

# WALLKILL SENIOR HIGH SCHOOL



*"Together We Can Make A Difference"*

**Program of Studies Guide  
2024-2025**

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## Board of Education

Mr. Joseph LoCicero, President	Mr. Tom Frisbie, Vice-President
Mrs. Kathryn Anderson	Mr. Dustin Palen
Mrs. Donna Crowley	Mr. William Hecht
Mr. David Bartolone	Mrs. Erin McCartney
Mr. Thomas Nafey	

## Administration

### **Superintendent of Schools**

Mr. Kevin Castle

### **Assistant Superintendent for Support Services**

Mr. Brian Devincenzi

### **Assistant Superintendent for Educational Services**

Mr. Anthony White

### **Director of Pupil Personnel**

Mrs. Tara Rounds

### **Coordinator of Special Education and State/Federal Reporting**

Ms. Nicole Parete

Ms. Julie Salisbury

### **High School Principal**

Mr. Brian Masopust

### **High School Assistant Principals**

Mr. Robert Albanese

Mr. Joseph Napoli

### **Middle School Principal**

Mr. Michael Redmond

### **Middle School Dean of Students**

Mr. Michael Pritts

### **Middle School Counselors**

Mr. Kyle Nace

Mrs. Julie Sinacori

### **High School Dean of Students**

Mr. William Earl

### **High School Counselors**

Mrs. Angela Terralavoro

Mrs. Opal Apronti

Mr. Voleile Derisse

Mrs. Sara Veach

## Mission Statement



*The mission of the Walkill Central School District, through an active partnership among school personnel, parents, students and community, is to nurture individuals who value themselves and others; to develop learners who appreciate diversity as a resource; to provide an exemplary educational foundation that will foster the ability to think and communicate; and to encourage creativity; flexibility and the continuous application of learning.*

## Vision Statement

*Walkill Central School District students will have the skills, knowledge, and attitudes necessary to embrace their future.*

## Belief Statement



*We believe.....*

*Students work best in a safe environment that promotes mutual respect.*

*All students should become responsible and respectful citizens.*

*All children can learn.*

*Students become lifelong learners through quality educational programs that meet their changing needs.*

*Student performance is enhanced through analysis of student data and program evaluation.*

## **School Counseling Department**

School Counselors are available to the students of Wallkill Senior High School to help each student select courses of study and to advise each student of ways to achieve educational goals best suited to their individual goals.

The school counseling program is committed to supporting every student's unique abilities and to valuing their diversity. Our focus lies in the "whole child approach" and involves all members of the school community including school counselors, psychologists, social workers, teachers and administration.

School counselors are generally the first contact for teachers, students and parents when there is an academic or social concern. Counselors are assigned alphabetically and make every effort to be accessible to students, parents and staff. Students who wish to schedule an appointment may do so through the counseling office. Parents may arrange for a conference by phone, email or in person.

Graduation from Wallkill Senior High School requires that students successfully complete all prescribed courses and exams. Only students who have successfully completed ALL graduation requirements will be allowed to participate in commencement ceremonies at the end of the year.

School counselors assist students in a variety of ways including:

1. Selection of courses in accordance with graduation requirements, educational and career goals, teacher recommendations, and parental approval.
2. Counseling for academic success.
3. Post high school planning and transition.
4. Scholarship information and application procedures.
5. Counseling for decision-making and goal setting.
6. Counseling students with social emotional issues.

## **NYS Graduation requirements**

### **Regents Diploma**

4 units of English  
4 units of Social Studies  
3 units of Mathematics  
3 units of Science  
1 unit of Foreign Language  
.5 unit of Health  
1 unit of Art or Music  
3.5 units of electives  
4 years of Physical Education

#### **Regents exams 65 or above:**

1 Math  
1 Science  
1 English  
1 Social Studies  
1 Pathway (2<sup>nd</sup> Social Studies, Math, Science  
or approved CTE Assessments)

### **Advanced Regents Diploma**

4 units of English  
4 units of Social Studies  
3 units of Mathematics  
3 units of Science  
3 units of Foreign Language

#### **Regents exams 65 or above:**

Algebra, Geometry and Algebra II  
2 Sciences  
Global Studies II and US History  
English Common Core  
Checkpoint B exam in Foreign Language

#### **OR**

BOCES, Technology, Business Art or Music sequence of 5 units  
4.5 units of electives  
.5 unit of Health  
1 unit of Art or Music  
4 years of Physical Education

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### **Advanced Regents with Honors: minimum of 90 average on the following Regents Exams**

4 units of English  
4 units of Social Studies  
3 units of Mathematics  
3 units of Science  
3 units of Foreign Language

#### **Regents exams:**

Algebra I, Geometry and Algebra II  
2 Sciences (For example: Living Environment and Earth Science)  
English  
Global II and US History  
Checkpoint B exam in Foreign Language

#### **OR**

BOCES, Technology, Business Art or Music sequence of 5 units  
3.5 units of electives  
.5 unit of Health  
1 unit of Art or Music  
4 years of Physical Education

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\*\*NYS Education Dept granted exemptions for all Regents exams in June 2020 and August 2020.

## **DEFINITIONS**

### **PREREQUISITES**

Requirements of any kind which must be met before a student will be able to register for a given subject. For example, a student must satisfactorily complete College Algebra before taking Pre-Calculus Advanced.

### **UNIT OF CREDIT**

The successful completion of a course may result in .5 or 1 unit of credit being awarded depending upon the length of time the course is studied, i.e. one unit of credit is given for the successful completion of a subject taken for the entire school year.

### **ELECTIVE**

Any subject which is chosen by a student other than that required by the New York State Education Law for graduation.

## **TYPES OF DIPLOMAS**

### **Wallkill Senior High School Regents Diploma**

The New York State Board of Regents has authorized the Wallkill Central School District to issue a Regents Diploma. This diploma is issued to a student who completes the high school course of study and passes the Regents examination in certain designated subjects prescribed by the Board of Regents. Upon graduation, a Regents graduate receives a Regents seal indicating successful completion of all requirements.

### **Wallkill Senior High School Advanced Regents Diploma**

The New York State Board of Regents has authorized the Wallkill Central School District to issue an Advanced Regents Diploma. This diploma is issued to a student who completes the high school course of study and passes the Regents examination in certain designated subjects prescribed by the Board of Regents. Upon graduation, a Regents graduate receives a Regents seal indicating successful completion of all requirements.

### **EDUCATIONAL PROGRAM**

The objective is to provide a diversified and differentiated curriculum for students with a wide variety of individual abilities. The following criteria are considered by the counselors:

- Objective test data
- School achievement, and
- Teacher recommendation based on observation of student's work habits.

### **NATIONAL HONOR SOCIETY**

Presently, the highest all-around award given to students at the high school level is induction into the National Honor Society during their sophomore or junior year. All four areas listed below must be met to be considered for induction.

<b>Scholarship</b>	A cumulative average of 90% or better.
<b>Leadership</b>	Exemplifies positive attitudes, holds office in or out of school.
<b>Service</b>	Participates in activities or volunteer work in or out of school. <b>20 hours minimum</b> for acceptance into NHS.
<b>Character</b>	Upholds principles of school and civil law, exhibits courtesy, concern and respect for others.

### **PLACEMENT CRITERIA**

It is the responsibility of the school system to place students into a program that will be challenging for each individual. Placement is based on the evaluation, test scores, previous class work and teacher recommendation and by the assigned guidance counselor.

#### **Advanced (ADV)**

This program will move at an accelerated pace and consist of students who are both motivated and highly capable.

Minimum standards for admission in this program include:

- 90<sup>th</sup> percentile on reading, vocabulary and language (English Advanced Class) or Mathematics
- (Math Advanced Class) on the appropriate standardized test.
- 90% academic average in a regular or Regents class or 85% in an advanced class.
- Evidence of high motivation

NOTE: Any course with an ADV is computed with a 5% weight factor that computes into the student's G.P.A. and rank. Weighted grades will not be reflected on the report card.

#### **Regents (RS)**

The program should contain the largest segment of the student population. Students should possess average or above average academic skills.



**Wallkill Senior High School**  
90 Robinson Drive,  
Wallkill, New York 12589



**Brian Masopust**  
Principal

**Robert Albanese**  
**Joseph Napoli**  
Assistant Principals

Dear Parents/Guardians,

Wallkill Senior High School offers a wide variety of advanced courses to students in grades 9-12. Whether it is an Advanced Placement (AP) course, Advanced Grade Level class (ADV), or Dual Enrollment Course offered through one of our collegiate partners, (SUNY Ulster, SUNY New Paltz, Marist College, and Mount Saint Mary College), our students are presented with many opportunities to challenge themselves with rigorous experiences. You can view the 2024-2025 Wallkill Senior High School Program of Study for specific courses offered.

**The benefits to students who enroll in advanced courses in high school are:**

- Advanced courses are intellectually challenging, rooted in complex concepts, critical thinking, and problem-solving skills that greatly prepare students as they navigate their journey to post-secondary endeavors.
- Students who participate in advanced courses are often required to practice a higher level of research and analysis, therefore developing these crucial career-path skills before entering higher education or the workforce.
- Taking advanced courses can help to enhance student transcripts and grade point averages, as college admissions officers consider course selections, challenging coursework, and readiness for higher education; colleges see a higher level of mastery and academic curiosity, resulting in higher acceptance rates and eligibility for collegiate scholarships and advanced placement.
- Enrolling in advanced classes, dual-enrollment courses, and Advanced Placement (AP) courses can relieve the financial burden for families as placement at the college level may allow for exclusion of general education or introductory courses. Additionally, the cost of these courses and AP exams is significantly cheaper than the cost per credit at the college level.

**There are many ways for students to prepare for advanced level courses here at Wallkill Senior High School. Several ways to prepare include but are not limited to:**

**Prior to Enrollment Students should:**

- Attend the Elective Expo held in the High School Auditorium Lobby on TBD.
- Meet with their school counselor to discuss:
  - o courses of interest and how they align to the students' post-secondary goals
  - o academic strengths, weaknesses, and organizational skills

**There are many academic supports that the district provides to help students succeed in advanced courses such as:**

- Access available scholastic supports such as NHS Peer Tutoring, After School Homework Assistance Lab, and After School Review Sessions with teachers.
- School Counselors are available to meet with students to individualize supports that they may need.

**Please Note:** There may be opportunities for students to receive financial support when enrolling in collegiate level courses or in signing up to take Advanced Placement (AP) exams. For more information on available financial support, please contact your child's school counselor.

Wallkill Senior High School encourages our students to challenge themselves with one or more of these advanced course opportunities! Contact your school counselor today to begin the conversation!

Sincerely,

Brian  
Masopust  
Principal

### **Career and Technical Center (BOCES)**

All of the programs offered at the Career & Technical Center are approved by the New York State Education Department. This allows students to earn English, Math, and Science credits for courses integrated into the trade, as well as earn a Technical Endorsement on their Regents diploma. Students can also earn college credits through most courses at the Career & Technical Center.

Students who wish to enroll in C-Tech must have a minimum of eight high school credits by the end of their sophomore year, attend the C-Tech presentation and visitation and submit their completed application to their counselor by May 1<sup>st</sup>.

### **Pre-University/New Visions Center**

Our Pre-University/New Visions Career Exploration programs place high school seniors beside local professionals, giving them an opportunity to witness the translation of knowledge into performance. These courses provides a college-bound student with the information and experience necessary to make informed career choices.

Visit [www.ulsterbooces.org](http://www.ulsterbooces.org) for further information.

### **COURSE ENROLLMENT REGULATIONS**

- 1) Students may not enroll in courses for which they have not met the stated academic requirements or prerequisites.
- 2) Students in Grade 9, 10 and 11 may not “double” (take two courses) in English, P. E., and Social Studies. If a student fails any of these required courses, he/she is advised to attend summer school to make up the deficiency during the immediate summer. Otherwise, the student will have to repeat the entire course again in the following year.
- 3)
  - A) A change in the schedule of a student may be requested by the students, parent/guardian of the student or the classroom teacher. A student schedule change request must be completed on the official “Course Change Request” form with the signature and the comment sections completed by each of the following persons:
    - student and parent/guardian
    - teacher(s) involved
  - B) The completed and signed “Course Change Request” form must be submitted to assigned guidance counselor for final determination.
  - C) Students are reminded that they are obligated to attend all classes until an official schedule change request has been submitted to and approved by the assigned guidance counselor.
  - D) Courses may be dropped from a student’s schedule without penalty as follows:
    - during the first ten (10) attendance days of a twenty-week course, or
    - during the first fifteen (15) attendance days of a full year course.
- 4) No course level changes are permitted after the five-week period.

