

2017-2018
Margaretville Central School
Curriculum Guide



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NEW YORK STATE DIPLOMA REQUIREMENTS APPLICABLE TO GRADE 9 STUDENTS FIRST ENTERING HIGH SCHOOL IN 2016

	MINIMUM NUMBER OF CREDITS
English 4	
Social Studies <i>Distributed as Follows:</i> U.S. History (1) Global History and Geography (2) Participation in Government (1/2) Economics (1/2)	4
Science <i>Distributed as Follows:</i> Life Science (1) Physical Science (1) Life Science or Physical Science	3
Mathematics Mathematics Other than English (LOTE)	3 1 ⁽¹⁾
Languages Other than English (LOTE) Visual Art, Music, Dance, and/or Theater	1
Physical Education (participation each semester)	2
Health	0.5
Electives	3.5
Total	22

Local Diploma, Regents Diploma, Regents Diploma with Advanced Designation

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

1.) Pathways

- A student must either complete all the requirements for the CDO's Commencement Credential at <http://www.p12.nysed.gov/ai/multiple-pathways/memo/cdo-graduation-pathway-option.html>; or
 - Pass an additional math Regents examination in a different course or Department Approved Alternative; or
 - Pass an additional science Regents examination in a different course or Department Approved Alternative; or
 - Pass an additional social studies Regents examination in a different course or Department Approved Alternative; or
 - Pass an additional English assessment in a different course selected from the Department Approved Alternative list; or
 - Pass a Department approved CTE pathway assessment, following successful completion of an approved CTE program; or
 - Pass a Department approved pathway assessment in the Arts; or
 - Pass a Department approved pathway assessment in a Language other than English (LOTE)
- See Multiple Pathways at: <http://www.p12.nysed.gov/ai/multiple-pathways/>
 See Department Approved Alternatives at: <http://www.p12.nysed.gov/assessment/alternatives1115rev.pdf>

2.) Appeals:

Appeals are subject to local district approval. More information on the appeal to graduate with a lower score on a Regents examination can be found at <http://www.p12.nysed.gov/ai/grade9documents/CurrentAppealForm.pdf>

3.) Special Endorsements:

- Honors:** A student earns a computed average of at least 90 on the Regents examinations applicable to either a Regents diploma or a Regents diploma with advanced designation. No more than 2 Department approved alternatives can be substituted for Regents examinations and the locally developed Checkpoint B LOTE examination is not included in the calculation.
- Mastery in Math and/or Science:** A student meets all the requirements for a Regents Diploma with Advanced Designation AND earns at score of 85 or better on 3 math Regents examinations and/or 3 science Regents examinations.
- Technical Endorsement:** A student meets the requirements for either a local diploma, a Regents diploma or a Regents diploma with advanced designation AND successfully completes a Department approved CTE program including the 3 part technical assessment

4.) Transition to the Common Core Regents Assessments:

- ELA:** Students who enter grade 9 in 2013 and thereafter must pass the Regents examination in ELA Common Core in order to meet the diploma requirements.
- Mathematics:** In 2013 and thereafter any student, regardless of grade level or cohort who begins their first commencement level course in mathematics must be provided with instruction aligned with the NYS P-12 Common Core Learning Standards for Mathematics and take the corresponding Common Core Regents examination. More information can be found at <http://www.p12.nysed.gov/assessment/commoncore/transitionccregents1113rev.pdf>

