MARLBORO HIGH SCHOOL

2020 – 2021

Academic Program Guide

Marlboro High School
50 Cross Road
Marlboro, NY 12542
Phone (845) 236-5810 Fax (845) 236-2638

Ryan T. Lawler
Principal

Jena Thomas
Assistant Principal

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Marlboro Central School District

"Pursuit of Excellence"

District Mission Statement

It is the mission of the Marlboro Central School District to provide an educational environment that will prepare our students to become responsible, productive citizens and life-long learners.

Vision Statement

The Marlboro Central School District prepares all students for a successful and productive life of learning. We will continue to adjust our learning environment and programs to ensure that our graduates are prepared to meet the ever-changing challenges of the 21st century.

Belief Statement

We believe that all students can become responsible citizens and life-long learners. This will be accomplished by encouraging the following:

- Fostering a spirit of honesty, integrity, and cooperation.
- Ensuring that all graduates are competent communicators.
- Establishing high academic standards through a well-balanced and integrated curriculum.
- Encouraging students to develop a work ethic by setting and pursuing goals and learning to self-assess.

We also believe that all students can become productive citizens. This can be accomplished by doing the following:

- Fostering an understanding and respect for cultural diversity and civic responsibility.
- Providing an environment that promotes personal wellness, safety, and compassion.

District Office – (845) 236-5800

Mr. Michael Brooks – Superintendent of Schools
Mr. Michael Bakatsias – Assistant Superintendent & Director of Technology
Ms. Robin Hecht – District Director for Curriculum & Instruction
Ms. Meghan Febbie – District Director for Student Services
Ms. Rosanne Mele – District Director for Business & Finance

Board of Education

Mr. Frank Milazzo – President
Mr. John Cantone – Vice President
Mrs. Joann Reed
Mr. John Marro
Ms. Karen Brooks
Mr. Michael Connors
Mr. James Mullen

Principal's Welcome

Dear Students,

Welcome to Marlboro High School!

This guide has been developed to help you through your MHS education. We are proud of our extensive academic course offerings. Our programs are designed to assist each of you in your progress academically and as citizens. This guide lists graduation requirements, operating procedures, and all courses available in our school. As you progress at MHS, you may take electives, AP (Advanced Placement) courses, and earn college credits in the high school setting. Juniors and seniors have an opportunity to complete a program at the Orange/Ulster BOCES Career & Technical Academy. You are encouraged to pursue your passions and challenge yourself.

Ask for help along the way. You are not alone in this. Your counselors and teachers are dedicated to your success and will do all they can to assist you. Good luck and Go Dukes!

Sincerely,

Ryan Lawler, Principal

Marlboro High School Key Staff
Building Administration & Main Office (845) 236-5810
Principal – Mr. Ryan Lawler
Assistant Principal – Mrs. Jena Thomas
Main Office – (845) 236-5810
Ms. Joanne Alberg ext. 3100
Ms. Traci Kluge ext. 3000
Ms. Jennifer Vitale ext. 3200

School Counseling Office
Counseling Office (845) 236-5809
School Counselor – Mr. Timothy Marquis
School Counselor – Ms. Marcy L. Scaturro
School Counselor – Ms. Michelle Tyson
School Counselor – Ms. Ayanna Woodburn
School Psychologist – Ms. Susan Johansson
Student Assistance Counselor – Ms. Kathleen Harden
Ms. Jennifer Apuzzo ext. 3300
Ms. Jenna Lazaroff ext. 3301

Marlboro High School Department Chairs (845) 236-5810
Art – Ms. Amy Tremblay
English – Mr. Chris Dileo
Mathematics – Ms. Maryann Monteverde
Music – Ms. Katie Budryk
Physical Education & Athletic Director – Ms. Jonnah O'Donnell
Science – Mr. Robert DeMarco
Social Studies – Ms. Sarah Santora
Special Education – Ms. Valerie Bardunias
World Language – Ms. Tamara Natoli

Graduation Requirements

Students who have completed all New York State graduation requirements will be allowed to participate in graduation ceremonies at the end of the year.