## FINAL EXAM EXEMPTION

All high school students (9-12) who achieve a minimum course average of 90% will be given the option of not taking final examinations. If a student elects to take the final examinations with a class average of 90% or better, the final examination will be given but the student will not be penalized if the results of the final examination are below the class average for the course. If the student takes the exemption, then the course grade will be calculated as the average of the quarterly grades in the subject. For half-year courses, it will be the average of the first two quarters. For full-year subjects, this will be the average of the four quarterly grades.

## CLASS STANDING

To obtain a sophomore status, a student must have earned **four** credits. \*  
To obtain a junior status, a student must have earned **nine** credits. \*  
To obtain a senior status, a student must have earned **twelve and one-half** credits.\*

*\*School documents will reflect a grade based on the date of entry to Grade 9. For example, a student that is in the second year of high school is designated as Grade 10 for the purpose of cohort record keeping. The students' grade-level for all other purposes is based on the number of graduation credits earned.*

## EARLY GRADUATION

A request for consideration regarding early graduation requires the following:

- 1) 80% cumulative average in core academics – English, Social Studies, Science, Mathematics, Language, if appropriate
- 2) Six credits by the end of 9<sup>th</sup> grade; 12 ½ credits complete by the end of 10<sup>th</sup> grade for senior status
- 3) Parent request and conference with assigned counselor
- 4) Teacher, counselor, and principal recommendation form must be completed by May of 9<sup>th</sup> or 10<sup>th</sup> grade.

Please see your assigned counselor if you have any questions.

## STUDENT REPEATING COURSE

If a student has an average of 80% or above at the mid-point of a course that he/she is repeating, the student will be allowed to take a final examination for the course. If the student receives at least a 65% or greater on the final examination, he/she will receive credit for the course. It is the student's responsibility to inform his/her teacher of his/her right to this option. The new final grade will be the average of the first semester which includes the final examination (1<sup>st</sup> quarter and 2<sup>nd</sup> quarter and final exam divided by three (3) = Final Average).

## SUMMER SCHOOL REGULATIONS

1) Students who fail courses may repeat them in a summer school program approved by the Wallkill Senior High School. If they pass the course in summer school, they will receive appropriate credit. For example, a student who fails one unit of English and earns 65% or more in summer school would receive one unit of credit.

## EARLY RELEASE

Seniors will only be released for employment if they meet the following conditions:

- 1) Must have two units in excess of diploma requirements and be passing all courses.

- 2) Must have a minimum of three days a week on the job.
- 3) Must have form properly completed and approved work site verified by the Guidance Dept.
- 4) Must notify Guidance upon termination of employment.
- 5) Student cannot be released before 7<sup>th</sup> period (See course enrollment regulations)

## ART



To earn a Sequence in the Field of Art, a student must take Studio in Art plus four additional credits.

To meet the Art/Music requirements, a student may take Studio in Art, Design and Drawing for Production, Intro to Engineering Design, Digital Photography I and II, Band or Chorus.

### **748 Studio in Art (9-12)**

**1 credit**

This course is required for all students who wish to major in art or wish to meet the graduation requirements for all high school students in art/music. **It is a prerequisite for all advanced art electives.**

This is a basic foundation course and a required course for any student desiring an art sequence. The course is an introduction to the arts and, therefore, emphasis is placed on further development of basic art concepts. The elements of art and the principles of design: line, shape, form, space, color, texture, rhythm and movement, balance, proportion, and harmony are explored through various media of the visual arts. Art experiences include design, drawing with various media, watercolor, tempera, sculpture, printmaking and written assignments.

### **750 Studio in Drawing (10-12)**

**½ credit**

**Prerequisite:** Successful completion of Studio in Art or recommendation of the Art Department.

This is an intensive course in a variety of drawing techniques both traditional and modern. The work in this course is geared toward establishing growth and confidence in artistic expression. The class will use a variety of media such as: charcoal, pastels, inks, and watercolors.

### **751 Studio in Painting (10-12)**

**½ credit**

**Prerequisite:** Successful completion of Studio in Art, Studio in Drawing, and recommendation of the Art Department.

This course involves the study of painting techniques exploring different media with an emphasis on watercolors and acrylics. The course includes an intensive study of color theory, aesthetics and art history.

### **754 Studio in Sculpture (10-12)**

**½ credit**

**Prerequisite:** Studio in Art or recommendation of the Art Department.

This is a course in 3D design in which the student will explore several different materials including clay, plaster, wire, wood, and a combination of media. Work by various sculptors in history will be studied and explored. This course is designed to provide a variety of experiences in 3D expression.

### **755 Studio in Graphic Arts (10-12)**

**½ credit**

**Prerequisite:** Successful completion of Studio in Art or recommendation of the Art Department.

An introduction to the various methods of printmaking and its relationship to other art processes. The course includes techniques of silk screen, linoleum, wood cuts, lithography, etching, and mono-prints.

**759 Studio in Ceramics (10-12)**

**½ credit**

**Prerequisite:** Successful completion of Studio in Art or recommendation of the Art Department.

The student will explore functional and non-functional three-dimensional design in clay in this course. Students will learn the various methods of handling clay and glazes. The history of pottery and ceramics will be studied. The course requires written assignments, exams and a research paper.

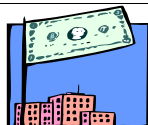
**760 Studio in Fashion Design and Illustration (10-12)**

**½ credit**

**Prerequisite:** Successful completion of Studio in Art or recommendation of the Art Department.

This course involves the study and production of fashion design and illustration. It includes the basic principles of good design, the processes involved in designing garments, preparing fashion illustrations for reproduction and a history of clothing and fashion design. The course requires keeping a notebook, a sketchbook, out of class written assignments and a research paper.

## BUSINESS



### **700 Career and Financial Management (9-12)**

**½ credit**

This course is required of all Career and Technical Education majors. The purpose is to provide the student with the opportunity to learn about the features of our economy, explore a variety of careers, learn the skills and competencies needed for success in the work place, and begin to become financially literate.

### **717 Business Law (College of St. Rose) (Adv)**

**1 credit**

Business Law is the study of law in our society and its importance for the individual as a citizen, consumer and employee. Stress is placed on practical knowledge of one's rights and obligations in common business and personal transactions.

### **718 Entrepreneurship (10-12)**

**½ credit**

The purpose of this course is to introduce students to the world of entrepreneurship and all that it entails. Students will learn details about independent business operations, including being able to recognize business opportunities; understanding entrepreneurial trends, both local and global; general characteristics of a successful entrepreneur; understanding the importance of possessing problem-solving and decision-making skills; of management and marketing skills; of leadership qualities; and recognizing the legal aspects, as well as the ethical and social responsibilities of owning a business.

### **742 Personal Finance for 21st Century Living (10-12)**

**½ credit**

This semester course will investigate in depth, specific financial topics which will be very beneficial to students as they prepare to venture out into the "real world." Being able to take control of and monitor their finances is the goal of this course.

### **746 Business Economics (12)**

**½ credit**

The course will contain basic economic concepts such as scarcity, supply/demand, opportunity costs, production, resources, money and banking, economic growth, markets, costs, competition and world economic systems. In addition, Business Economics will compare and contrast the United States economic systems with other national economic systems. **Note:** Business Economics fulfills the ½ unit of credit of Economics required for graduation.



## ENGLISH

Each student must earn four units of credit in approved English courses.

To earn a sequence in the field of English, a student must earn an additional full credit in English and earn a three-unit sequence in an approved subject area.

**111 ICT English 9RS (NCAA approved for 1 credit)**

**1 credit**

**Prerequisite:** Grade 8 English

This course will contain all the components found in the English 9 Regents course and provide additional lab time for the reinforcement of curriculum skills and concepts. Students in Course 109 will integrate with the students in the English 9 Course 110 for five days a week and attend the extra lab on alternate days. No additional credit is given for the lab, which acts as an Academic Intervention Service (AIS) for students identified as needing support. This course is taught in a collaborative setting and is co-taught by teachers certified in English and Special Education.

**110 English 9RS with Lab (NCAA approved for 1 credit)**

**1 credit**

**Prerequisite:** Grade 8 English

This course will contain all the components found in the English 9 Regents course and provide additional lab time for the reinforcement of curriculum skills and concepts. Students in Course 110 will integrate with the students in the English 9 Course 111 for five days a week and attend the extra lab on alternate days. No additional credit is given for the lab, which acts as an Academic Intervention Service (AIS) for students identified as needing support.

**111 English 9RS (NCAA APPROVED FOR 1 CREDIT)**

**1 credit**

**Prerequisite:** Grade 8 English

9<sup>th</sup> grade English Regents is the foundation of the high school English program. The curriculum emphasizes reading, writing, listening and speaking. Skills in reading comprehension and literary analysis are developed through the study of the full-length works of Shakespeare and Steinbeck, excerpts from Homer, and a range of shorter essays, nonfiction texts, poems, and short stories. Students receive extensive instruction in the process of writing through frequent assignments which stress pre-writing, drafting, and revision. Students will begin practicing the writing and reading skills essential for success on the *New York State Regents Exam in English Language Arts*. Instruction in listening and speaking skills is integrated into the curriculum through oral presentations and group discussions. This course also emphasizes vocabulary development, 21<sup>st</sup> century research skills, and effective study habits.

**112 English 9 Advanced (NCAA APPROVED FOR 1 CREDIT)(ADV)**

**1 credit**

**Prerequisite:** Final average of 90 or above in English 8

This course will contain all the components found in the English 9 Regents courses; however, this course will offer a more in-depth approach. It will give highly motivated students the analytical, critical, and creative skills needed to advance their academics in reading, writing, listening, and speaking. Students will be expected to work independently and at an accelerated pace. **Must meet all criteria for placement.**

**121 English 10RS (NCAA APPROVED FOR 1 CREDIT)**

**1 credit**

**Prerequisite:** English 9RS

Students will study a variety of classic texts and genres, including the novel, drama, short stories, poetry, nonfiction essays, etc. as a means of refining their reading comprehension skills and furthering their knowledge of various writing strategies. Students will apply this knowledge to their own written work using several models, including narrative, argument, expository, persuasive, research, and journal writing, with an emphasis placed on writing tasks that will prepare them for the *New York State Regents Exam in English Language Arts*. Digital literacy and 21<sup>st</sup> century research practices will also be explored in depth.

**122 English 10 Advanced (NCAA APPROVED FOR 1 CREDIT)(ADV) 1 credit**

**Prerequisite:** Final average of 85 or above in English 9 Advanced or 90 or above in English 9 Regents. This is a challenging course, which gives highly motivated students skill development for effective reading, writing, and speaking. Students will critically analyze and interpret works of literature in the various genres of poetry, short story, drama, and novel. The activities will align with the New York State Standards for English Language Arts. Students will be expected to work independently and at an accelerated pace.

**121 ICT English 10 RS (NCAA approved for 1 credit) 1 credit**

**Prerequisite:** English 9RS

Students will study a variety of classic texts and genres, including the novel, drama, short stories, poetry, nonfiction essays, etc. as a means of refining their reading comprehension skills and furthering their knowledge of various writing strategies. Students will apply this knowledge to their own written work using several models, including narrative, argument, expository, persuasive, research, and journal writing, with an emphasis placed on writing tasks that will prepare them for the *New York State Regents Exam in English Language Arts*. Digital literacy and 21<sup>st</sup> century research practices will also be explored in depth. This course is taught in a collaborative setting and is co-taught by teachers certified in English and Special Education.

**131 English 11RS (NCAA APPROVED FOR 1 CREDIT) 1 credit**

**Prerequisite:** English 9 and English 10

This course expands upon content mastered in English 9 and English 10, with an emphasis on close reading practices, critical analysis of texts, and source-based writing skills. Students will accomplish this by exploring a selection of classic American literature, including novels, poetry, a play, and several shorter fictional and informational texts. Presentations, debates, and group projects will afford students the opportunity to practice soft skills such as collaboration, goal setting, and oral communication. A heavy emphasis is placed on those skills necessary to pass the *New York State Regents Exam in English Language Arts*, which students will take in June.