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

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

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

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



Examination Requirements

REGENTS EXAM or passing score on a Department Approved Alternative	Regents Diploma for all students	Regents Diploma via Appeal for all students	Local Diploma via Appeal for all students	Local Diploma for Students with a Disability	Local Diploma via Appeal for English Language Learners
English Language Arts (ELA)	# of Exams: 1 Passing Score: 65	# of Exams: 1 Passing Score: 65	# of Exams: 1 Passing Score: 65	# of Exams: 1 Passing Score: 55*	# of Exams: 1 Passing Score: 65
Math	1 65	1 65	1 65	1 55**	1 65
Science	1 65	1 65	1 65	1 55**	1 65
Social Studies	1 65	1 65	1 65	1 55**	1 65
Pathway (See note 1 on reverse side)	1 or CDOs 65 if Regents Exam	1 or CDOs 65 if Regents Exam	1 or CDOs 65 if Regents Exam	1 or CDOs 55** if Regents exam	1 or CDOs 65 if Regents Exam
Compensatory Safety Net	Non Applicable	Non Applicable	Non Applicable	Scores of 45-54 on any required Regents exam (except ELA and Mathematics) can be compensated by a score of 65 or above on another required Regents exam including ELA and Mathematics.	Non Applicable
Regents Diploma with Advanced Designation					
Depending on the pathway a student chooses, the Regents diploma with advanced designation assessment requirements may be met in a multiple ways. Students seeking the Regents diploma with advanced designation may choose from the following assessment options:					
Traditional Combination	ELA, Global History and Geography, US History and Government, 3 mathematics, 2 science, (1 must be life science and 1 must be physical science) = 8 Assessments. In addition the student must choose either 2 additional credits in LOTE and the locally developed Checkpoint B LOTE Exam OR a 5 unit sequence in the Arts or CTE.				
Pathway Combination (other than STEM)	ELA, 1 social studies, 3 Math, 2 Science (1 must be life science and 1 must be physical science), 1 Pathway (other than Science or math) or complete the requirements for the CDOs Commencement Credential = 7 or 8 Assessments. In addition the student must choose either 2 additional credits in LOTE and the locally developed Checkpoint B LOTE Exam OR a 5 unit sequence in the Arts or CTE				
STEM (Mathematics) Pathway Combination:	ELA, 1 social studies, 4 math, 2 science (1 must be life science and 1 must be physical science) = 8 Assessments. In addition the student must choose either 2 additional credits in LOTE and the locally developed Checkpoint B LOTE Exam or a 5 unit sequence in the Arts or CTE				
STEM (Science) Pathway Combination:	ELA, 1 social studies, 3 math, 3 science (1 must be life science and 1 must be physical science) = 8 Assessments. In addition the student must choose either 2 additional credits in LOTE and the locally developed Checkpoint B LOTE Exam OR a 5 unit sequence in the Arts or CTE				

* A student with a disability may appeal scores between 52 and 54 on up to two Regents examinations in any discipline and graduate with the local diploma. See: <http://www.p12.nysed.gov/ci/gradreq/rev/AppealForm2015.pdf>

4 In the event a student with a disability is unable to attain a passing score on this examination, upon parent written request, the student may seek a Superintendent's Determination of a local diploma. See <http://www.p12.nysed.gov/spec/ed/publications/2017-amemos/superintendent-determination-of-graduation-with-a-local-diploma-updated.htm>



ART

Studio Art

(Full Year) Credit 1

Suggested Prerequisite: Students with a strong interest in art.

This is a foundation course designed to introduce students to the materials, methods, and concepts utilized in the production of 2D and 3D art. Students will be introduced to water-based painting media including watercolor, acrylic, and ink wash as well as a variety of dry media and basic sculpture. The course will have a strong emphasis on learning to see in the context of an observational studio practice. This is an ideal introductory course for all students.

Sculpture

(Half Year) Credit ½

Suggested Prerequisite: Studio Art

In this introductory ceramics course, students will be exposed to basic hand-building procedures as well as wheel-thrown techniques. A variety of both utilitarian and non-utilitarian projects will be constructed. Students will also engage in fundamental glazing and firing techniques. All projects will include exposure to various tools, techniques and vocabulary.

Graphic Design

(Half Year) Credit ½

Suggested Prerequisite: Studio Art

This course will focus on typography, branding, design layout, package design, and graphic design career options. Students will learn to use Adobe Illustrator, Adobe Photoshop and Adobe InDesign.

Units will include:

Typography – anatomy of type, psychology of typography

Branding – logo, business card, t-shirt design

Layout – concert poster, magazine spread

Package Design – food product

Graphic Design College/Careers

Fashion Design – the business of selling clothing

Animation – stop-motion, macromedia flash

Portfolio – digital & print

Photography

(Full Year) Credit 1

Suggested Prerequisite: Studio Art

This introductory course deals with traditional black and white 35mm photography as well as digital photography and teaches basic camera handling, and darkroom procedures. Students learn how to control light to produce an aesthetically pleasing image. Composition and the elements



and principles of art are introduced. In addition, digital photography, photograms, special effects, and the history of photography are addressed.