Regents Diploma

Required Subjects	Number of credits	Regents Exams Required	Minimum Score
English	4 credits	Common Core ELA	65
Social Studies	4 credits	Global History & Geography	65
		United States History & Government	65
Mathematics	3 credits	1 Math Regents	65
Science	3 credits	1 Science Regents	65
(At least one credit each in physical and life science)		or Pathway Option	
World Language	1 credit*		
Health	.5 credit		
Art/Music	1 credit		
Physical Education	2 credits**		
Electives	3.5 credits		
Total	**22 credits**		

**Students identified as having a language-based disability may be exempt from the world language requirement if the student's I.E.P. states that the requirement is not appropriate. Students who took a world language in 8th grade and passed both the Checkpoint A exam and the class have fulfilled the world language credit requirement.*

***All students must take Physical Education each year.*

Regents Diploma with Advanced Designation

Required Subjects	Number of credits	Regents Exams Required	Minimum Score
English	4 credits	Common Core ELA	65
Social Studies	4 credits	Global History & Geography	65
		United States History & Government	65
Mathematics	3 credits	Common Core Algebra	65
		Common Core Geometry	65
		Algebra II Common Core	65
Science	3 credits	2 Science Regents Exams	65
(At least one credit each in physical and life science)		or Pathway Option	
World Language	3 credit*, ***	Checkpoint B Language Exam	65
Health	.5 credit		
Art/Music	1 credit		
Physical Education	2 credits**		
Electives	1.5 credits		
Total	**22 credits**		

**Students identified as having a language-based disability may be exempt from the world language requirement if the student's I.E.P. states that the requirement is not appropriate.*
***All students must take Physical Education each year.*
Students who take a 5 credit sequence in one of the following may be exempt from the additional 2 credit World Language Requirement: Art, Music, Business, CTEC.

Diploma with Honors

Students may earn the designation "With Honors" for both the Regents Diploma and the Regents Diploma with Advanced Designation if the average of their scores on all required Regents Exams for that diploma is at least 90%.

Local Diploma

Students with an approved IEP or 504 plan stipulating the "Safety Net Option" or declassified students may qualify for a local diploma.

Diploma with Mastery in Math and/or Science

Students may earn a Regents Diploma with Advanced Designation in Math and/or Science. Students must score 85 or above on 3 Math Regents exams to qualify for Mastery in Math. Students must score 85 or above on 3 Science Regents Exams for Mastery in Science.

Seal of Biliteracy

In order to be considered for a Biliteracy Seal, students must fill out an application for the seal found both in our school counseling office and on the Marlboro High School website. Students should speak with their counselors for further information.

Appeal Process

School Counselors will assist students who may qualify for local diplomas through a NYS provided appeal process, pending Superintendent approval.

Regents & Checkpoint Exam Exemptions related to Covid-19.

New York State has cancelled the June, 2020 and January, 2021 New York State Regents Exams. NYS has determined Regents Exams will be given in June of 2021 in English language Arts Common Core, Algebra I Common Core, The Living Environment (Biology) and Physical Setting Earth Science. There will be no August, 2021 Regents Exams.

New York State has issued Exemptions for all Regents Exams and World Language Checkpoint Exams for June of 2021. This includes the cancelled exams as well as the 4 exams that will be administered. The term Exemption means that students do not need to take any Regents or Checkpoint examination this year for course credit and the exam is also waived from all graduation and diploma type requirements. For the purpose of graduation requirement and diploma type, the Exemption equates to students having passed the exam as long as they pass the corresponding classes that normally end in a Regents or Checkpoint Examination. If a student passes a Regents class with an overall average of 65, the student has met the requirement for graduation and diploma type.

Any questions on exemptions or exams should be directed to your school counselor.