**132 English 11 Advanced (NCAA APPROVED FOR 1 CREDIT)(ADV) 1 credit**

**Prerequisite:** Final average of 85 or above in English 10 Advanced or 90 or above in English 10 Regents. The English 11 Advanced course is the culmination of the English 9-10 courses and includes the required *New York State Regents Exam in English Language Arts*. Students will analyze and discuss a selection of short stories, reflective essays, selective poems, and a variety of full-length novels and plays. Writing assignments include Regents format essays, non-fiction research, position papers, and critiques. In addition to a heavy emphasis on listening and note taking, the students are also expected to complete group assignments, and produce projects that incorporate technology. This course is designed for the student who appreciates the art of literature and writing, reads independently and critically, and participates significantly to class seminar discussions.

**131 ICT English 11 RS (NCAA approved for 1 credit) 1 credit**

**Prerequisite:** English 9 and English 10

This course expands upon content mastered in English 9 and English 10, with an emphasis on close reading practices, critical analysis of texts, and source-based writing skills. Students will accomplish this by exploring a selection of classic American literature, including novels, poetry, a play, and several shorter fictional and informational texts. Presentations, debates, and group projects will afford students the opportunity to practice soft skills such as collaboration, goal setting, and oral communication. A heavy emphasis is placed on those skills necessary to pass the *New York State Regents Exam in English Language Arts*, which students will take in June. This course is taught in a collaborative setting and is co-taught by teachers certified in English and Special Education.



**134 English 12RS (NCAA APPROVED FOR 1 CREDIT)**

**1 credit**

**Prerequisite:** English 10 and English 12

This course is designed to prepare students for the rigors of reading, writing, speaking, listening, and communicating in a real-world setting. Students will study a variety of literary works and will improve their writing skills through an exploration of varying essay structures and focuses. Additionally, students can expect an emphasis on authentic tasks that will better prepare them for written communication and expression in their personal and professional lives.

**139 College Prep English 12 (SUNY Ulster 081)  
(NCAA APPROVED FOR 0.5 CREDIT)**

**½ credit**

**Prerequisite:** Final average of 65 or above in English 11; 65 or above on ELA Regents Exam

Students study the fundamentals of writing and work in paragraph development leading to the short essay. A minimum of 10 essays, including three short in-class essays, will be written. At the end of the semester, students must take and pass a writing competency test. Students who pass the test receive the grade earned during the semester; those who do not pass must repeat the course.

**140 College Freshman English Composition 1 (SUNY Ulster)(ADV)  
(NCAA APPROVED FOR 0.5 CREDIT)**

**½ credit**

**Prerequisite:** Final average of 75 or above in English 11; 65 or above on ELA Regents exam.

Students read, discuss, and write essays that explore contemporary social issues. Students work on skills necessary to meet the challenge of writing accurately and clearly on the college level. Students write a minimum of eight essays, including three in-class essays. Emphasis is on the development of a topic, use of appropriate rhetoric and research, and a review of grammar. At the end of the semester, students must take and pass a writing competency test, which is evaluated by a panel of UCCC English instructors. Students who pass the test receive the grade earned during the semester; those who do not pass must repeat the course.

**141 College Freshman English Composition 2 (SUNY Ulster) (ADV)  
(NCAA APPROVED FOR 0.5 CREDIT)**

**½ credit**

**Prerequisite:** Final average of 65 or above in Ulster English 101

Students read and discuss literature that explores the human condition and its moral dilemmas, social problems, and values. This course continues to stress the development of writing skills, with emphasis on criticism, analysis, research methods, and documentation. A research paper is required.

**146 Creative Writing (10-12)**

**½ credit**

**Prerequisite:** English 9

This course is designed to nurture every individual's writing ability and style. Students will execute a wide range of writing activities to expand their skills and build to the development of original works of poetry, fiction, drama, and more. Students will be introduced to the five elements of craft-image, voice, character, setting, and story that endure in all forms of creative writing. Literary conventions, as well as the writing techniques and tools essential for effective writing and editing, will be examined. Students will be encouraged to write and present in a variety of formats and possibly submit their work to publication sources throughout the semester. Students will frequently participate in workshops and peer editing sessions to both develop their own skills and assist their peers. The course will foster each student's growth, ideally sparking and cultivating a lifelong love of writing.

**151 Public Speaking (10-12) (SUNY Ulster) (ADV)**

**½ credit**

**Prerequisite:** English 9

This course is geared towards all students, from those who are comfortable with public speaking to those who struggle with it. Students will study speeches, communication strategies, and physiology to improve their own speaking. Students will participate in a variety of independent and group speaking exercises and activities to develop their skills and increase their comfort level in front of an audience.

**152 Journalism/English 12 (10-12) (Mount Saint Mary College) ½ credit**

**Prerequisite:** English 9

This course will provide an introduction to journalism with a focus on both written publication and broadcast journalism. Work will incorporate reading, writing, listening, and speaking skill through a variety of activities and projects. Students will learn newswriting, research, and production strategies and will be taught how to identify effective and reliable news sources. All students are required to submit articles of publication quality to local and in-house publications; students will also be expected to participate in the broadcast of the daily announcements and in a variety of video production projects. Though not a prerequisite, word processing skills are helpful.

**160 College Freshman Eng. Comp. I (SUNY New Paltz Advanced)(ADV) ½ credit**  
(NCAA approved for ½ credit)

**Prerequisite:** Final average of 85 or above in English 11 Advanced or 90 or above in English 11 Regents courses

**Please Note:** If a student does not meet the 90/85 grade prerequisite, they may complete an application to enroll in the course.

This course provides training in critical reading, the process of composing academic forms of writing, and computer literacy. Students begin to move from expressive to expository writing, with a particular focus on using college-level sources and databases. There is an oral presentation requirement (15% of the overall grade) and a library training requirement. At the end of the semester, student work is evaluated via a portfolio of writings compiled from September – December. A SUNY New Paltz professor scores the portfolio, which includes 5 pieces of student writing. Students who pass the portfolio receive college credit for the course.

**170 College Writing and Rhetoric (SUNY New Paltz Advanced) (ADV) ½ credit**  
(NCAA approved for ½ credit)

**Prerequisite:** College Freshman English Comp 1 Advanced

**Please Note:** If a student does not meet the 90/85 grade prerequisite, they may complete an application to enroll in the course.

This course provides training in academic writing a particular focus on long-form (6-8 pages) argument. Students work to research using peer-reviewed, scholarly sources, develop a thesis, and argue that thesis in a variety of rhetorical situations. An oral presentation and library component are required. Final portfolio includes one research paper of at least 6-8 pages to be scored by SUNY New Paltz faculty.

## FOREIGN LANGUAGE



To graduate, a student must earn one credit in Foreign Language on the high school level.

To earn an Advanced Regents Diploma, a student must earn three units of credit in Spanish and pass the Checkpoint B Comprehensive Exam in that area.

### **510 Spanish B**

**1 credit**

This is a continuation of Spanish that was begun in Middle School but may be completed without previous language study. Students are expected to practice basic skills in listening, speaking, reading, and writing.

### **511 Spanish I (NCAA APPROVED FOR 1 CREDIT)**

**1 credit**

Language is communication; therefore, the study of a foreign language involves the development of the four communication skills of listening, speaking, reading, and writing. The first year of a foreign language is a basic course designed to introduce the student to the elementary level of the target language and gradually to prepare him/her for the more advanced work of Level II.

### **512 Spanish 2 (NCAA APPROVED FOR 1 CREDIT)**

**1 credit**

**H. S. Prerequisite:** Level 1 (9<sup>th</sup> grade students will be considered probationary in Level II until their readiness for the courses has been evaluated.)

**M. S. Prerequisite:** Proficiency exam grade of 65. Grade of 65 or higher must be earned on Level 1 Final Exam.

The second level of the program emphasizes the continued improvement of language skills: listening, speaking, reading, and writing. The first level materials are reviewed and expanded. All areas of communication will be covered in more depth, ultimately preparing students for Level III.

### **513 Spanish 3 (NCAA APPROVED FOR 1 CREDIT)**

**1 credit**

**Prerequisite:** Level II

In the third level, conversational proficiency is again emphasized along with extensive practice in composition, auditory and reading comprehension. The first and second level materials are reviewed and expanded. Students will be required to be proficient in the materials of Levels I and II. Students are required to complete the Checkpoint B Comprehensive Exam in June.

### **514 Spanish 4 Advanced (SUNY Ulster) (ADV) (NCAA APPROVED FOR 0.5 CREDIT)**

**½ credit**

**Intermediate Spanish I (UCCC SPN 201)**

**Prerequisite:** Successful completion of Spanish 3 with a final grade of 75 or better and a passing grade on the Comprehensive Checkpoint B Final Exam.

This is a four-credit course given through SUNY Ulster. Improvement of speaking, reading, listening and writing in Spanish is stressed in this course for students who can already communicate orally in simple Spanish and who have a good knowledge of basic Spanish grammar. Students read articles from Spanish newspapers and magazines and simple short stories. In addition, they review Spanish grammar and practice, applying it in conversations, reports, and compositions. A final average of 73 or better is required to earn college credit. An attendance policy is strictly enforced.

**515 Spanish 5 Advanced (SUNY Ulster) (ADV)** **½ credit**  
(NCAA APPROVED FOR 0.5 CREDIT)

**Intermediate Spanish 2 (UCCC SPN 202)**

**Prerequisite:** Final average of 73 or above in Spanish 4

This is a four-credit course through SUNY Ulster. Students will develop proficiency beyond the basic level in the understanding and use of Spanish. Students will develop knowledge of the distinctive features of cultures in Spanish speaking regions and nations. Students will read excerpts from selected Spanish literature, articles, and short stories. In addition, students will review Spanish grammar and practice it through conversations, reports, and compositions. Speaking, reading, and writing Spanish is stressed in this course for students who can already communicate orally in Spanish and who have a good knowledge of Spanish grammar. A final average of 73 or better is required to earn college credit. An attendance policy is strictly enforced.

**516 Spanish 6 Advanced (SUNY Ulster) (ADV)** **1 credit**  
(NCAA APPROVED FOR 1 CREDIT)

**Intermediate Spanish 2 (UCCC SPN 202)**

**Prerequisite:** Final average of 73 or above in Spanish 5, SPA 202 or equivalent or a minimum of 5 years of high school Spanish.

This is a four-credit course through SUNY Ulster. Conducted in Spanish, this is a fifth-level course for students who can speak Spanish but need to improve their fluency and accuracy. Vocabulary building, fluency, and grammatical accuracy are stressed. Students read and discuss a variety of literary and journalistic selections. In addition, they watch a variety of Spanish videos and listen to Spanish radio magazines.

**516 American Sign Language I** **1 credit**

In this interactive course, students will learn introductory skills to develop expressive and receptive communication in American Sign Language. Students will spend time exploring Deaf culture and history.

**517 American Sign Language II**

**Prerequisite: Successful completion of ASL I**

**1 credit**

This course will continue to build on the foundation of communication skills built in ASL 1. Students will improve their interpretive skills with a focus on expressive skill development and an understanding of the grammatical structure of ASL.

**518 American Sign Language III**

**Prerequisite: Successful completion of ASL II and Checkpoint A Exam**

**1 credit**

In American Sign Language 3, students will build upon the skills that were taught in ASL 2. They will learn more advanced ASL signing, including grammar features and classifiers. They will learn a multitude of new vocabulary and display their knowledge by expressing their opinions, including the use of slang and idioms. The class provides advanced instruction in production and comprehension, vocabulary, and grammar, leading to increased communicative and cultural proficiency in ASL. This class concludes with students taking the Checkpoint B test, a local assessment given during Regents week. Students must have passed the Checkpoint A test to enroll in this class.

## Freshman Experience

**972 Freshman Experience (9)**

**½ credit**

The inter-disciplinary Freshman Experience course is an intellectual experience that will lay the foundation for academic involvement and scholastic achievement for first-year students at Wallkill Senior High School. The course is designed to focus on developing students' critical reading, thinking and writing abilities, and introduce, promote, and develop an "inquiring habit of mind" within each student through immersion in a project-based learning environment. Students will develop an appreciation for the values embodied in our educational environment, including the habits and skills of critical inquiry, a tolerance for diverse point of view, and a deep curiosity about the social, ethical, cultural, political and natural world in which we live. All of this takes place in an environment that cultivates skills in analytical reading, convincing argumentation, collaboration, creative project-based inquiry, and public presentation.