Freehand Drawing

(Half Year) Credit ½

Suggested Prerequisite: Studio Art

Freehand Drawing first introduces strategies that refine students' ability to see and understand complex visual characteristics such as shape and form and then to record what is discerned accurately and expressively with pencil on paper. The course then introduces basic principles of design and composition in black and white and in color. Students are then encouraged to explore more personal interpretations of real and imagined objects by employing any or all of the preceding skills and strategies in a variety of sketching and design assignments. Students have the potential to earn college credit (3 cr.) through SUNY Delhi.

Painting

(Half Year) Credit ½

Suggested Prerequisite: Studio Art

The course is also designed for students who enjoy artwork in the two-dimensional field. Students can continue onto more involved painting assignments and explore more painting techniques than in Studio Art. Students will continue developing their own individual style and creative problem solving skills. Student will explore acrylic paint, tempera paint, gouache, and watercolor techniques. We will also explore art history and many painting styles and artists.

BUSINESS EDUCATION

Yearbook

(Full Year) Credit 1

Suggested Prerequisite: None

Students will gain skills in the following areas: page design, advanced publishing techniques, copywriting, editing and photography while producing a creative, innovative yearbook which records school memories and events. There is an emphasis on journalism skills. Participants gain useful, real world skills in time management, marketing, teamwork, and design principles. Students will develop lifelong learning skills aimed to provide educational opportunities that incorporate community.



Accounting**(Full Year) Credit 1***Suggested Prerequisite: Successful completion of Integrated Algebra or Algebra IA & IB*

Basic accounting concepts and principles are introduced. Preparation of financial statements and maintenance of accounting records through the accounting cycle are emphasized. Inventory evaluation; principles of internal control; accounting for the acquisition, depreciation, and disposal of fixed assets; and current liabilities, including an overview of payroll procedures, are included.

Introduction to Business**(Half Year) Credit ½***Suggested Prerequisite: None*

This course provides students with the necessary skills to be successful in business. Students will study business terminology, concepts and current business issues. The goal is to develop critical and analytical thinking skills as well as to develop an understanding of business decision-making competence used in the workplace today. This course will also help you establish your direction and choice of careers in business and to become a productive citizen who will be able to contribute and compete in an ever-changing global environment.

Business Law**(Half Year) Credit ½***Suggested Prerequisite: None*

This course is intended to teach students a variety of laws that affect the world of business and personal life. This course provides students with a comprehensive understanding of business and personal law. Topics include: copyright laws, agency relationships, employment laws, consumer laws, credit and family laws, corporate law, constitutional, statutory, case and administrative laws, laws for minors, civic and criminal law, court jurisdictions, trial procedures, forensic science, contract law, car insurance. Legal knowledge is applied in a fun and meaningful way through debate, guest speakers and the mock trial process. Students are encouraged to participate in cases to gain 'real life experience'.

ENGLISH

English 9**(Full Year) Credit 1***Suggested Prerequisite: None*

This course is designed for all 9th graders to experience and respond to texts ranging from contemporary works to Shakespeare. There is also a heavy emphasis on developing skills in the writing process to build a strong base for the future. Students will interact, discuss, and explore



new material with the ultimate goal of solidifying basic interpretive and critical thinking and writing skills.

English 10

(Full Year) Credit 1

Suggested Prerequisite: English 9

This course is American Literature. Students will read novels, short stories, poems, plays and essays of American writers. Students will also have vocabulary, spelling, and some grammar. Students will do speeches. The students will learn to do term papers and do a term paper on American or an event of their choice.

English 11

(Full Year) Credit 1

Suggested Prerequisite: English 10

This course is the required English course for juniors in high school. Literature, writing, and speaking skills are stressed. All students are prepared for and are required to take the English Regents.

Popular Fiction

(Half Year) Credit ½

Suggested Prerequisite: English 11

In this course, students will read several works of “popular fiction” and examine the role of “pleasure reading” in our society. Various ways of responding to reading will be discussed and students will keep a personal reading log.