New York State Regents Examinations – June, 2021

Thursday, June 17 - 7:30 AM – English Language Arts
Tuesday, June 22 - 7:30 AM – Living Environment (Biology)
Wednesday, June 23 - 7:30 AM – Algebra I Common Core
Thursday, June 24 - 7:30 AM – Physical Setting/Earth Science

MARLBORO HIGH SCHOOL ACADEMIC INFORMATION	
COURSE CREDIT	Credit for a course will be granted when the final average achieved is 65 percent or greater.
FINAL AVERAGE	a. Full-Year Course – 4 quarterly averages each count 20%. The mid-term counts 5%. The Regents or final exam counts 15%. There are a few exceptions as noted on the teachers' course syllabus. ***See Covid-19 average calculation information immediately following this chart for 2020-2021 final course calculation information.*** b. One-Semester Course – 2 quarterly averages count for 40% each (80% total). The final 20% is from the final exam.
REGENTS EXAM	Students enrolled in Regents courses are expected to take the Regents exam.
ACADEMIC REPORTS	Academic Progress Reports are issued eight times per year. Reports are available online through the School Tool Parent Portal. There are two categories of reports: a. Report Cards – Issued 4 times per year at the end of each quarter (10 weeks) *Quarterly averages on report cards are weighted averages*. b. Interim Reports – Issued four times per year at the midpoint of the quarter (5 weeks).
Rank/Weighting	Weighting for the purpose of weighted Rank and Weighted Grade Point Average (GPA) on report cards and transcripts is calculated in the following manner. Class rank is calculated semi-annually in October and March. a. Honors – weight factor 1.05 b. College/Advanced Placement – weight factor 1.07 c. All other courses – weight factor 1.0 Class rank is calculated semi-annually in October and March. Initial senior class standings will be calculated in October. Final GPA and Class Rank will be re-calculated in March of the senior year for the purpose of determining graduation honors (Valedictorian, Salutatorian). Final Rank will be determined by Weighted GPA to the 3rd decimal place. Courses taken at a college campus shall be converted for GPA and Class Rank purposes as follows: A = 96, A- = 92, B+ = 89, B = 86, B- = 82, C+ = 79, C = 76, C - =73, D = 66, F = 56 Courses taken through Gradpoint as credit recovery will be a part of GPA and Class Rank calculation. Courses taken through Gradpoint as credit accrual will not be a part of GPA and Class Rank calculation.

Covid-19 and course average calculations

The following Regents Examinations have been cancelled in June of 2021; Global History & Geography II, U.S. History & Government, Geometry Common Core, Algebra II Common Core, Chemistry, & Physics. The world language Checkpoint Exams are at local discretion.

At the present moment NYS is committed to administering the following exams in June of 2021:

- Algebra I Common Core
- English Language Arts Common Core
- Earth Science
- The Living Environment.

Due to the nature of the 2020-2021 school year and the varying learning and assessment modalities, New York State Regents Examinations will not be part of final course averages for Marlboro High School courses. Teachers will communicate specific grading expectations to students and families.

Academic Honors
Honor Roll with Distinction & Honor Roll for students are posted quarterly as follows:
Honor Roll with Distinction – Overall average of 90% and higher on all academic courses, including Physical Education.
Honor Roll – Overall average of 85% through 89.99% on all academic courses, including Physical Education.
Students who receive an incomplete will not be included in either Honor Roll.

Honor Society
In order to be considered academically eligible for admission to the National Honor Society (NHS), a student must have a minimum cumulative weighted average of 90.0. Admission to the NHS is also dependent upon student review of each candidate's character, leadership, and service. Students are notified of their eligibility in the middle of their sophomore year by the National Honor Society advisors. It is the responsibility of each eligible candidate to complete a formal application by the stated deadline. The induction ceremony is held in the spring of each year.

Spanish Honor Society
In order to be considered academically eligible for admission to the National Spanish Honor Society (Asociación Honoraria Hispánica), a student must have earned a minimum of 85 on the Checkpoint B assessment at the end of Spanish 3. They must be enrolled in College Spanish and maintain a minimum average of a B (83). Students are notified of their eligibility in the middle of their junior year by the advisor. The induction ceremony is held in the spring of every year.

