching Model, following the general education curriculum.
HEALTH INTEGRATED – S93A

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

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

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

12:1:1 DIPLOMA PROGRAM

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

ELA 1 - 12:1:1 - S940
Year: 9
Credit: 1

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

ELA 2 - 12:1:1 - S941
Year: 10
Prerequisite: ELA 1
Credit: 1

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

ELA 3 - 12:1:1 – S942
Year: 11
Prerequisite: ELA 2
Credit: 1

The main emphasis of this course is to continue to inspire students to read in depth and to write and think about their ideas in preparation for the CC ELA Regents Exam given in January and June (if needed). Students will continue to develop skills in reading, writing, speaking and listening. They will be expected to analyze and interpret across many genres of literature. The course curriculum has been modified to meet the academic/cognitive needs of the student. A research component is included. Students will participate in all grade 11 ELA assessments (with or without modifications). Student's IEPs will be implemented by the classroom staff.
GLOBAL HISTORY AND GEOGRAPHY 9 12:1:1 - S943

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

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

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

COMMON CORE ALGEBRA 12:1:1 - S945

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

BIOLOGY 12:1:1 - S949

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

EARTH SCIENCE 12:1:1 - S950

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

AGRICULTURAL SCIENCE A 12:1:1-

S952A Year: 11-12
Prerequisite: None
Credit: ½

This single semester environmental science course will focus on the agricultural aspects included in the form and function of plant systems. This foundational level course will provide the opportunity for students to explore plant science concepts through inquiry-based exercises, hands-on learning in the proposed school orchard/garden, projects, and problem solving utilizing laboratory and practical experiences. The Student's IEP will be implemented by the teacher and materials will be modified as necessary to meet individual student needs.
AGRICULTURE SCIENCE B 12:1:1

S952B Year: 11-12
Prerequisite: None
Credit: ½

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

BUSINESS PRINCIPLES AND COMMUNICATION 12:1:1 - S955

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

HEALTH 12:1:1 - S956

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

SKILLS AND ACHIEVEMENT COMMENCEMENT CREDENTIAL (SACC) PROGRAM

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

ELA – NYSAA FRAMEWORKS – ST10

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

MATHEMATICS – NYSAA FRAMEWORKS – ST20

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

SOCIAL STUDIES – NYSAA FRAMEWORKS – ST31

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

SCIENCE – NYSAA FRAMEWORKS – ST41

This course provides an opportunity for students to gain basic understanding of the Living Environment, Physical Setting, Earth Science and the phenomena that is observed on Earth involving interactions among components of air, water and land. Course objectives include but are not limited to: characteristics of living things, systems of the human body, and life functions.
This course is designed to help develop Transitional Skills as it relates to career development and occupational studies. Standard 3A - Universal Foundation Skills. Students will improve their understanding and application of the basic skills and competencies essential for success in the workplace. The course will focus on completing tasks and assignments as directed, working cooperatively, demonstrating independence and exhibiting positive behaviors. The students will be exposed to different occupations and afforded the opportunity to participate in a voluntary work program.

SCHOOL TO WORK - BOCES/PILOT/ARC - ST70

This course offers students within the Skills and Achievement Commencement Credential (SACC) program a hands-on work experience in the community. Students are placed at various community locations to practice vocational skills and to learn practical occupational skills in a real-life setting. This course is offered as part of the SACC program and can be set in a flexible schedule. Students participating in this course have proven themselves to be job ready, responsible individuals. This is an optional addition to the traditional SACC program and not an alternative.

HEALTH - ST50

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

NUTRITION AND FOOD PREPARATION - ST80

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

MUSIC APPRECIATION - ST82

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

12:1:2 PROGRAM

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

ELA 1 - SK10

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

ELA 2 - SK11

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

ELA 3 - SK13

This course continues the learning in the previous two ELA course with a focus on diverse literature, nonfiction, various writing forms and preparation for the Common Core English Regents.
GLOBAL I - SK29

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

GLOBAL II - SK30

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

US HISTORY - SK31

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

CIVICS - SK32

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

PRE-ALGEBRA - SK20

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

ALGEBRA 1A - SK23

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

ALGEBRA 1B - SK24

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

MATH AND FINANCIAL APPLICATIONS - SK25

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

LIFE SCIENCE - SK40

Life Science Skills is a class that will help prepare students for the Regents Course “The Living Environment” by reviewing lab skills and procedures as well as pre-teaching the more involved and important concepts required for the NYS Regents Exam for the Living Environment.
PHYSICAL SCIENCE - SK41