Great Books

(Half Year) Credit ½

Suggested Prerequisite: English 11

This course is a discussion-based class that will ask students to analyze characters, plots, theme and symbolism. Through group discussion, quizzes and short papers on each novel we will try to better understand the novels we are reading. There is a mixture of modern and classic novels and we will try to pick the novels that best fit the reading level for the class as a whole. There is a great deal of reading so students should be ready to read 15-30 pages a night.

Short Literature

(Half Year) Credit ½

Suggested Prerequisite: English 11

This course is for all you folks who don't like to read too much all at one time. The scope of the course is to cover the development of the short story in America from the early 1800'S up through the 1900's. Primarily students will be reading for pleasure, but also we will keep one eye



on the development of the art up to its present state. Students will begin with Washington Irving, creator of ‘Rip Van Winkle, The Legend of Sleepy Hollow’, etc., and progress through Hawthorne, Hemingway, Steinbeck, Poe, Vonnegut, Brautigan, Melville, Twain and others. The literary movements student will explore are romanticism, realism, naturalism, and modernism.

Portfolio Writing

(Half Year) Credit ½

Suggested Prerequisite: English 11

This course is geared toward the production of a writing portfolio at the end of the semester. Students who take this class will have an opportunity to write several different types of creative pieces (profiles, memoirs, reviews, and short stories are just a few), as well as an opportunity to self-edit and edit in groups with other students taking the class.

Introduction to Literature

(Half Year) Credit ½

Suggested Prerequisite: English 11

This course is a survey of basic concepts in literature (including basic elements of fiction) as these are integrated in various genres, including the novel, the play, the short story, and the poem. Students have the potential to earn college credit (3 cr.) through SUNY Delhi.

Freshman Composition

(Half Year) Credit ½

Suggested Prerequisite: English 11

The goal of the course is to help students develop the writing skills necessary for effective communication in a variety of contexts, both academic and non-academic, through an emphasis on expository prose. Students receive instruction in composing well-developed, unified, coherent, correct prose for multiple audiences and purposes in a variety of discourse modes, including but not limited to personal/autobiographical, informative, explanatory/analytical, and persuasive/argumentative forms of writing. Students are also required to complete at least one research assignment. Students have the potential to earn college credit (3 cr.) through SUNY Delhi.



ENGLISH AS A SECOND LANGUAGE

This course is designed to meet the linguistic, academic, and cultural needs of students who have been identified as Limited English Proficient (LEP). English language acquisition skills are provided, and emphasis is placed on developing oral-aural communication skills in everyday situations, reading and writing, grammar structures, academic content, work and career decisions. The goal of the program is for students to individually attain levels of English proficiency, which will enable them to successfully graduate from high school, enter college, complete vocational training, and /or secure regular employment.

The program is structured in compliance with NYS Education Department Guidelines under part 154 of the Commissioner's Regulations and reflects the goals of the English Language Arts Standards.

All students entering high school are identified as Limited English Proficient based upon completion of a home language questionnaire, interview with parents and resettlement agencies and the availability of prior school records. Students who speak a language other than English in the home are assessed for English proficiency using the Language Assessment Battery (LAB). This assessment determines the daily amount of ESL instruction each student receives and the level and content of his/her classes. Continued eligibility for ESL services and proficiency levels are determined annually using the NYS English as a Second Language Proficiency Test (NYSESLAT) as required by state regulations.

FAMILY AND CONSUMER SCIENCE

Food, Nutrition & Wellness

(Half Year) Credit ½

Suggested Prerequisite: None

This class is designed for students who have an interest in learning the basics of nutrition, how food affects the body, and food preparation. Course instruction will center around the components of a healthy diet including the MyPlate, BMI and food labels. Students will be participating in a variety of laboratory opportunities using the kitchen facilities to learn more about and improve their nutrition savvy. All labs for the class will be focused on healthy eating and improving family and community nutritional habits.



Clothing and Textiles**(Half Year) Credit ½***Suggested Prerequisite: None*

In this course you will study clothing as it relates to culture, history, social and economic situations. You will explore clothing and textiles as a medium for artistic expression. By learning clothing construction skills, you will be able to increase your own wardrobe, evaluate the quality of ready-made garments, and be a better consumer. Careers will also be explored.

Housing and Interior Design**(Half Year) Credit ½***Suggested Prerequisite: None*

This course introduces students to historical aspects and contemporary trends in housing and interior design. Course content provides opportunities for students to explore elements and principles of design; space planning by creating functional, safe and aesthetic spaces for individuals and families across the lifespan; furniture style; furniture and accessory selection; technology; and careers in the field of interior design.