Academic Integrity
The ability and responsibility of students to use their own ideas, works, creations, and knowledge in completing exams, projects, reports, etc. is a guiding principle of public education in a free and democratic society. Students who cheat or plagiarize (use the ideas or words of another without full acknowledgment) will receive a zero on the assignment and will not be permitted to redo it. Students who commit fraud (cheating) on any state examination (Regents or Checkpoint) may lose their right to take any subsequent exams.

Attendance
The district believes that classroom participation is related to and affects a student's performance and grasp of the subject matter and, as such, is properly reflected in a student's final grade. According to the district attendance policy, classroom participation requires a student to be in class and prepared to work.

College Courses, Bridging to College
College credit that is earned at Marlboro High School may be treated differently by each college. Each college has its own specific guidelines, which are usually applied after a student has decided to attend that college. Students should call those colleges they are interested in applying to and ask whether the college will accept transcript credit from Dutchess Community College, SUNY Ulster or Syracuse University. Some colleges may give you advanced standing. Some may waive other requirements. Some will be pleased to know you can do college-level work in high school, but will not accept college credit you earned at a different institution. Paying reduced tuition for college credit in high school courses can result in savings. In addition to sending a high school transcript to their college of attendance, students will pay a fee to the college awarding credit (DCC, Ulster, Syracuse) to have their transcript sent to their college of attendance. This is done directly through the registrars offices of DCC, Ulster, & Syracuse.

ADVANCED PLACEMENT (AP) courses are standardized in that they prepare students to take a national comprehensive examination at the end of the course. All Marlboro High School students who take AP courses are expected take the AP exam and pay an exam fee, which is not tuition. Many colleges will issue credit or advanced standing to students who present scores of 4 or 5 on an AP exam. Some will consider a score of 3 on some AP exams.

Bridging to College
Seniors in good standing may consider taking part or all of their senior year graduation requirements at a local college. Marlboro High School Students may bridge at Dutchess Community College, Marist College, Orange Community College, or Ulster Community College. Students should see their counselors for further details. Classes taken at the college appear on both the high school and college transcripts. Classes taken at the college with no affiliation with Marlboro High School will not be factored into Grade Point Average or Class Rank calculations.

Early Graduation
Students must submit a written request from a parent/guardian to the principal for approval.

NCAA Eligibility
Students and families with interest in playing college sports should speak with their school counselor when entering Marlboro High School. Not all Marlboro High School courses qualify for NCAA credit. Students should continue to work with their school counselor during their high school years to make sure they are on track to meet NCAA eligibility guidelines.

Division I Eligibility
- All students entering college must have completed 16 core courses in high school, 10 of which must be completed before the start of the seventh semester.

Division II Eligibility
- All students entering college on or after August 1, 2018 must have completed 16 core courses in high school.

GPA & Test Scores
- Students must earn a minimum required GPA in core courses and a combined SAT or ACT sum score that matches the GPA on a sliding scale, which can be found in the NCAA's *Guide for the College-Bound Athlete*.

NCAA core course definition
- An academic course in one or a combination of these areas: English, mathematics, natural/physical science, social science, foreign language, comparative religion, or philosophy
- A four-year college preparatory course; and a course at or above the high school's regular academic level, for example, an AP class or outside college course

A complete listing of specific information is available from the NCAA Eligibility Center.

Repeating Courses/Summer School
Students who earn a grade below a 65 in a course required for graduation must repeat the course during the following school year, enroll in Gradpoint when applicable, or retake the course in a summer school program. Summer school information and registration forms are available in the school counseling office at the conclusion of each academic year.