### STEM ELECTIVES

MATH	SCIENCE	TECHNOLOGY
College Algebra (SUNY NP)	AP Biology (SUNY Ulster)	Engineering by Design Series
Pre-Calculus (SUNY NP)	Conservation	Digital Photography
AP Calculus (SUNY NP)	Conservation ADV (SUNY Ulster)	Project Lead the Way Series (R.I.T)
Math 115 (SUNY Ulster)	Human Anatomy	BOCES Career-Tech Programming
Math 211 (SUNY Ulster)	Physics	
Financial Literacy	College Physics 1 (SUNY Ulster)	
	Forensics ADV (MSMC)	

**FRESHMAN EXPERIENCE  
HUMANITIES**

<b>SOCIAL STUDIES</b>	<b>ENGLISH</b>	<b>BUSINESS</b>	<b>FOREIGN LANGUAGE</b>	<b>MUSIC</b>	<b>ART</b>
AP Psychology	Journalism	Career & Finance Management	Spanish I-III	Choral Program	Studio Art
AP Economics	College English Courses	Business Law	Spanish IV	Instrumental Program	Digital Photo
AP Gov	Creative Writing	Personal Finance	Spanish V	Music Theory	BOCES
Intro to Criminal Justice	Public Speaking	Business Economics	Spanish VI	Classical Piano	
Pop Culture			ASL I-III		

## Senior Capstone

**973 Senior Capstone (12)**

**½ credit**

Senior Capstone is an interdisciplinary course aimed at giving students a voice in their own education and serves as a culmination of educational programming at Wallkill. The course is designed to expand upon students' critical reading, thinking and writing abilities, and to further develop, and showcase an "inquiring habit of mind."

Students are immersed in a project-based learning environment where they will sharpen their skills of questioning, ideation, critical thinking, collaboration, critiquing, revising, curating, presenting, and reflecting. As a "capstone" of their education at Wallkill, in their senior year, they will demonstrate an appreciation for the values embodied in our educational environment, including the habits and skills of critical inquiry, a respect for diverse points of view, and a deep curiosity about the social, ethical, cultural, political and natural world in which we live.

The final product of Senior Capstone is a completely independent, open-ended, interest-driven project that the students will put on display in a public presentation. Successful completion of this course is required for graduation.

# HEALTH EDUCATION



To graduate, a student must earn a ½ credit in Health.

## **455 Health Education**

**½ credit**

This one semester course has been developed to establish, promote, and support health-enhancing behaviors for the students at Wallkill Senior High School. Throughout the duration of this course, students will focus on health in three general areas: Personal Health and Fitness, A Safe and Healthy Environment and Resource Management. Health education discussions will revolve around: mental health and emotional wellness; the importance of being physically active; substance abuse and addiction; general first-aid and hands-only CPR, driver safety, nutrition, infectious and non-infectious conditions, and life's transitions. The underlying theme of this course is to reinforce the benefits of healthy lifestyle choices throughout the course of life. (This course is primarily scheduled during Junior or Senior year)



# MATHEMATICS

To graduate students must earn three units of credit in mathematics at the appropriate level.



## 304 Math Essentials

½ credit

**Prerequisite:** Successful completion of two high school mathematics courses

This course is a half-year course applying algebraic concepts to real world scenarios. Topics include personal finance, budgeting, probability and statistics, analytical linear and exponential functions, percent calculation of various loans, interest rates, and depreciation. Students will take a local final exam at the end of the course. A final average of 65 must be obtained for successful course completion.

## 305 Practical Math Applications

½ credit

**Prerequisite:** Successful completion of two high school mathematics courses

This course is a half-year course applying algebraic concepts to real world scenarios. Topics include occupational mathematics, personal income taxes, salary & payroll, mortgage and property taxes, investments involving 401K plans, retirement, annuities, mutual funds, stocks, and statistics involving experimentation simulation. Students will take a local final exam at the end of the course. A final average of 65 must be obtained for successful course completion.

## 308 Math AIS

No credit

**Prerequisite:** One of the following criteria must be met:

- A score of 1 or 2 on the NYS 8<sup>th</sup> Grade Math assessment
- Failure of the NYS Algebra 1 Regents Exam
- Failing grade in a previous Math course
- Recommendations can be determined by a guidance counselor, teacher or the principal.

Math AIS is a non-credit bearing course that will provide students with extra support in courses that lead to the Algebra 1 Regents. Math AIS will also prepare students for the NYS Algebra 1 Regents Exam.

## 321 Algebra 1 (NCAA APPROVED FOR 1 CREDIT)

1 credit

**Prerequisite:** A grade of 75 or better in 8<sup>th</sup> grade Mathematics

Algebra provides the tools necessary for solving problems in a wide variety of disciplines. Students will study relationships between quantities, reasoning with equations and their graphs, descriptive statistics, linear and exponential functions, polynomial and quadratic expressions, equations, and functions, and a synthesis of modeling with equations and functions. Students will take the NYS Algebra 1 Regents Exam at the end of the year. A final average of 65 must be obtained for successful course completion. A grade of 65 must be obtained on the NYS Algebra 1 Regents Exam in order for the student to qualify for high school graduation.

## 322 Algebra 1-A (NCAA APPROVED FOR 0.5 CREDIT)

1 credit

**Prerequisite:** A grade of less than 75 in 8<sup>th</sup> Grade Mathematics

The content for Algebra 1-A will cover the first half of the Algebra 1 syllabus. Students will take a local final exam at the end of the school year. A final average of 65 must be obtained for successful course completion.

## 322 ICT Algebra 1-A (NCAA approved for 0.5 credit)

0.5 credit

**Prerequisite:** A grade of less than 75 in 8<sup>th</sup> Grade Mathematics

The content for Algebra 1-A will cover the first half of the Algebra 1 syllabus. Students will take a local final exam at the end of the school year. A final average of 65 must be obtained for successful course completion. This course is taught in a collaborative model setting.

**324 Algebra 1-B (NCAA APPROVED FOR 0.5 CREDIT) 1 credit**

**Prerequisite:** A grade of less than 75 in 8<sup>th</sup> Grade Mathematics

The content for Algebra 1-B will cover the first half of the Algebra 1 syllabus. Students will take a local final exam at the end of the school year. A final average of 65 must be obtained for successful course completion.

**324 ICT Algebra 1-B (NCAA approved for 0.5 credit) 0.5 credit**

**Prerequisite:** Successful completion of Algebra I-A or Algebra 1-A Inc.

The content for Algebra 1-B will cover the first half of the Algebra 1 syllabus. Students will take a local final exam at the end of the school year. A final average of 65 must be obtained for successful course completion. This course is taught in a collaborative model setting.

**331 Geometry Advanced (NCAA APPROVED FOR 1 CREDIT) (ADV) 1 credit**

**Prerequisite:** Successful completion of Algebra I with at least 90 overall average

Geometry provides the tools necessary to develop a student's mathematical ability to reason and prove. Students will identify 2-dimensional and 3-dimensional geometric relationships through exploration and investigation. Students will be expected to justify findings through construction and transformation of polygons, informal reasoning, and a list of organized conjectures through formal proof. Students will take the NYS Geometry Regents Exam at the end of the year. A final average of 65 must be obtained for successful course completion. Advanced students are expected to be highly motivated, have a high level of critical thinking, and be able to handle challenging material.

**334 Geometry (NCAA APPROVED FOR 1 CREDIT) 1 credit**

**Prerequisite:** Successful completion of Algebra 1 *OR* successful completion of Algebra 1-B with a grade of 85 or higher

Geometry provides the tools necessary to develop a student's Mathematical ability to reason and prove. Students will identify 2-dimensional and 3-dimensional geometric relationships through exploration and investigation. Students will be expected to justify findings through construction and transformation of polygons, informal reasoning, and a list of organized conjectures through formal proof. Students will take the NYS Geometry Regents Exam at the end of the course. A final average of 65 must be obtained for successful course completion.

**336 Algebra 2 (NCAA APPROVED FOR 1 CREDIT) 1 credit**

**Prerequisite:** Successful completion Geometry with a grade of 75 or higher *OR* successful completion of Geometry Advanced

This is the capstone course of the three units of credit required for an Advanced Regents diploma. Within this course, the number system will be extended to include imaginary and complex numbers. The families of functions to be studied will include polynomial, absolute value, radical, trigonometric, exponential, and logarithmic functions. Problems resulting in systems of equations will be solved graphically and algebraically. Data analysis will be extended to include measures of dispersion and the analysis of regression that model functions studied throughout this course. Arithmetic and geometric sequences will be expressed in multiple forms, and arithmetic and geometric series will be evaluated. Right triangle trigonometry will be expanded to include the investigation of circular functions. Problem situations requiring the use of trigonometric equations and identities will also be investigated. Students will take the NYS Algebra 2 Regents exam in June. A final average of 65 must be obtained for successful course completion.

**337 Algebra 2 Advanced (NCAA APPROVED FOR 1 CREDIT) (ADV) 1 credit**

**Prerequisite:** Final average of 85 or above in Geometry Advanced or 90 or above in Geometry Regents course

This is the capstone course of the three units of credit required for an Advanced Regents diploma. Within this course, the number system will be extended to include imaginary and complex numbers. The families of functions to be studied will include polynomial, absolute value, radical, trigonometric, exponential, and logarithmic functions. Problems resulting in systems of equations will be solved graphically and algebraically. Data analysis will be extended to include measures of dispersion and the analysis of regression that model

functions studied throughout this course. Arithmetic and geometric sequences will be expressed in multiple forms, and arithmetic and geometric series will be evaluated. Right triangle trigonometry will be expanded to include the investigation of circular functions. Problem situations requiring the use of trigonometric equations and identities will also be investigated. Students will take the NYS Algebra 2 Regents exam in June. A final average of 65 must be obtained for successful course completion. Advanced students are expected to be highly motivated, have a high level of critical thinking, and be able to handle challenging material. An additional local final exam may be given at the discretion of the teacher.

**340 College Algebra Advanced (SUNY New Paltz) (ADV) ½ credit**

**Prerequisite:** Final average of 65 or above in Algebra 2

Students will learn advanced factoring techniques, multiplying & dividing algebraic expressions, coordinate geometry, functions and functional notation, polynomials, exponents, logarithms, inequalities, and vector and matrix algebra. The course is primarily preparation for more advanced courses, but is also open to students seeking a background in college algebra. Advanced students are expected to be highly motivated, have a high level of critical thinking, and be able to handle challenging material. Students must take a local final exam at the end of the course. A final average of 65 must be obtained for successful course completion. Students have the option of taking this course for three semester hours from SUNY New Paltz (must earn a grade of C to receive college credit).

**341 Pre-Calculus Advanced (SUNY New Paltz) (ADV) ½ credit**  
**(NCAA APPROVED FOR 0.5 CREDIT)**

**Prerequisite:** Final average of 65 or above in College Algebra

Students will learn number theory, trigonometric applications, inductive proofs, solutions of polynomial functions, conic sections, and an introduction to calculus. This course is structured to meet the needs of the student who has mastered high school Mathematics and needs Mathematics in college. Advanced students are expected to be highly motivated, have a high level of critical thinking, and be able to handle challenging material. Students must take a local final exam at the end of the course. A final average of 65 must be obtained for successful course completion. Students have the option of taking this course for four semester hours from SUNY New Paltz (must earn a grade of C to receive college credit).

**350 AP Calculus I Advanced (SUNY New Paltz) (ADV) 1 credit**  
**(NCAA APPROVED FOR 1 CREDIT)**

**Prerequisite:** Final average of 65 or above in Pre-calculus

Students will review pre-calculus and study limits, differentiation, and integration. This course is designed after the AP Calculus curriculum. Students must take the AP Calculus exam in May. Advanced students are expected to be highly motivated, have a high level of critical thinking, and be able to handle challenging material. A final average of 65 must be obtained for successful course completion. Students have the option of taking this course for four semester hours from SUNY New Paltz (must earn a grade of C to receive college credit).