Lifespan Studies**(Half Year) Credit ½***Suggested Prerequisite: None*

Lifespan Studies look into how and why people change over time as well as how and why they remain the same from the conception through the aging process. Emphasis will be on the major transitions from fetal development through death in the physical, cognitive, social, and emotional domains. The impact of ethnic, gender, and cultural factors on development will be examined. Human development across the lifespan is presented with an interdisciplinary perspective, focusing on physical, psychological, and sociological aspects of development throughout the lifespan.

Independent Living**(Half Year) Credit ½***Suggested Prerequisite: None*

The Independent Living course applies knowledge and skills from all three Family and Consumer Sciences clusters: Human Services and Family Studies, Food and Nutrition, and Textiles and Design. The ability to make knowledge-based decisions has become increasingly important as students learn to navigate the demands of the 21st century. Independent Living is designed to prepare students for the realities and responsibilities of managing all aspects of adulthood: education, career, interpersonal relationships, civic involvement, and financial security.



Child Growth and Development

(Half Year) Credit ½

Suggested Prerequisite: None

This course focuses on the study of human development from infancy through early adolescence, including physical, cognitive, social, and emotional aspects. This course also addresses the application of theories and research of child development to educational contexts. Students have the potential to earn 3 college credits through SUNY Oneonta.

FOREIGN LANGUAGE

Spanish I

(Full Year) Credit 1

Suggested Prerequisite: None

This course provides to students a continuation of an introduction to Spanish language and culture. Students are expected to be able to converse and to comprehend material on a variety of topics relative to their needs, interests, age, and experience. Listening and speaking proficiencies are stressed. Reading and writing continue to be developed. A final exam will be given at the end of the course. This course is for students who have not fulfilled the minimum requirements for high school graduation and/or wish to continue the study of Spanish as a foreign language.

Spanish II, III, IV

(Full Year) Credit 1

Suggested Prerequisite: Successful completion of previous course (in succession)

Each of these courses reinforces and expands communication and cultural studies started at the earlier levels. Students are expected to sharpen proficiencies in areas listed above. A final exam will be given at the end of each course. This course is for students who wish to continue the study of Spanish as a foreign language and/or are planning to pursue a Regents diploma with Advanced Designation.

HEALTH

Health

(Half Year) Credit ½

Suggested Prerequisite: None

The health class at Margaretville encourages total lifelong wellness in areas of physical, social, and mental health. Provides an atmosphere for students to question and explore their own lives when they leave MCS. Students will develop attitudes that will help them understand the problems of others. Areas of study include, but are not limited to: first-aid, nutrition, physical health and consumerism, personality development and family relations, disease and disease control, and sociological problems such as drugs, alcohol and smoking.



MATHEMATICS

Algebra 1 Common Core

(Full Year) Credit 1

Suggested Prerequisite: None

This is a one year course, which had its own regents exam in June. In addition to covering the basic Algebra topics such as working with positive and negative numbers, solving linear equations, factoring, inequalities and graphing to name a few, there will be topics from Geometry, Probability and Statistics as well. This is the first math course a student will take to satisfy a Regents math sequence.

Algebra 1A

(Full Year) Credit 1

Suggested Prerequisite: None

This class is intended for student who need more time to understand the material in Integrated Algebra. Instead of completing the Integrated Algebra material in one year, the material will be covered in 2 years. In the first year, approximately six chapters will be covered. If this class is successfully completed, the student will take the next course, Algebra 1B, which will finish the entire Integrated Algebra topics. This class will conclude with a final exam in June made up on the chapters covered during the school year.

Algebra 1B

(Full Year) Credit 1

Suggested Prerequisite: Algebra 1A

This class is the second part of the Integrated Algebra course. It will pick up from where the Algebra 1A class left off the previous school year. Time will be taken to cover the required topics, review the topics taught last year and review for the Regents exam.

Geometry Common Core

(Full Year) Credit 1

Suggested Prerequisite: Successful completion of Common Core Algebra and Passing of the Regents Exam

This is the second Regents course student will take for a possible Regents math sequence. In this one year course Geometry topics such as Euclidean Geometry, Coordinate Geometry, Quadratic Equations and their graphs, locus and constructions, to name a few, will be covered. This course will have its own Regents exam given at the end of the course in June.