Gradpoint
Gradpoint can be taken as credit recovery. Students must earn a 50 overall average in the class to be eligible for Gradpoint credit recovery. Students who earn below a 50 with extenuating circumstances may be approved by administration on a case by case basis. Students will receive a numerical grade on their report card and transcript. Courses taken as credit recovery will be factored into Class Rank and Grade Point Average calculations. Students may take Gradpoint courses with administrative approval

for the purposes of credit accrual (not repeating a previously taken course). Courses taken in credit accrual will not be factored into Class Rank or Grade Point Average calculations.

Transcript, Protocols, and Student Supports

Student Transcript
The high school transcript includes the names and levels (e.g., Honors, Advanced Placement, College) of courses taken, final averages earned in each course completed, Regents exam scores, cumulative grade point average and class rank.

Level Placement in Courses
Decisions regarding the level placement of a student in a course are based on the student's past performance in the subject area and the subject teacher's recommendation for the level of instruction appropriate for the next school year. This book contains course entry requirements. Students and parents may request that the student be enrolled in a more challenging course than what was recommended by the teacher.

Student Course Challenge Appeal Application
Students who wish to enroll in a higher level course, who were not recommended by his or her teacher, must go through the appeal process. Challenge requests are reviewed by the academic department with a final appeal available through the principal's office. Challenge appeal forms are available in the school counseling office.

Dropping/Adding a Course

- A student may drop/add a course during the month of September with parent/guardian written approval. A student may drop/add a course during the month of October and thereafter pending parent/guardian and teacher approval. Students do not have the right to drop a course after the conclusion of the first quarter. Courses may be dropped after the first quarter when extenuating circumstances are reviewed by building administration.
- Dropping certain courses may affect a student's eligibility for the Regents Diploma with Advanced Designation and/or NCAA Division I and Division II college sports.
- Requests to change courses based on teacher preference and/or section are not permitted.
- Students are able to drop lunch with written permission from a parent/guardian.
- Students may audit a class to prepare to take a Regents Exam.
- In special circumstances students may audit non-Regents courses with administrative approval.

Doubling Up
Students are permitted to take two core courses in the same department if they are not considered sequential in nature and if the student needs to make up one of the courses. Students may also double up in order to graduate early. Questions about doubling up will be addressed by the school counselor, appropriate department chair, and the principal.

Independent Study

- Independent study course requests will be evaluated by the principal on a case by case basis. In order to be considered for approval, students must have a valid reason why they cannot take the course during the regularly scheduled school day.
- Students interested in taking a course as an independent study should speak to their teacher. The teacher should then speak to the principal for approval.

Late Arrival/Early Dismissal Requests

- Junior and senior students have the opportunity to request late arrival/early dismissal with parent permission. Late arrival/early dismissal request forms are available in the school counseling office.

Schedule Changes

Schedule changes will be made for the following reasons:

- Student interest;
- Conflict in the original course selection;
- Need for changes in an instructional level;
- Change in academic status after attending summer school;
- Course failure with the same teacher on a previous occasion.

Special Examinations

PSAT - The PSAT Test/National Merit Scholarship Qualifying Test (PSAT/NMSQT) is given in October. This is a recommended test, and there is a fee payable to the Marlboro Central School District. All college-bound students as well as those who are undecided about their future plans and goals are strongly encouraged to take this exam in their junior year. It is required of all juniors who plan to enter the National Merit Scholarship competition.

SAT - The College Board SAT should be taken by most college-bound students. Check college entrance requirements and see your school counselor for details and recommendations. The SAT measures verbal and mathematical reasoning; it is not an achievement test.

SAT II - The College Board SAT II Subject Tests should be taken as close to the completion of a course as possible. The SAT II measures achievement in more than 20 different subject areas.

ACT - The ACT is also available to college bound students. This is comparable to the SAT and is accepted by most colleges in lieu of the SAT. The ACT tests students in math, science and verbal domains.

An Advance Placement Exam **(AP)** is administered upon completion of an AP course.

Testing Accommodations for the PSAT, SAT, SAT II, & ACT

Students with disabilities documented by an IEP or 504 Accommodation Plan must apply in advance to access testing accommodations during the SAT and ACT. The application process takes four to six weeks. Documentation is required and approval is not guaranteed. Requests are considered by the College Board and ACT programs.