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

BIOLOGY- SK52 & SK52L

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

EARTH SCIENCE - SK53 & SK53L

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

ART - SK71

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

TOPICS IN HEALTH (1) – SK50

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

TOPICS IN HEALTH (2) – SK51

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

CAREER FOUNDATIONS – SK62

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

POTENTIAL ELECTIVES

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

DESIGN AND DRAWING FOR PRODUCTION - 6860

**Year:** 9-12  
**Credit:** 1, art credit or technology credit

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

MEDIA TECHNOLOGY PRODUCTION I - 7705

**Year:** 9-12  
**Credit:** ½

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

MEDIA TECHNOLOGY PRODUCTION II- 7706

**Year:** 10-12  
**Prerequisite:** Media Technology Production I  
**Credit:** ½

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

ENGINEERING DESIGN, DEVELOPMENT AND PROBLEM SOLVING - 7770

**Year:** Recommended 11-12  
**Prerequisite:** Algebra  
**Credit:** 1

This course has been developed in response to national studies which suggest implementation of pre-college courses that survey and stimulate interest in and access to careers in engineering and technology. This class is a project-based learning course with hands-on laboratory experiences. Students work in teams to design, problem solve 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. They document their work and communicate their solutions to the technical problems they are working on. Finally, student teams present and defend their original solution to an outside panel of professionals. Technical drawing and Computer Aided Design programs (C.A.D.) will be utilized by the students to complete their solutions to design problems and the construction of models. **Can be applied towards ALCOA Certificate**
PRACTICAL APPLICATIONS OF COMPUTER GRAPHICS - 7740

Year: 10-12  
Credit: ½

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

DRAFTING - 7645

Year: 9-12  
Credit: ½

Drafting offers the student an excellent foundation in drafting with “hands on” experience in the development of individual projects which will include sketching, geometric construction, orthographic projection, isometrics and dimensioning drawings. Student assignments will be drawn manually using conventional drafting methods, and with computers using the latest technology available. This course is based on present engineering practices and follows a step-by-step approach to the study of technical drawing and CAD skills and the mastery of special techniques that are necessary in order to produce clear and concise drawings. Students will also learn how to read blueprints. All information in this course is considered by industry professionals to be fundamental knowledge for students moving to future education in related fields. This course should be the first course taken in a series of technical/computer based and engineering courses offered to the student. The course provides a solid foundation for all technical courses. Can be applied towards ALCOA Certificate

ARCHITECTURAL DESIGN - 7640

Year: 10-12  
Prerequisite: Drafting  
Credit: ½

The major goal of this course is to develop proficiencies needed to assemble, analyze, develop, and communicate architectural concepts through a wide range of media, including: traditional and computer assisted drawings for residential and commercial structures; model construction; and both written, verbal and computer. Students will explore architectural design foundations and increase understanding of working drawings, construction techniques, and codes regulating building design. They learn the design process and apply the elements and principles of design to architectural plans. These plans shall include, floor plans, electrical plans, plumbing plans, structural plans, stair and roof plans, elevations and plot plans. Through producing models and illustrations of all aspects of a building, students create architectural design solutions using CAD (computer aided drafting and design), Chief Architect Computer Program and traditional hand drawn architectural plans. This course should be taken consecutively, first semester Drafting, second semester Architectural Design. Can be applied towards ALCOA Certificate

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

Year: 11-12  
Prerequisite: Sequence of Drafting and Architecture or Permission of instructor  
Credit: ½