Algebra II Common Core

(Full Year) Credit 1

Suggested Prerequisite: Successful completion of Common Core Algebra and Common Core Geometry

This upper level course fits into an overall program of mathematics studies with a rigorous academic core by extending what student have learned in the introductory – levels of mathematics courses as well as introducing more advanced topics. These advanced topics include linear equations, inequalities, and systems, quadratic, polynomial, exponential, logarithmic, and rational functions, equations and expressions.

Applied Math

(Full Year) Credit 1

Suggested Prerequisite: Successful completion of Common Core Algebra

Topics to be covered include review of Algebra, financial literacy, personal finances, banking, loans and credit cards, home ownership, insurance and investments, careers & resumes, use of spreadsheets, apps, and other technology.

Statistics

(Full Year) Credit 1

Suggested Prerequisite: Successful completion of Common Core Algebra and 1 additional Math course.

This course begins with a study of basic data analysis using various graphical and numerical descriptions and one- and two-variable statistics. Concepts of sampling and experimental design are introduced. Sampling distributions are followed by statistical inference including confidence intervals and hypothesis tests for population means and proportions, ending with an analysis of variance and Chi- square. Graphing calculators are employed to study realistic data sets. A graphing calculator is required for this course and will be provided by MCS. Students have the potential to earn college credit (3 cr.) through SUNY Delhi.

Pre-Calculus

(Half Year) Credit ½

Suggested Prerequisite: Successful completion of Algebra 2 Common Core

This is an applications-oriented course in which students are exposed to a variety of techniques (e.g., numerical, geometric, and algebraic) for solving problems. The use of technology, specifically the TI-83 graphing calculator and Windows PC, is an important part of the course. Topics studied are data analysis, mathematical modeling, and functions, including polynomial, exponential, logarithmic, and trigonometric. Students will conclude each unit with a hands-on lab. A final project using technology will be used in lieu of an exam. Students have the potential to earn college credit (3 cr.) through SUNY Delhi.



Calculus**(Half Year) Credit ½***Suggested Prerequisite: Successful completion of Pre-Calculus*

Material customarily taught in the first semester of a college level calculus class. Topics include: functions, graphs and limits, derivatives, and integrals. Students have the potential to earn college credit (4 cr.) through SUNY Delhi.

Introduction to Programming I**(Half Year) Credit ½***Suggested Prerequisite: Successful completion of Common Core Algebra and passing of the Common Core Algebra Regents Exam.*

This class is a study of fundamental computer terminology, concepts, and problem-solving techniques. Emphasis is on the development of problem-solving skills using a programming language. Students will write, test, and debug programs related to appropriate disciplines using computer equipment. Students have the potential to earn college credit (3 cr.) through SUNY Delhi.

Introduction to Programming II**(Half Year) Credit ½***Suggested Prerequisite: Successful completion of Introduction to Programming I*

This course is a study of intermediate concepts and problem-solving techniques in an object-oriented programming language. Emphasis is on learning the skills necessary for the development of object-oriented programs. The course covers topics such as inheritance, polymorphism, windows programming, exception handling, multi-threading, and animation. Students will develop, test, and debug programs biased to appropriate and specific object-oriented techniques. Students have the potential to earn college credit (3 cr.) through SUNY Delhi.

College Algebra**(Full Year) Credit 1***Suggested Prerequisite: Successful completion of Integrated Algebra*

This course begins with a review of Elementary Algebra topics: fractions, order of operations, exponents and polynomials, one-variable linear equations. The central theme of the course is a study of functions, using both graphic and algebraic methods. The functions we will focus on are: linear (with slope studied as a rate of change), quadratic, exponential, and logarithmic. "Real world" applications of these functions are considered. Other technology may be incorporated at the instructor's discretion. Students have the potential to earn college credit (3 cr.) through SUNY Cobleskill.



MUSIC

Senior Chorus

(Full Year) Credit ½

Suggested Prerequisite: None

This course is for students with an interest in vocal music.