Support Services

If students are having difficulty in any of their courses or have issues inside or outside of school that are negatively affecting their schoolwork, the following professional staff can provide assistance:

School Counselor

Each counselor is an academic advisor who helps students choose appropriate courses that will prepare them for college or full-time employment after high school. In addition, if students are having personal or social problems, the counselor can provide assistance.

Classroom Teacher
The classroom teachers are available during the school day and after school to provide extra academic help to any student who needs assistance.

Department Chairperson
The Department Chairpersons are available to assist students with any questions they may have regarding curriculum and specific course offerings.

Peer Tutoring
The National Honor Society is available throughout the school year to provide peer tutoring in all academic areas. The Spanish Honor Society is available to provide peer tutoring in Spanish. Please note that tutors may be available on a limited basis and there are times when schedules do not permit peer tutoring to occur. See your school counselor for more information.

Parent or Guardian/Teacher Conference Requests

- To request a parent or guardian/teacher conference, contact the student's school counselor.
- Conferences are generally scheduled at 2:30 p.m. Requests should be made at least one week in advance.

School Counseling Office Requests

Homework Requests

- Students and parents are encouraged to check teacher websites and email teachers directly to request work for days missed.
- Teachers should be notified, by students, in advance of any planned absence in order to obtain any work that will be missed.
- If a student is absent from school for two or more consecutive days, a request for homework may be made. Please contact the school counseling office secretary before 9:00 a.m. for a homework request.

Home Teaching Requests

- Home teaching is available to students who have been absent for 10 consecutive days.
- A written letter from a medical doctor is required to request home teaching.
- All home teaching requests must be approved by the Director of Student Services.

Transcript Requests

- For current students, transcript requests can be made either electronically through college application websites or by completing a transcript request form, which is available in the school counseling office.
- For students who have graduated, transcripts can be sent directly to a college or university upon request, by calling the school counseling office. Transcripts can be mailed to an individual by completing the transcript request form, which is available on the school counseling webpage.

Mid-Year Grade Requests

To have your mid-year grades sent to a college or university, a mid-year grade request form should be completed and given to your counselor. Mid-year grade request forms are available in the school counseling office.

Walk-In Regents Exam

- Walk-In Regents exams are for students who have failed a Regents exam or wish to retake a Regents exam for a higher score.
- Students may sign up for a January or June walk-in Regents exam by completing a form available in the school counseling office.
- Students who re-take a Regents Examination will have the highest Regents Exam score displayed on their transcript. Students who re-take a Regents Exam and improve their test score will have their course average from the original course recalculated with the new exam accounting for 15% of the overall course average. This applies only to courses taken in the Marlboro Central School District. Courses taken out of district or out of state will not be recalculated.

Working Card Requests

Students who are 14 years of age and older may request their working cards through a school counseling office secretary who will provide students with the required application.

Course Guide

Art

Studio Art — 1 credit

Full Year

This course is the first art course you will need to take before taking Drawing and Painting, Advanced Art, and Digital Photography, Graphic Design, & Ceramics. It's a comprehensive foundation based on the Elements and Principles of Art and contains a variety of projects such as drawing, painting, digital design, mixed media and art history. Some sample projects may include *self-portraits, figure drawing from life, scratchboard designs, collage art and landscape painting.* This course will prepare the student for future art courses and a possible sequence in art that could lead to AP®/Portfolio Development.

Advanced Studio Art — 1 credit

Full Year

Prerequisite: 8th Grade teacher recommendation or completion of Studio in Art

This is an in-depth exploration of Studio Art using a variety of mediums that include the Elements & Principles of art. Students will incorporate their personal style and narrative to create artwork. Students will build upon their pre-existing knowledge of art principles and experiment with new mediums such as printmaking, ink, water color, and paint. Students will leave this course prepared to take Drawing and Painting.