*It is recommended that students who have selected to participate in Advanced Placement courses during the 2024-2025 school year take the scheduled AP exam.*

**375 Coding I (College of Mount St. Mary) (ADV) ½ credit**  
**(NCAA APPROVED FOR 0.5 CREDIT)**

**Prerequisite: Algebra 1, Algebra 1-B or Geometry with a 75% or greater on the respective Regents Examinations or overall course averages**

This course will serve as an introduction to Java, a modern, object-oriented programming language used to create professional software. It will cover fundamentals of programming syntax and methodology using the Java programming language. Students will learn algorithms, program structure, programming techniques, numerical and non-numerical problems with emphasis on the analysis of problems and the formulation of algorithms for their solution. In addition to increasing fluency in Java, student will develop general computer skills and consider the social and ethical implications of computing.

*Students who complete Coding I and II successfully are eligible to earn 4 undergraduate college credits through the College of Saint Rose.*

**376 Coding II (College of Mount St. Mary) (ADV) ½ credit**

**Prerequisite:** Coding 1 (NCAA APPROVED FOR 0.5 CREDIT)

This is a follow-up course to Coding I. The concepts of object-oriented programming objects and classes, interfaces, encapsulation and inheritance are presented. A large number of programming assignments require the student to commit substantial time and effort to this course and provide the student with a working knowledge of object oriented programming. A final exam will be given at the end of the course.

*Students who complete Coding I and II are eligible to earn 4 undergraduate college credits through the College of Saint Rose.*

**355 Analytical Geometry (NCAA APPROVED FOR 1 CREDIT) 1 credit**

**Prerequisite:** Successful completion of Algebra 1 with a grade of 75 or lower *OR* successful completion of Algebra 1-B

Students will identify geometric relationships, polygon properties, circles, and right triangles. They will explore points, lines, and 2 and 3 dimensional figures through investigations. Constructions & hands on applications, transformations, and coordinate geometry will be explored. Students will take a local final exam at the end of the school year. A final average of 65 must be obtained for successful course completion.

**359 Statistics – MAT 211 (SUNY Ulster) (ADV) (NCAA APPROVED FOR 1 CREDIT) 1 credit**

**Prerequisite:** C or better in MAT 115 is a UCCC requirement. C or better in MAT 115 or successful completion of Algebra 2

In this non-calculus based course, students will learn organization of data, central tendency and dispersion, probability, binomial and normal distribution, hypothesis testing, correlation, regression, and the Chi-Square distribution. Students must take a final exam given by Ulster County Community College at the end of the course. A final average of 65 must be obtained for successful course completion. Students have the option of taking this course for three semester hours from Ulster County Community College (must earn a grade of C to receive college credit).

**374 COL ALG & TRIG MAT 115 (SUNY ULSTER) (NCAA APPROVED FOR 1 CREDIT) 1 credit**

**Prerequisite:** Final average of 65 or above in Algebra 1, Algebra 1B or Applied Geometry

Students study linear and quadratic equations; absolute value and polynomial inequities; coordinate geometry of the line and circle; linear and polynomial functions; techniques of graphing; exponential functions; logarithms; right triangle trigonometry; trigonometric functions of any angle; and fundamental trigonometric identities. A scientific hand-held calculator is required.

**377 Financial Literacy 1 credit**

Financial Literacy is the ability to understand and effectively use various financial skills. This is a comprehensive course designed to equip students with the essential knowledge and skills needed to navigate the complex world of personal finance. In this course, students will gain a solid understanding of key financial concepts, enabling them to make informed and responsible decisions about their money both now and in the future.

Throughout the semester, student will explore a range of topics, including earning, budgeting, saving, investing, managing finances, taxes, various loans, risk, and more. The course is structured to provide a practical and hands-on approach, ensuring that the students not only grasp the theoretical aspects of financial literacy but also learn how to apply them in real-life situations. Using real-life scenarios like purchasing a car or budgeting for an apartment to student loans, students will practice and develop financial decision-making skills.

This course will instruct students on how to make wise financial decisions to promote financial security throughout their lifetime.

# MUSIC



To meet the Art/Music Mandate, a student may take (and pass) Band, Chorus, Orchestra, Classical Piano and Music Theory I (both), Studio in Art, Design and Drawing for Production, Intro to Engineering Design or Photography I and II (both).

Students may earn a 5 credit Music sequence by taking Classical Piano & Music Theory I **in combination with a four-credit sequence in major ensembles.**

The Wallkill Senior High School music program is designed to provide students with artistic and musical understanding, as well as development of skills and attitudes. The music program also enhances school spirit and provides enrichment experiences for both the non-participating student and the community.

**761 Classical Piano (Fall semester only) (9-12) ½ credit**

No experience needed! This course is designed to expose students to music in a participatory setting. Students will learn basic music reading skills as well as piano techniques on piano keyboards. This course fulfills one half of the Art/Music requirement for graduation. Classical Piano meets five times a week for one semester (fall). (This course should be taken in conjunction with Music Theory I.)

**763 Treble Choir 1 credit**

**Prerequisite:** Previous choral ensemble experience and sight-reading proficiency are desirable, but not mandatory.

This Chorus consists of Soprano and Alto voices and meets daily. It exposes the student to three, four, and five-part literature of various styles and introduces basic skills in music reading, listening and effective ensemble performance. Attendance is mandatory for all lessons, concerts, NYSSMA Major Ensembles Evaluation Festival and choral functions.

**766 Music Theory I (Spring semester only) (9-12) ½ credit**

**Prerequisite:** Passing grade in Classical Piano, or participation in a Choral or Instrumental Ensemble. Music Theory I introduce basic music reading, harmony, listening and arranging skills. This course, when combined with Classical Piano, fulfills the Art/Music Requirement for graduation. Music Theory I meet five times a week for one semester (spring).

**767 String Orchestra (9-12) 1 credit**

**Prerequisite:** Prior string instrument study or permission of instructor.

String Orchestra meets daily during the academic school day and is comprised of students playing violin, viola, cello and string bass (harp and piano as needed). Students are required to attend in-school, small group lessons once per cycle.

Students are required to participate in the NYSSMA Major Ensembles Evaluation festival, concerts outside the school day, and are encouraged to participate in possible out-of-school concerts and competitions.

**774 Concert Band (9-12)**

**1 credit**

**Prerequisite:** A minimum of two years of prior instrumental study and ensemble experience is expected but not mandatory. \*Proficiency level equivalent to a NYSSMA Level 3 or 4 excellent rating is expected. Concert Band meets during the academic school day, five times a week. A varied selection of music is used to provide students with experiences which develop ensemble skills, knowledge of musical styles and literature. All students participating in the Concert Band must also take school lessons. Additional requirements include concerts and performances as designated by the school calendar, a strong sense of dedication and personal commitment, participation in concerts outside the school day and participation in the NYSSMA Major Ensembles Evaluation Festival.

**775 Wind Ensemble (9-12)**

**1 credit**

**Prerequisite:** A minimum of three years of prior instrumental study and ensemble experience is expected but not mandatory. \*Proficiency level equivalent to NYSSMA Level 5 or 6 (90 points) is expected. Entrance is by permission of the instructor only. Wind Ensemble meets during the academic school day, five times a week. This select ensemble studies and performs a wide variety of music designed for the advanced instrumentalist. Total music development is stressed and students are required to participate in NYSSMA solo evaluations, NYSSMA Major Ensembles Evaluation Festival, concerts outside the school day and obtain parental permission for possible exchange concerts, tours and competitions. Attendance is mandatory for all lessons, concerts, and functions.

**777 Mixed Choir (9-12)**

**1 credit**

**Prerequisite:** Previous choral ensemble experience and sight-reading proficiency is desirable. Admission is only by permission of the instructor. Mixed choir is a choral ensemble for select mixed voices. It is scheduled during the academic school day, five times per week. Students experience a wide variety of four to ten-part literature for the more proficient singer. Total music development is stressed, and students are required to participate in NYSSMA solo evaluations, NYSSMA Major Ensembles Evaluation Festival, concerts outside the school day and obtain parental permission for possible exchange concerts, tours and competitions. Students are expected to develop and maintain high musical standards and are encouraged to seek private instruction. Attendance is mandatory for all lessons, concerts, and choral functions.

**Instrumental Lessons/Credit Combined with Concert Band/Wind Ensemble/Orchestra**

**Prerequisite:** Prior instrumental study, however, beginning lessons are offered depending upon the instrument requested and the instructional time available.

Lessons are required for all members of Concert Band, Wind Ensemble and String Orchestra. Lessons are given once per week and are scheduled on a rotating small group basis out of regular classes. Standard methods, duet material, and NYSSMA graded solos are used to provide musical growth and understanding and to develop technical proficiency and rhythmic accuracy.

### **Vocal Lessons/Credit Combined with Treble Choir/Mixed Choir**

Group voice lessons are required for all members of Treble Choir and Mixed Choir. They are scheduled on a rotational basis out of study halls or regular classes. Students develop melodic and rhythmic accuracy and basic vocal concepts such as correct tonal placement and breathing technique. Attention to individual vocal needs is stressed in this setting. These concepts are applied to various NYSSMA graded solos and ensemble literature.

### **Musical Enrichment (non-credit)**

Ensembles are scheduled on the basis of student interest and availability. Ensembles meet at various times after the academic school day. They are formed to help students develop independence as a performer and to expose students to a wider scope of musical experiences. Some groups are student organized; others are director-led and require admission through an audition process or at the discretion of the director.

**Students must be registered in one of the five large ensembles that meet during the school day to be eligible for admission to these groups.**

#### **Vocal Ensembles**

Madrigal Choir \*  
Men's Choir  
Barbershop Quartets  
Hand bell Ensemble

#### **Instrumental Ensembles**

Jazz Ensemble\*  
Percussion Ensemble\*  
Chamber Groups

#### **Honors Ensembles**

All-County\*\*  
Area All-State\*\*  
All-State\*\*  
All-Eastern\*\*  
All National \*\*

#### **Community Groups**

SUNY Ulster Wind Ensemble  
SUNY New Paltz College- Youth Symphony  
(Contact group director for admission information)

\* audition for school director

\*\* outside audition

# PHYSICAL EDUCATION



To graduate, a student must successfully complete physical education during each year of attendance at the high school.

It is the goal of the physical education program to prepare and motivate all students to keep themselves fit throughout life. Our program offers a wide variety of activity and skill practice. It is the hope that the carry-over value of sports and recreation will remain with our students in adult life. We try to include in our program equal time for activity, knowledge of skill and development of health, social and mental attitudes toward sports, recreation, and bodily movement.

## **450 Physical Education (9-10)**

The physical education curriculum is developed to promote lifetime physical fitness. The curriculum includes both individual fitness and team sport components. All participants in Physical Education are expected attend class (85%) and be an active participant. A physical and written final exam are administered at the end of the year.

## **451 Physical Education (11-12)**

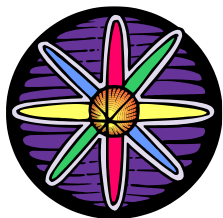
The physical education curriculum is developed to promote lifetime physical fitness. The curriculum includes both individual fitness and team sport components. All participants in Physical Education are expected attend class (85%) and be an active participant. A physical and written final exam are administered at the end of the year.

## **452 Adapted Physical Education (9-12)**

The Wallkill Senior High School Adapted Physical Education Course is designed to address the needs of students who require adaptations or modifications to be physically active and participate safely in a Physical Education curriculum. Students will actively participate in a variety of activities (both team and individual) that promote lifelong physical fitness.



# SCIENCE



To graduate, a student must earn three units of credit in science at the appropriate level.

To earn a Regents Diploma, students must pass the Regents examination in one science course.

To earn an Advanced Regents Diploma, students must pass the regents examination in two science courses.

**411 Earth Science RS (NCAA APPROVED FOR 1 CREDIT) 1 credit**

**Prerequisite:** Students are expected to have completed Algebra 1 or be currently enrolled in the class.

This course follows the New York State Earth Science Regents syllabus. It is a conceptual approach that includes processes of change, astronomy, meteorology, physical and historical geology with a great emphasis on laboratory participation with a minimum lab requirement. Students will solve simple algebraic equations and interpret maps, charts, and graphs. Students meet seven to eight periods a week.

Lab work (1,200 minutes) is required to sit for New York State Regents Exam.