This foundation course can be used as part of a technology sequence. 3D Printing is transforming technology that is reshaping the fields of design, architecture, and engineering. This half-year class will explore 3D printing history, established applications, forward-looking trends, as well as potential social and economic impacts. Through project based learning students will experience 3D printings impact on the design process first hand. Throughout the course, projects will guide the student through the process of designing and 3D printing a fully functional moving part as a single build. Students will be able to demonstrate knowledge of key historic al factors that have shaped manufacturing over the centuries. They’ll be able to discuss current and emerging 3D printing technologies as they apply to a variety of industries. By being able to describe advantages and limitations of the main 3D printing technologies as well as evaluate real-life scenarios, they will be able to recommend the appropriate use of 3D printing technology. In everyday situations and along the supply chain, students will be able to identify opportunities to apply 3D printing technology in order to reduce time and cost. Can be applied towards ALCOA Certificate
Year: 11-12  
Prerequisite: Sequence of Drafting, Architecture and Intro to 3D Printing or Permission of Instructor  
Credit: ½

Everything around us, outside of nature, had to be designed by someone. The chairs we sit in, the clothes we wear and the products such as cell phones and cases that we use in our day-to-day lives require thought, design and fabrication. This class takes the technical skills learned in CAD, adds in the creative component of problem solving and has the students create, design and print prototypes in 3D. Industrial and Product design takes the student with drafting core knowledge and puts the focus on the design phase. This is the process, which takes an idea from the mind and puts a product in the hand. This class will also place a secondary focus on the expansion of their CAD knowledge and the use of the program to design products that solve problems.
The Kingston School District offers the opportunity to study French and Spanish. Our World Languages program includes the development of the linguistic competencies of listening, speaking, reading and writing as well as cultural objectives leading to an understanding of the history, traditions and peoples of the countries involved.

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

**FRENCH 1 - 5010**  
**SPANISH 1 - 5110**

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

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

**FRENCH II - 5020**  
**SPANISH II - 5120**

**Year:** 9-12  
**Prerequisite:** Successful completion of Level I language course (students will not be permitted to “test out” of this level)  
**Credit:** 1

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

**FRENCH III - 5030**  
**SPANISH III - 5130**

**Year:** 10-12  
**Prerequisite:** Successful Completion of Level II language course (students will not be permitted to “test out” of this level)  
**Credit:** 1

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

**COLLEGE FRENCH 1 - 5035**  
**COLLEGE SPANISH 1 - 5135**

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

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

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

**COLLEGE FRENCH II - 5037**

**COLLEGE SPANISH II - 5137**

**Year:** 12  
**Prerequisite:** Successful completion of College I language course  
**Credit:** 1

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

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

**SPANISH 1 EXIT - 5115**

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

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

**Mandarin - 5088**

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

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

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

CREDIT RECOVERY/ACQUISITION
(Credits and prerequisites vary)

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

Requirements:

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

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

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

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

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

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

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

Intermediate Algebra (1 credit)

**New Liberal Arts Math**
(Algebra and Geometry similar to Topics in Geometry) (1 credit).
Mathematics of Personal Finance (1 credit)
Geometry (1 credit)
Algebra (1 credit)
Financial Literacy (1 credit)

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

Physics- Physical Science Core (2: ½ Credit electives)
Science Foundations- 1 credit
Earth Science- 1 credit
Biology- 1 Credit
Chemistry-1 Credit
Ecology- 1 Credit

**Electives/Other**
Music Appreciation Core (2: ½ credit electives) (full credit they must have a performance final project)
Health Skills (1/2 credit)
Intro to Health Sciences (1/2 Credit)
Art- (Must maintain a portfolio and create a final product.) .5 credit
College and Career Readiness I and II (.5 credit)

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**EARLY ADMISSION TO COLLEGE**

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

**GED/TASC**

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

**NIGHT SCHOOL**

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

**MIDDLE SCHOOL**

Students in the J. Watson Bailey Middle School and M. Clifford Miller Middle School can earn high school credit in the courses listed below:
- Math Honors (1 credit)
- World Language (1 credit)
- Earth Science Advanced (1 credit)
- Voice I (½ credit)
- Studio in Art (1 credit)
Students who are interested in a vocational trade will have the opportunity to attend the Ulster BOCES center. It is highly recommended that a student completes the necessary academic requirements in 9th and 10th grade to attend a vocational program in 11th and 12th grade. Students will spend half of the school day, in the morning or afternoon, learning a specific trade. In addition, Ulster BOCES also offers a New Visions program for senior level students. This is a half day program where students can learn about and experience differing careers. There are five tracks for New Visions: Communications, Education, Environmental Science, Health and Legal Careers. Students must complete an application and be accepted to attend these programs.

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