Advanced Art — 1 credit

Full Year

Prerequisite: Studio Art

A course that runs every other year that explores many unique mediums and techniques in art. The projects are more sophisticated and individualized and involve mediums such as fabric dyes, copper foil, printmaking, digital animation and other mixed media. Critiques and self-assessment are an important part of this course.

Drawing and Painting — 1 credit

Full Year

Prerequisite: Studio Art or Advanced Studio Art

The beginning of this course concentrates completely on DRAWING using such dry mediums as graphite, charcoal, oil and chalk pastel, sharpies and color pencil. The second half of the year is devoted to PAINTING with acrylics on canvas, watercolor, ink, gouache on paper and many different mixed media techniques. One requirement in this elective is an on-going sketchbook/journal. This is to help you brainstorm and develop your ideas. Critiques and assessments are also an important element of this course.

Fashion Design 1/2 credit

Half Year

Prerequisite: Studio Art

The purpose of this dynamic, new, half year course is to complete an original collection based on knowledge of professional fashion design and a student's individual style. During the semester, students will learn basic figure drawing and stylized figure drawing in order to illustrate their ideas. The history of fashion will be briefly discussed with emphasis on contemporary designers and trends. There will be projects based on various media such as TV's "Project Runway All-stars," and magazines such as, Vogue and in Style. The elements and principles of art will be used to brainstorm ideas for original pattern design, different lines of clothing, sleepwear, bathing suits, jewelry and other accessories. Finally, the amazing variety of fashion careers will be experienced through a field trip to a New York museum along with classroom visits by fashion professionals. We will also be creating print ads using the computer, from students' own designs.

Graphic Design 1/2 credit

Half Year

Prerequisite: Studio Art

This exciting, new, half year course will introduce the student to the basics of graphic design using knowledge of the elements and principles of design as a foundation. We will be creating works using traditional mediums, such as paint and markers, and also learn how to design using the computer. Typography and font design will be covered and students will learn to use programs, such as Adobe Photoshop, Microsoft Publisher and others to create CD and Magazine covers, menus, and advertisements for present day products. Students will learn about careers in graphic design through classroom visits by professional designers and a field trip to a New York museum.

Art History 1/2 credit

Half Year

Prerequisite: Studio Art

This exciting half year course will introduce students to many types of art from pre-history to the present. We will view and analyze art works on a daily basis and have lively discussions in order to learn and develop personal taste and art appreciation. There will be two field trips to a museum and gallery, in order to appreciate works of art in person. Throughout this course the history of the world and its many diverse cultures will be explored using art works. There will be some research projects and a visual journal created by students.

Digital Photography 1 credit

Full Year

This course is for any art student that wants to learn how to take and edit digital photos to create images that have visual impact. Participants will learn basic knowledge of digital cameras; how to use composition techniques to create a photograph rather than a snapshot; how to use Photoshop for photo-editing and manipulating; and become aware of photographers, and careers in photography. At the end of the course participants will have completed a variety of original projects.

Advanced Digital Photography 1 credit

Full Year

Prerequisite: Digital Photography

This course is for any art student that wants to expand their digital photography and Photoshop skills. Participants will further their knowledge of how to use their camera to capture strong compositions and incorporate their own personal voice and style. It is strongly recommended that the student have a digital SLR camera because they will be using their manual settings for setting shutter speeds and aperture.

AP® Portfolio Development 1 credit

Full Year

Prerequisites: Studio Art and Drawing & Painting. Highly recommended for Junior year – in order to complete portfolios before college deadlines in the fall of senior year.

This is a serious portfolio development course that will focus on building a strong portfolio for use in art college admission and obtaining valuable scholarships. During the first semester, assignments are teacher-directed. In the second semester, students choose their own "concentration" and create their own assignments. Instruction will cover drawing, painting, photography and digital design all based on college admission portfolio requirements. There will be college portfolio reviews within the classroom from visiting reps and visits to N.Y. and local galleries. Students may opt to take the course as AP® credit to be sent to the college of their choice or take it as a portfolio course only.