**411 ICT Earth Science RS (NCAA approved for 1 credit) 1 credit**

**Prerequisite:** Students are expected to have completed Algebra I or be currently enrolled in the class.

This course follows the New York State Earth Science Regents syllabus. It is a conceptual approach that includes processes of change, astronomy, meteorology, physical and historical geology with a great emphasis on laboratory participation with a minimum lab requirement. Students will solve simple algebraic equations and interpret maps, charts, and graphs. Students meet seven to eight periods a week.

Lab work (1,200 minutes) is required to sit for New York State Regents Exam.

**422 Living Environment RS (NCAA APPROVED FOR 1 CREDIT) 1 credit**

Biology/Living Environment Regents is a required course designed to provide students with an awareness of the natural world; basic scientific concepts, stimulation of inductive reasoning, and a basic understanding of biological processes and generalizations.

Topics included in this course are biochemistry, evolution, human physiology, reproduction and development, genetics, and ecology. The New York State Regents Exam is the final exam for this course.

Lab work (1,200 minutes) is required to sit for New York State Regents Exam.

**422 ICT Living Environment (NCAA approved for 1 credit) 1 credit**

Biology/Living Environment Regents is a required course designed to provide students with an awareness of the natural world, basic scientific concepts, stimulation of inductive reasoning, and a basic understanding of biological processes and generalizations.

Topics included in this course are biochemistry, evolution, human physiology, reproduction and development, genetics, and ecology. The New York State Regents Exam is the final exam for this course.

Lab work (1,200 minutes) is required to sit for exam by State Education requirements. This class is taught in a collaborative model setting.

**425 AP Living Environment Advanced (SUNY Ulster) (ADV) 1 credit**  
**(NCAA APPROVED FOR 1 Credit)**

**Prerequisite:** Final average of 65 or above in three Regents-level science credits and Regents exams

**Minimum** standards for admission in this program should include:

- 90<sup>th</sup> percentile on reading, vocabulary, and language (English Advanced) or Mathematics (Math Advanced Class) on the appropriate standardized test.
- 90% academic average in a regular or Regents class or 85% in an honors class (including Chemistry)
- Assigned counselor recommendation
- Teacher recommendation
- **Evidence** of high motivation

*It is recommended that students who have selected to participate in Advanced Placement courses during the 2023-2024 school year take the scheduled AP exam.*

An overall in-depth approach to College Biology, which makes constant references to the diversity of organisms. Interdependence of organisms and their environment, adaptation and behavior and evolution are studied. In-depth study of selective areas and zoology, botany, comparative anatomy, cellular physiology, genetics and heredity, and molecular biology are part of this curriculum. Ten lecture periods per week plus independent research and extensive laboratory projects. The examination of the Advanced Placement Program of the College Board must be passed.

College Credit: It is possible to obtain placement, credit or both. **Students should take the Advanced Placement exam in May as this may afford them college credit.**

**426 Conservation (NCAA APPROVED FOR 1 CREDIT) 1 credit**

**Prerequisite:** Successful completion of both Living Environment and Earth Science RS.

An elective, non-lab, enrichment course for juniors and seniors, who wish an additional science course. Topics covered include Environmental Systems, Ecology, Humans and the Environment, Earth's Resources, and A Sustainable Future. There is also an emphasis on current environmental issues.

**427 Human Anatomy and Disease (NCAA APPROVED FOR 1 CREDIT) 1 credit**

**Prerequisite:** This course is designed for juniors and seniors who have successfully completed Living Environment and who might elect an additional biology course to supplement their practical understanding of the human body and may not be interested in, or qualifies for the AP Living Environment course offered.

This non-lab course will include hands-on activities using laboratory equipment and procedures to expand on the recently abbreviated NYS Living Environment curriculum pertaining to the human body systems and diseases that affect such. This course will introduce students to an expanded view of the human body and a wide variety of diseases/disorders that they may encounter within their lifetime.

**431 Chemistry RS (NCAA APPROVED FOR 1 CREDIT) 1 credit**

**Prerequisite:** Successful completion of Living Environment, Algebra 1, and is enrolled in Geometry.

This course is designed for the student who is interested in pursuing a career in mathematics, science, or engineering. Students meet three times a week for lecture and are required to attend two double laboratory periods per week. In a laboratory-oriented approach, the following units are studied: matter and energy, atomic structure, radioactivity, bonding, the periodic table, mathematics in chemistry. All students will be required to write the chemistry Regents examination at the end of the year.

**Lab work (1,200 minutes) is required to sit for New York State Regents Exam.**

**440 Physics RS (NCAA APPROVED FOR 1 CREDIT) 1 credit**

**Prerequisite:** Successful completion of Geometry or recommendations from Science/Math teachers.

This is an introductory physics course recommended for all students who plan to attend college, particularly those who intend to major in science, medicine, engineering or related fields. The course meets for one period every day with an additional lab period every other day. Topics covered include Classical Mechanics, Electricity and Magnetism, Wave Properties and Phenomena, and Modern Physics.

**445 SUNY Ulster Physics I Advanced (ADV) 1 credit**  
Effective 2023-2024

**Prerequisite: 80 or above on Regents Exam for Algebra 2 and/or recommendations from Science/Math Teachers.**

**Collegiate Physics 1** - Student Inquiry into the origin and validity of the Newtonian model of the universe is promoted in this course which emphasizes the processes of science so that students learn to formulate a basis for either accepting or rejecting scientific theories. The areas of physics presented are classical mechanics (kinematics, Newton's laws, impulse and momentum, work and energy, statics, circular motion, and rotation), as well as wave motion and thermodynamics. This is an Algebra/Trigonometry based college level introductory physics class equivalent to **SUNY Ulster Physics 1 (PHY 101)**.

*Students who successfully complete this class will receive 4 college credits from SUNY Ulster.*

**447 Forensics (College of St. Rose) (ADV) 1 credit**  
(NCAA approved for 1 credit)

**Prerequisite: Successful completion of Living Environment and Earth Science Regents Courses.**

This course will include the study of the science related to criminal and civil laws that are enforced by police agencies in a criminal justice system. It has become a comprehensive subject incorporating biology, chemistry, physics, entomology, earth science, anatomy and physiology, as well as other aspects of science. Major topics include processing a crime scene, collecting and preserving evidence, identifying types of physical evidence, organic and inorganic analysis of evidence, hair, fibers, paint, toxicology, arson and explosion investigations, serology, DNA, fingerprints, firearms and document analysis.

**448 Conservation ADV (Env Sci ADV) (SUNY UL) 1 credit**

This course introduces science concepts for both science majors and on-science majors. Through studies of the interconnection of the earth's four major spheres, and human interaction with those spheres, the student understands the science behind, and the methods scientists use to evaluate and explore current environmental issues. Emphasis is based on sustainable technological, economic, and social solutions to environmental dilemmas.



## SOCIAL STUDIES

To graduate, a student must earn four credits in Social Studies.

**211 ICT Global Studies 9RS (NCAA approved for 1 credit)**

**1 credit**

A chronological study of the world from Ancient Times to the age of Revolutions (1750). Included are the social sciences of Geography, History, Anthropology, and Economics. Local exam at the end of the year. This class is taught in a collaborative model setting.

**211 Global Studies 9RS (NCAA APPROVED FOR 1 CREDIT)**

**1 credit**

A chronological study of the world from Ancient Times to the Age of Revolutions (1750). Included are the social sciences of Geography, History, Anthropology, and Economics. Local exam at the end of the year.

**212 Global Studies 9 Advanced (NCAA APPROVED FOR 1 CREDIT) (ADV) 1 credit**

**Prerequisite: Final average of 90 or above in Social Studies Grade 8**

A chronological study of the world from Ancient Times to the Age of Revolutions (1750). Included are the social sciences of Geography, History, Anthropology, and Economics. Local exam at the end of the year. Advanced section involves an in-depth study of reoccurring thematic issues throughout human history in a project-centered learning environment.

**221 ICT Global Studies 10RS (NCAA approved for 1 credit)**

**1 credit**

A chronological study of the world from the Age of Revolutions to the Contemporary Scene. Included are the social sciences of Geography, Government, History, and Economics. The course concludes with the Regents Exam. This class is taught in a collaborative model setting.

**221 Global Studies 10RS (NCAA APPROVED FOR 1 CREDIT)**

**1 credit**

A chronological study of the world from the Age of Revolutions to the Contemporary scene. Included are the social sciences of Geography, Government, History, and Economics. The course concludes with the Regents Exam, which tests the two-year sequence.

**222 Global Studies 10 Advanced (NCAA APPROVED FOR 1 CREDIT) (ADV) 1 credit**

**Prerequisite: Final average of 85 or above in Global 9 Advanced or 90 or above in Global 9 Regents Course**

A chronological study of the world from the Enlightenment to the present. World History themes explored include conflict, culture, belief systems, Imperialism, diversity, nationalism, geography, impact of the individual, change, economic systems, political systems, human rights and interdependence. The Regents exam will be given at the end of the year.

**231 U. S. History and Government 11**  
**(NCAA APPROVED FOR 1 CREDIT)**

**1 credit**

**Prerequisite:** Global History

The history of the United States is the history of a great experiment in democracy. The American History and Government Course is placed at the 11<sup>th</sup> grade level to assure that all students, by the time they leave the Social Studies Program will have a good knowledge base rooted in our historical tradition, as well as in contemporary society. Beyond knowing the structure and function of government, students will learn the basic principles and cultural heritage upon which our nation is founded so that they may develop a stronger commitment to democratic values. Topics in this course are to include but not be exclusive to Colonial America, The American Revolution, the U.S. Constitution, the Industrial Revolution, religion, reform, Manifest Destiny, The Civil War, Reconstruction, imperialism, WWI, progressive reform, the Great Depression, The New Deal, WWII, The Cold War, civil rights, Vietnam, women's rights, the new millennium, and current events.

**231 ICT U.S. History and Government 11 (NCAA approved for 1 credit) 1 credit**

**Prerequisite:** Global History

The history of the United States is the history of a great experiment in democracy. The American History and Government Course is placed at the 11<sup>th</sup> grade level to assure that all students, by the time they leave the Social Studies Program will have a good knowledge base rooted in our historical tradition, as well as in contemporary society. Beyond knowing the structure and function of government, students will learn the basic principles and cultural heritage upon which our nation is founded so that they may develop a stronger commitment to democratic values. Topics in this course are to include but not be exclusive to Colonial America, The American Revolution, the U.S. Constitution, the Industrial Revolution, religion, reform, Manifest Destiny, The Civil War, Reconstruction, imperialism, WWI, progressive reform, the Great Depression, the New Deal, WWII, the Cold War, civil rights, Vietnam, women's rights, the new millennium, and current events. This class is taught in a collaborative model setting.

**240 AP U.S. History & Gov. 11 Advanced (SUNY Ulster) (ADV) 1 credit**  
**(NCAA APPROVED FOR 1 CREDIT)**

**Prerequisite:** Final average of 85 or above in Global 10 Advanced or 90 or above in Global 10 Regents course

*It is recommended that students who have selected to participate in Advanced Placement courses during the 2024-2025 school year take the scheduled AP exam.*

This gives students a factual basis for interpreting the following problems:

- The character of colonial society
- British relations with Atlantic Colonies in North America
- The motivations and character of American expansionism
- The content of the Constitution and its amendments along with interpretations by the Supreme Court
- The growth of political parties
- The changing role of government in American life including both its early history and the emergence of regulatory and welfare state legislation in the modern period
- Nationalism, liberalism, abolitionism, conservatism, and other such movements in their political expressions and long-term demographic trends
- The process of economic growth
- The changing occupational structure
- Nature of work and labor organizations
- The origins and nature of Black slavery in America
- Immigration and the history of racial and ethnic minorities
- Urbanization
- The causes and impacts of major wars in American History
- Major movements
- Individual figures in the history of American art and letter

(Cont.)

Students will take the College Entrance Board Advanced Placement examination in May of each year. College credit or advanced placement may be given if adequate scores are received. Students taking AP American History will also be required to take the Regents examination in U.S. History.

**241 Economics 12 (NCAA APPROVED FOR 0.5 CREDIT) ½ credit**

A survey course in macro and microeconomics and consumer economics. This course will include basic economic concepts, and systems in the United States and internationally. Students will see their role and how they are influenced by and affect the economic system.