Senior Band

(Full Year) Credit ½

Suggested Prerequisite: None

This course is the highest level of instrumental music offered at MCS. It is a performance-based class that explores different genres and styles of music. As a group, students will prepare music for concerts, parades and festivals for the purpose of improving and performing at a high level. Students will be required to attend a lesson once a week in a six day cycle.

Theatre Art

(Half Year) Credit ½

Suggested Prerequisite: None

This course explores the components of dramatic art; attention to the contribution of acting, script, makeup, scenery, lighting, sound, and music to theatre and film. Emphasis will be on the art and craft of acting. We will examine actors' performances on stage and screen. Discuss method acting and character development and if students are willing, try some acting.

History of Rock

(Half Year) Credit ½

Suggested Prerequisite: None

This class will be a comprehensive study of rock music beginning with its roots in the early 50s and progressing to the music of today. The course emphasis will be on the personalities of rock and the listening of the music itself. Some emphasis will be placed on the concept of rock as an instrument of social change and its effect on society over a 50 year span. No knowledge of music theory is required, and the course will not deal with music theory aspects. All that is required is an interest in listening to music, discussing the songs and the people that have shaped our listening habits and styles since the 1950's.



PHYSICAL EDUCATION

High school physical education at Margaretville Central School is founded in the idea that physical activity and content knowledge is critical to the development and maintenance of physical, mental, and emotional health. Curriculum content is a progressive and direct spin-off of the middle school curriculum delivered to a mixed grade of classes ranging from grades 9-12. The MCS 9-12 physical education curriculum allows students to become more responsible for their overall health status and prepares each student to be good health consumers. The goal of the MCS 9-12 physical education program is to develop physically educated individuals who have the knowledge, skills, and confidence to enjoy a lifetime of healthful recreational activities. Specific topics that are focused on are as follows:

- Team Sports
- Individual and Dual Sports
- Target Sports
- Health and Fitness Assessments
- Fitness and Conditioning
- Adventure Activities
- Dance and Aerobics
- Grade Specific Research:
 - Personal Health and Fitness, Safe and Healthy Environments, and Resource Management

The physical education content found in this curriculum is mandated by the State of New York to be delivered to every MCS student every year. The content is to be taught as a separate content area by a certified physical education teacher. Every high school student, at MCS, will have 3 classes of physical education within every 6 day cycle totaling 126 to 135 minutes.

SCIENCE

Physical Setting: Earth Science

(Full Year) Credit 1

Suggested Prerequisite: None

Earth Science is the study of planet Earth with a focus on the physical aspects. Characteristics and processes involved in Earth's interior, surface, oceans, atmosphere and space are explored. Labs are conducted often, and students should be prepared for lab work, both inside and outside. There is a NYS minimum laboratory time requirement. There is a NYS Regents exam, both lab practical and written, given in June.



Living Environment

(Full Year) Credit 1

Suggested Prerequisite: None

Regents Living Environment is a course that focuses on the study of life and the natural world. From the smallest virus to the global biome the Regents Living Environment course explores the study and practical application of biological concepts such as: Scientific Method, Ecology, Cellular Biology, Heredity, Evolution, Human Anatomy and Physiology. Over the course of the year students will be provided opportunity to develop skills of mathematical modeling, problem solving, critical reading and writing, teamwork, and laboratory methodology and best practices. This course meets the curriculum requirements for the NYSED Core Curriculum and the NYSED P-12 SLS. This course concludes with students taking the NYSED Living Environment Regents Exam.

Topics in Science

(Full Year) Credit 1

Suggested Prerequisite: Successful completion of Earth Science and Living Environment

This course is designed for juniors and seniors to earn a third credit in science. Students will be expected to complete assigned readings and submit weekly written article reviews. There will be a class discussion of topics in all areas of science: biology, chemistry, earth science, and physics. Students will complete a number of short and long-term projects. Students will view a number of relevant feature films and complete study questions based on those films.

Environmental Science

(Full Year) Credit 1

Suggested Prerequisite: Successful completion of Earth Science and Living Environment

This course explores the complex, yet simple and delicate connections on, in and above the globe, with an emphasis on human geography including diversity and utilization of natural resources, habitats, adaptations and social structures. Physical and cultural anthropology perspectives, among others, are explored. Local areas are used for exploring concepts. Outside lab work is mandatory. Students must be prepared to do work outdoors in a variety of weather conditions.

Physical Setting: Chemistry

(Full Year) Credit 1

Suggested Prerequisite: Earth Science, Living Environment and Algebra

This course deals with both the theoretical foundations of chemistry and its many applications to everyday life. Topics include matter and energy, phases of matter, atomic structure, nuclear chemistry, the periodic table, bonding, kinetics and equilibrium, acids and bases, electrochemistry, and organic chemistry. Students must have a working knowledge of ratios, proportions and algebra along with the ability to express themselves in writing. Skills to be developed during the course include making connections between concepts and everyday life,



problem solving, characterizing concepts and ideas in written form, and carrying out laboratory procedures. Students will be actively participating in inquiry based labs and completing written lab reports. Double periods alternate with single period classes. The final assessment for this course is the New York State Regents exam.

Physical Setting: Physics

(Full Year) Credit 1

Suggested Prerequisite: Successful completion of Chemistry and 3 years of high school math.

Regents Physics focuses on the study of matter, energy and the interaction between the two. Physics is primarily concerned with understanding the relationships of matter and energy through modeling them with mathematics. Over the course of the year students will be provided opportunity to develop skills of mathematical modeling, problem solving, critical reading and writing, teamwork, and laboratory methodology and best practices. This course meets the curriculum requirements for the NYSED Core Curriculum and the NYSED P-12 SLS. This course concludes with students taking the NYSED Physics Regents Exam.

Science Research

(Full Year) Credit 1

Suggested Prerequisite: Permission of instructor

Science Research in the High School three-year program affords students the opportunity to participate in a community of scientific research and scholarship as part of their high school experience. It furthers excellence in performance and achievement, while drawing from and developing scientific capabilities of the student. In This course students choose and explore a topic of interest. Students research their selected topics, establish professional contacts in their field, conduct original research, and document their findings. Students are expected to apply to various state and national science competitions, and seek to publish their final work in an appropriate scientific journal. Special focus includes, presentation, personal communication, writing, networking, and publication. Students enrolled in Science Research are required to be self-motivated and personally investing in their research outcomes. This course is available for up to 12 college credits through the University of Albany.

Social Studies

Global History and Geography

(Full Year) Credit 1

Suggested Prerequisite: None

This is a required two year course covering the development of civilization from pre-history to the present. In ninth grade, the course covers pre-history, ancient civilizations, medieval Europe, and the restoration. Tenth grade covers the scientific revolution to the present and requires students to take a Regents exam.



United States History**(Full Year) Credit 1***Suggested Prerequisite: Successful completion of Global History 9 & 10*

This required course covers U.S. history from the colonial times to present. Students are required to take a Regents exam in June.

Government**(Half Year) Credit ½***Suggested Prerequisite: Successful completion of two years social studies*

In this course, students will learn to analyze public policy issues and the effect of proposed policies on U.S. Domestic and foreign policy. They will also identify key role players who determine policy and determine ways to influence those key players. The policies to be discussed will range from local issues in Margaretville to international issues.

Economics**(Half Year) Credit ½***Suggested Prerequisite: Successful completion of two years social studies*

This course emphasizes analysis of the American economic system as it relates to the individual and other economic systems. Specific units will cover microeconomic issues such as the law of supply and demand, factors of production, and the business cycle. Macroeconomic issues will include money and banking, monetary and fiscal policy, international trade and comparative economic systems. We will be touching on the history of economic thought as well as current economic issues.

American History to 1877**(Half Year) Credit ½***Suggested Prerequisite: None*

This is a study of the American people from the point of European contact to the end of the Reconstruction period. Selected issues emphasized include the impact of European intervention on Native American civilizations, the development of the American republic, westward expansion, immigration, economic and religious ideals, the institution of slavery, sectionalism, early social reform movements including women's rights and abolition, and the war between the states.

American History Since 1877**(Half Year) Credit ½***Suggested Prerequisite: None*

This course analyzes problems faced by the American people since the end of Reconstruction. Issues include the effects of industrialization, social, economic and political reform, imperialism, immigration, urbanization, populism, progressivism, the transformation from isolationism to a position of world power, the New Deal, World War I, World War II, the Cold War, revival of feminism and racism.