**244 Participation in Government (NCAA APPROVED FOR 0.5 CREDIT) ½ credit**

This course is a study of democracy in action through participation in governmental activities and community service requirements. An emphasis is placed on local government operations and how a citizen can effect change through the democratic process at all levels. There is also an investigation of the Criminal and Civil Law process with an emphasis on rights and responsibilities and everyday applications.

**246 AP U. S. Government Advanced (Marist College) (ADV) 1 credit**  
(NCAA APPROVED FOR 1 CREDIT)

**Prerequisite: Final average of 85 or above in AP US History or 90 or above in US History Regents course**  
*It is recommended that students who have selected to participate in Advanced Placement courses during the 2024-2025 school year take the scheduled AP exam.*

This is a full year course, which includes an intensive overview of the American political system and its institutions culminating in the A. P. examination. The successful completion of this part of the course and the exam allows the student to earn three (3) college credits. Also included will be a survey of economic theory and practice. Course credit includes a community service requirement.

**251 AP Psychology (SUNY Ulster) (ADV) 1 credit**  
(NCAA APPROVED FOR 1 CREDIT)

*It is recommended that students who have selected to participate in Advanced Placement courses during the 2024-2025 school year take the scheduled AP exam.*

This is a college level course culminating in an A. P. Examination. This is a survey course of topics including an introduction to psychology, developmental psychology personality development, theories, personality disturbances, and their treatment, learning theories and intelligence, motivation and emotions. The course also covers various brain studies, neuropsychology, social psychology, experimental psychology, statistical analysis, cognition, states of consciousness, sensation, and perception. This course is recommended for students in the Regents or advanced track or with permission of the instructor and guidance counselor.

**252 Intro To Criminal Justice (Marist College (NCAA appr. for 1 credit) 1 credit**

This course is designed to provide the student with an understanding of the overall criminal justice system in the United States, its history, development, organization, sequential steps and procedures, as well as demonstrate an understanding of the current trends, problems and concerns of contemporary criminal justice, including terrorism, hate crime, cybercrime, and societal violence.

**253 Pop Culture Studies I ½ credit**

This course is a study of how popular culture evolves out of specific time periods' political and social climate. It will trace United States social, cultural, and pop history during the 20<sup>th</sup> century. Among the topics covered are the rise of pop culture, entertainment and its evolution, class conflict, the impact of cities, the influence of icons, and the rise of mass culture. Part one of the course will focus on the abovementioned topics from **1900-1959**.

**254 Pop Culture Studies II ½ credit**

This course is a study of how popular culture evolves out of specific time periods' political and social climate. Part II of the course will focus on **1960-Present**.

## SPECIAL EDUCATION



These programs are designed for students who have been reviewed by the CSE (Committee on Special Education). These classes are designed to parallel the mainstreamed curriculum in a small class setting where instruction is geared to meet the individualized learning needs of each student.

### **192SC English 11 (NCAA approved for 1 credit)**

**1 credit**

This is a full credit English course offered only to Special Education students. English utilizes a variety of literary forms with a concentration on themes and topics covered in the U. S. History curriculum. It is adapted to the remedial student to strengthen and reinforce reading, listening, speaking, and writing skills. Students will take the New York State English exam as well as the English proficiency.

### **190SC English 9 w/lab (NCAA approved for 1 credit)**

**1 credit**

This is a full credit English course offered only to Special Education students. This course utilizes a variety of literary forms with a concentration on themes and topics covered in the Global Studies 9 curriculum to build reading strategies and comprehension, writing skills, vocabulary, spelling, study skills, and literary analysis.

### **191SC English 10 (NCAA approved for 1 credit)**

**1 credit**

This is a full credit English course offered only to Special Education students. This course utilizes a variety of literary forms with a concentration on themes and topics covered in the Global Studies 10 curriculum to build reading strategies and comprehension, writing skills, vocabulary, spelling, study skills and literary analysis.

### **193SC English 12**

**1 credit**

**Prerequisite:** English 10 and English 11

This course is designed to prepare students for the rigors of reading, writing, speaking, listening, and communicating in a real-world setting. Students will study a variety of literary works and will improve their writing skills through an exploration of varying essay structures and focuses. Additionally, students can expect an emphasis on authentic tasks that will better prepare them for written communication and expression in their personal and professional lives.

### **779 SC Reading – K**

**No Credit**

**Prerequisite:** Prior enrollment in Multi-Sensory Reading Program offered in Middle School; and/or evaluative screening.

This is a non-credit course offered to students who have demonstrated a significant weakness in reading or writing and would require a language based multi-sensory structured, sequential program of instruction.

### **194SC Global Studies 9 (NCAA approved for 1 credit)**

**1 credit**

This is a full credit course offered only to Special Education students. The course curriculum follows the New York State Standards for 9<sup>th</sup> grade Social Studies with adaptations to meet the specific needs of the Special Education student. The course emphasizes a chronological study of the world beginning with the very earliest civilizations continuing through Empires of the Ancient World, the Regional Civilizations of Europe, Asia and Africa and on through the Age of Revolutions (1750). Each civilization is examined through the scope of social sciences, encompassing Geography, Government, History, and Economics. Students taking this course will take a local exam at the end of the year.

**195SC Global Studies 10 (NCAA approved for 1 credit)**

**1 credit**

This is a full credit social studies course offered only to Special Education students. The course curriculum follows the New York State Syllabus for 10<sup>th</sup> grade social studies with adaptations to meet specific needs of the Special Education student. A chronological study of the world from the Age of Revolutions to the Contemporary Scene. Included are the social sciences of Geography, Government, History and Economics. The course concludes with the Regents Exam.

**196SC U. S. History (NCAA approved for 1 credit)**

**1 credit**

**Prerequisite:** Global History and Geography 10

The history of the United States is the history of a great experiment in democracy. The American history and government course is placed at the 11<sup>th</sup> grade level to assure that all students, by the time they leave the social studies program will have a good knowledge base rooted in the historical tradition, as well as in contemporary society. Beyond knowing the structure and function of the government, students will learn the basic principles and cultural heritage upon which our nation is founded so that they may develop a stronger commitment to democratic values. The syllabus is divided into six major historical units, the first of which is developed to a major emphasis on the origins and development of the Constitution during the early years of our history. Unit II spotlights "The Industrialization of the United States." Unit III is devoted to "The Progressive Movement". Unit IV explores "At Home and Abroad: Prosperity and Depression 1917-1940". Unit V details "The United States in an Age of Global Crisis: Responsibility & Cooperation." Unit VI studies "A World in Uncertain Times: 1950 to the Present. Students taking this course will take a NYS Regents examination at the end of 11<sup>th</sup> grade.

**206SC Participation in Government (NCAA APPROVED FOR 0.5 CREDIT)**

**½ credit**

This is a half-credit course offered to special education students whose needs cannot be adequately met in the present mainstream social studies class.

This course is a study of democracy in action through participation in governmental activities and community service requirements. An emphasis is placed on local government operations and how a citizen can effect change through the democratic process at all levels. There is also an investigation of the Criminal and Civil Law process with an emphasis on rights and responsibilities and everyday applications.

**207SC Economics 12 (NCAA APPROVED FOR 0.5 CREDIT)**

**½ credit**

This is a half-credit course offered to special education students whose needs cannot be adequately met in the present mainstream social studies class.

This is a survey course in micro and consumer economics. This course will include basic economic concepts, and systems in the United States and internationally. Students will see their role and how they are influenced by and affect the economic system.

**201SC Living Environment (NCAA approved for 1 credit)**

**1 credit**

This is one credit course offered to special education students. This course follows the course description in Living Environment.

Biology/Living Environment Regents is a required course designed to provide students with an awareness of the natural world; basic scientific concepts, stimulation of inductive reasoning, and a basic understanding of biological processes and generalizations.

Topics included in this course are biochemistry, evolution, human physiology, reproduction and development, genetics, and ecology. The New York State Regents Exam in the final exam for this course.

**Lab work (1,200 minutes) is required to sit for exam by State Education requirements.** This class is taught in a collaborative model setting.



**202SC Earth Science NR (Non-Regents)**

**½ credit**

**Commented [GA1]:** Does SC Earth Science need a course description?

**208SC Conservation (NCAA APPROVED FOR 1 CREDIT)**

**1 credit**

**Prerequisite:** Successful completion of both SC Living Environment and SC Earth Science.

This is a one credit course offered to special education students whose needs cannot be adequately met in the present mainstream science class. This course follows the description of Conservation.

An elective, non-lab, enrichment course for juniors and seniors, who wish an additional science course. Topics covered include Environmental Systems, Ecology, Humans and the Environment, Earth's Resources, and A Sustainable Future. There is also an emphasis on current environmental issues.

**791SC Math Essentials**

**½ credit**

**Prerequisite** – Two years of high school math

This is a half-year course with topics including personal finance, budgeting, culinary math, probability, and Percent Calculation.

**792SC Practical Math**

**½ credit**

**Prerequisite** – Two years of high school math.

This is a half- year course with topics including occupational math, taxes, practical geometry, and units of measure.

**799 Resource (.5)**

**No credit**

A program for a student with an IEP who is in need of supplemental remediation in a small group setting; ratio of students to teacher 5:1.

**800 Resource (1.0)**

**No credit**

A program for a student with an IEP who is in need of supplemental remediation in a small group setting, ratio of students to teacher 5:1.

**909SC Algebra 1A**

**1 credit**

This course is designed for Special Education students whose needs cannot be met adequately in the present mainstream math classes. The course curriculum follows the New York State Syllabus for Algebra 1 with adaptations to needs of the Special Education student. Students will take a local exam and Algebra 1B the following year.

**910SC Algebra 1 B w/lab**

**1 credit**

**Prerequisite:** SC Algebra 1A with 65 or better

This course is designed for the special education of students whose needs cannot be met adequately in the present mainstream math classes. Students will take the Algebra 1 Regents exam and local final exam in June.

# TECHNOLOGY



## Project Lead the Way Sequence

Wallkill Senior High School is offering a sequence of courses called Project Lead the Way. PLTW is a pre-engineering curriculum developing knowledge and skills for individuals that might consider engineering as a career. When fully implemented it will be a five course, five credit sequence. Students should take the courses in the following order: Need to pass the class in order to take another PLTW course.

- 1) Introduction to Engineering Design (IED)
- 2) Digital Electronics (DE)
- 3) Principles of Engineering (POE)
- 4) Computer Integrated Manufacturing (CIM)
- 5) Engineering Design and Development (EDD)

## Project Lead the Way Sequence

### Grade 9

Introduction to Engineering Design

### Grade 10

Digital Electronics

### Grade 11

Principles of Engineering  
Computer Integrated Manufacturing

### Grade 12

Engineering Design and Development

**NOTE:** IED, DDP and Photography I/Photography II may be used to satisfy the requirement of one unit of Art/Music for **ALL HIGH SCHOOL STUDENTS.**

### **641 Advanced Technological Applications (10-12) 1 credit**

In the Advanced Technological Applications course students study four components of the designed world, including information technology, agricultural and bio related technologies, medical, and entertainment/recreation. The structure of this course challenges students to use design processes so they can think, plan, design and create solutions to engineering and technological problems.

### **657 Design and Drawing for Production (9-12) 1 credit**

This course is a yearlong introduction to a universal graphic language through which students can express their ideas with creativity, clarity, and exactness. It, being a fundamental course, serves as a prerequisite for advanced elective courses. **Completion of D. D. P. fulfills the one unit of Art/Music requirement for all high school students.**

### **658 Introduction to Engineering Design (PLTW) 1 ADV (9-12) 1 credit**

**Prerequisite:** Final average of 75 or above in Grade 8 Math or Algebra I

This is a course that teaches problem-solving skills using a design development process. Models of product solutions are created analyzed and communicated using solid models computer design software.

**661 Materials Processing/Metals – CORE Course** **½ credit**

Students will be involved in learning exercises in the following areas: Arc and gas, welding, sheet metal, and the study of industry and careers. They will also operate machine tools such as a milling machine, metal lathe, and drill press.

**663 Materials Processing/Wood – CORE Course** **½ credit**

Students will be involved with hands on experiences using common woodworking power tools such as table saws, jointer, and others including portable power tools. This course will study industrial techniques, methods and careers.

**691 Photography I (10-12)** **½ credit**

Photography I includes an introduction to technical aspects of photography – types and uses of cameras, lenses, film, principles of exposure, composition, developing, printing, digital imaging and mounting. Photography as an art, the history of photography and the ability of the camera to tell a story is stressed. Basic supplies are provided. **This course fulfills ½ credit of the Art/Music requirement for all students.** Photography I is offered to Grades 10 through 12.

**692 Photography II (10-12)** **½ credit**

**Prerequisite:** Photography I

Photography II continues with an in depth look at modern digital imaging. Converting images, scanning, colorizing and editing with digital imaging software will be the primary focus. Creativity and experimentation are encouraged. The creation of a digital portfolio of the student's work is required for Photography II. **Completion of this course fulfills ½ unit art/music credit for occupational education majors.**

**695 Digital Electronics (PLTW) 2 (ADV)** **1 credit**

**Prerequisite:** Final average of 65 or above in Intro to Engineering or Design

Digital Electronics is a full year course in applied logic that encompasses the application of electronic circuits and devices. Computer simulation software is used to design and test digital circuitry prior to the actual construction of circuits and devices. Students will also develop a portfolio of all the work to meet the course requirements.

**694 Principles of Engineering (PLTW) 3 (ADV)** **1 credit**

**Prerequisite:** Final average of 65 or above in Digital Electronics

A course that helps students understand the field of engineering/engineering technology. Exploring various technology systems and manufacturing processes help students learn how engineers and technicians use math, science and technology in an engineering problem solving process to benefit people. The course also includes concerns about social and political consequences of technological change.

**697 Computer Integrated Manufacturing (PLTW) 4 (ADV)** **1 credit**

**Prerequisite:** Final average of 65 or above in Digital Electronics

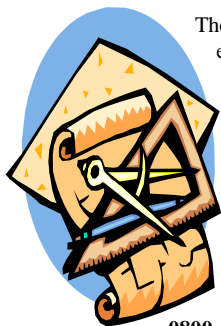
This is a course that applies principles of robotics and automation. The course builds on computer solid modeling skills developed in Introduction to Engineering Design, and Design and Drawing for Production. Students use CNC equipment to produce actual models of their three-dimensional designs. Fundamental concepts of robotics used in automated manufacturing and design analysis are included.

**696 Engineering Design and Development (PLTW) 5 (ADV)** **1 credit**

**Prerequisite:** Final average of 65 or above in Principles of Engineering and Computer Int. Man.

This is an engineering research course in which students work in teams to research, design and construct a solution to an open-ended engineering problem. Students apply principles developed in the four preceding courses and are guided by a community mentor. They must present progress reports, submit a final written report and defend their solutions to a panel of outside reviewers at the end of the school year.

## CAREER AND TECH CENTER



The Career and Tech Center courses emphasize trade specific skills, general employability skills and basic skills needed for career track positions.

The majority of students enrolled in the Career and Tech Program are 11<sup>th</sup> and 12<sup>th</sup> graders in a regular high school diploma program. Most students attend the Career and Tech Center for a half day and their local senior high school the other half of the day.

Courses at the Ulster County Career and Tech Center are for one or two years in duration, and are taught by experienced instructors with many years of job service in their fields.

### **0800 Animal Science**

**4 credits**

Animal Science is a rigorous two-year Career & Technical Education program designed to explore the diverse field of animal science. This technical course teaches specialized and advanced skills in areas such as veterinary assisting, care and handling of animals in a laboratory or veterinary setting, dog grooming, and kennel/pet shop management. Students will learn the important roles animals play in society, from individual ownership to scientific research, with far reaching implications. Animal Science students will acquire basic knowledge and skills necessary for further study or entry-level positions in animal science and related fields. This program is great for any students who like animals and think they might want to make a career out of that passion.

### **0801 Auto Collision**

**4 credits**

The two-year Automotive Collision Specialist course provides training in basic auto body repair and refinishing techniques, the use of body filler for dent repair, and the application of state-of-the-art auto body finishes.

### **0803 Automotive Technology**

**4 credits**

The Automotive Specialist course provides training for students to become specialists in the diagnosis, repair, and maintenance of today's rapidly changing automotive technology. The Automotive Specialist program is certified by the national Automotive Technicians Education Foundation (NATEF) and by the Automotive Youth Education Systems (AYES). These certifications symbolize the high standards of excellence that the Automotive Specialists program meets.

### **0805 Aviation**

**4 credits**

Successful completion of this two-year program in aviation enables students to be eligible for their FAA-approved private pilot's license.

### **0807 TASC No Credit**

This program prepares students to earn a New York State Equivalency Diploma by successfully completing the [New York State Testing Assessing Secondary Completion \(TASC®\) exam](#).

**0812 CISCO & Cyber Security** **4 credits**

This two-year course provides a comprehensive skill set in computer hardware and operating systems, networking, and cybersecurity in preparation for college and careers in Information Technology (IT). Topics are offered on a rotating basis every other year. Academic instruction in NYS Common Core English Language Arts, Mathematics, and Science are integrated into the curriculum.

**0814 Robotics & Advanced Manufacturing 4 Credits**

This program introduces students to various disciplines in robotics, 3D design, advanced manufacturing techniques, mechanical engineering, and electrical engineering. Students learn fundamental concepts and participate in hands-on projects that provide a strong understanding of the technical skills required for success.

**0816 Criminal Justice** **4 credits**

This course is designed to provide training for those students seeking positions in law enforcement, security work, and related criminal justice occupations.

**0818 Culinary Arts** **4 credits**

The fundamentals of food preparation and service are taught in this course. The on-site dining room also allows students to gain employability skills by obtaining hands-on experience in restaurant services such as front desk and house operations.

**0819 Digital Design & Programing** **4 credits**

This two-year program introduces students to skill for in-demand tech industry jobs such as web development computer programming, software development and game design. This course will focus in creativity in design, computational thinking concepts and problem solving through a project driven curriculum that provides students with advanced digital design experience. Students will be instructed in: Web design with HTML5, CSS3, JavaScript, jQuery, Dreamweaver and content management systems (CMS) such as WordPress. This course will explore innovative digital interaction through smartphone application development, game design and programming.

**0820 Early Childhood Education** **4 credits**

Early Childhood Education is a program in which the students learn about the physical, intellectual, emotional, and social needs of infants, toddlers, preschoolers, and school-age children. Career training is provided in a beautiful on-site childcare center serving infants, toddlers, and preschoolers.

**0822 Electrical Construction** **4 credits**

The Electrical Construction and Maintenance program provides students with the knowledge and skills needed to enter the electrical field as apprentices. Students learn residential, commercial and industrial wiring.

**0824 Fashion Design & Merchandising****4 credits**

The Fashion Design and Merchandising program introduces students to the exciting fashion industry and is the perfect training ground for a career in the fashion and merchandising fields. Students work in a real fashion design setting at the Career & technical Center with state-of-the-art equipment.

**0826 Graphic Design & Visual Arts****4 credits**

Using industry-standard software and equipment, students learn both the theory and practice of desktop publishing, illustration, digital photography, photo manipulation, advertising design, web design, and motion. Drawing and other traditional art practices are encouraged with a focus on understanding the elements and principles of design. Students are taught awareness of the media, the ways it is used to promote ideas and products, and how it can be used to influence an audience.

**0828 Health Occupations****4 credits**

Exploration of all healthcare careers is provided through engaging project development, hands-on activities, and observation and shadowing of health careers. Students attend for no more than one year, as this is a “transition” program leading to future enrollment in the traditional career and technical education program and/or return to high school. The Health Occupations Exploration preparatory program is open to students who meet the following criteria:

- Grades 9 through 12
- Considering pursuing any career in the Healthcare profession, including all allied health, medical, and nursing professions.

**0829 Heating Ventilation and Air Conditioning (HVAC)****4 credits**

In this program, students develop the skills necessary to install, maintain, and repair equipment used in heating, cooling, drainage, plumbing, and water supply systems. Alternative energy, including photovoltaic, will be explored.

**0832 Licensed Cosmetology****4 credits**

This Cosmetology program is the 1,000 hour course that is required by New York State to be eligible to take the licensing examination that will enable the student to work as a licensed cosmetologist.

**0838 Motorcycle/Turf Management****4 credits**

Students obtain basic knowledge and skills to enter the marine or small engine repair field. Basic theory and hands-on training will provide the necessary background for students to become sought-after marine service or small engine technicians. Instruction will include the repair and service of motorcycles, mopeds, ATV's, scooters, and marine engines. Course content includes general service, theory, troubleshooting, diagnosis, and repair of engines, transmissions, electrical, fuel, and suspension brake systems.

**0839 Music Production****4 credits**

Music Production is for students who are passionate about music. In the course, students compose, notate and produce music and sound for various media in a hands-on studio environment. They acquire the necessary knowledge and skills for industry standard software and hardware that are used to create, notate, produce and master audio recording. Each student is a “producer” and through a variety of project-based learning experiences, they experience all phases of music production.

**0840 Nurse Assistant (Seniors Only)****4 credits**

The Nurse Assistant program prepares students for the State certification examination. Classroom and laboratory experience is combined with supervised clinical rotations in an actual healthcare facility. This portion of the sequence satisfies the high school health requirement. Students will also explore all career opportunities available in the healthcare profession. In addition, students will complete introductory Emergency Medical Technician (EMT) certification, achieving a Certified First Responder credential.

**0841 Web-Based Entrepreneurship & Business****4 credits**

This course will introduce students to business concepts such as marketing and advertising, corporate structures, accounting economics, and business math.

**0843 Welding/Metal Fabrication****4 credits**

This course trains students to become combination welders. They learn to weld metal parts together according to work orders, layout, or blueprints. Welding techniques include braze welding, oxyacetylene welding, gas metal arc welding, shielded metal arc welding, and gas tungsten techniques. In addition, students will learn manufacturing technology skills.

## Pre University/New Visions Program

### **0847 New Visions - Advanced Robotics & Engineering**

**4 credits**

This one-year program introduces seniors to various disciplines in robotics engineering including computer science, mechanical, biological, healthcare, and electrical engineering. Students learn the fundamental concepts behind each of these fields in order to gain a strong understanding of robotics and robotic systems. Students spend half of their school day working and learning alongside engineering professionals in various industry settings throughout Ulster County. English and Social Studies are taught through an interdisciplinary curriculum. Students leave the program with the ability to make informed choices about their post-secondary decision in engineering professions.

Site rotations: robotic, civil, architectural, mechanical, manufacturing

### **0849 New Visions – Music & Audio Engineering**

**4 credits**

Music & Audio Engineering combines elements of music composition, digital music technology, and audio engineering in a hands-on studio environment. Project-based learning experiences introduce students to all phases of music production including composition, pre-production, multi-track recording, mixing, and mastering. Topics include music arranging, musicianship for the producer, ear training and basic music theory, studio performance technique, signal flow, sound processing, digital music technology and MIDI, working with loops and samples, microphone technique and placement, acoustic fundamentals, mixing and mastering, and music business basics.

Site Rotations include recording studios, radio stations, audio post-production facilities, live music venues, theaters

### **0853 New Visions– Education**

**4 credits**

This New Visions program is located at George Washington Elementary School in Kingston. Students will have an opportunity to prepare, deliver, and evaluate instruction from kindergarten through high school. In addition, students will shadow school administrators, guidance counselors, literacy teachers, curriculum specialists, and other educators on a local and/or national level using available technology. Students may specialize in a field of interest after meeting general program requirements. Internships will go beyond “student teaching” or shadowing experiences. New Visions projects, internships, and trips offer immersion in hands-on learning.

Site rotations: public pre-K classes, local elementary, middle, and high schools, public and private junior and senior colleges, career/technical Schools, model schools and programs



**0856 New Visions Pre-University- Health**

**4 credits**

Students will have an opportunity to work with practicing professionals as they execute an academically challenging curriculum related to the field of health. Students will experience healthcare career options first-hand as they work side by side with doctors, nurses, pharmacists, and other career healthcare professionals.

Students meet two days a week at a local hospital and intern at various clinical and non-clinical sites at hospitals and other health-related facilities in the community three days a week.

Site rotations: Hospital: operating room, delivery room, pharmacy, physical therapy, administration, engineering, radiology, emergency room, dietary, pathology; Community: veterinary office, orthodontics, acupuncturist, chiropractor