Studio in Ceramics 1 Credit

Full Year

Prerequisite: Studio Art

Studio in Ceramics is a comprehensive study of the creative possibilities of clays and glazes. Emphasis is on hand building with the student being introduced to the methods and techniques of modeling, slab building, and coil construction including an introduction to wheel thrown pottery. Projects may range from functional objects to objects that are purely aesthetic in nature.

Advanced Studio in Ceramics 1 Credit

Full Year

Prerequisite: Studio in Ceramics

Students will build on their foundation from Studio in Ceramics. They will perfect and refine their abilities in ceramics. Hand building and wheelwork is more rigorous and more challenging assignments will be given. New techniques will be introduced and applied in more complex ways than in ceramics I. New glazing techniques will also be introduced.

Business

Sports and Entertainment Marketing 1 credit

Full Year

This new and exciting full year course is designed to teach marketing concepts through the sports and entertainment industries. Students will learn the basic principles of marketing, management, financing, pricing, promotion, advertising, sales, and communication. The course covers topics such as sporting events, athletes, sports facilities, locations, sponsorships, concerts, musical festivals, and product launches. Students will use the skills they learn in discussion based classroom lessons as well as hands on projects. Students will create and design their own unique brand of their choosing. The course will culminate with a project in which students will work with a partner to create their own baseball franchise from the ground up.

Communication and Technology 1 credit

Full Year

Do you want to learn real-world skills that will help you succeed in a high-paying career? This elective course is designed for students to gain a more complete understanding of real-world skills necessary for success within and outside the classroom. Students will develop computer proficiency; this will include typing/keyboarding, word processing, Google Suites, Excel/spreadsheets, email/attachment protocol and etiquette, and website creation. This course will also cover the job application process, resumes, cover letters, interviews, and correspondence (print, verbal, and in-person) for all purposes. This course is an opportunity for students to learn the practical skills they need to succeed in the 21st Century.

English

English 9 — 1 credit

Full Year NCAA 1 Credit

English 9 offers an integrative curriculum aligned with the NYS Common Core Learning Standards which emphasizes the mastery of language skills through reading, writing, listening, and speaking. Ninth grade students will be introduced to key literary and higher-level thinking concepts through the reading and analysis of grade-level appropriate texts. In addition, students will use both written and spoken communication and current technology effectively through a wide range of tasks. The completion of an MLA-style research paper is required for this course.

English 9 Honors — 1 credit

Full Year NCAA 1 Credit

Recommendation: Teacher Recommendation, 94 average recommended at the end of the third quarter in the 8th grade, score on the STAR assessment of 9th grade equivalency or higher, and a 90% attendance rate

English 9 Honors offers a challenging curriculum that is aligned with the NYS Common Core Learning Standards for self-motivated students who are independent workers, yet able to work collaboratively with peers. Students must also have a strong work ethic, integrity, and attend school consistently. The completion of a summer reading project, due upon the commencement of the school year, is a prerequisite for entering this course. New literary elements and terminology will be introduced and applied for literary analysis. With each unit, students will be expected to utilize technology to reinforce their guided and independent study of literature. In addition, students will be expected to communicate ideas effectively through writing and speaking. The completion of an MLA-style research paper is required for this course. This is a weighted course: 1.05.

English 10 — 1 credit

Full Year NCAA 1 Credit

English 10 offers a NYS Common Core aligned curriculum that focuses on the reinforcement of the concepts and strategies that were introduced in English 9 and introduces new, more complex literary concepts and writing tasks. Students will read more complex literary texts and will write on a more mature, sophisticated level. In addition, students will use technology to improve presentation skills and to communicate verbally in a more effective, mature manner. The completion of an MLA-style research assignment is required for this course.

English 10 Honors — 1 credit

Full Year NCAA 1 Credit

Prerequisite: Teacher Recommendation, 91 average in English 9 or 87 average in English 9 Honors, and a 90% attendance rate

This NYS Common Core aligned course is for students who have academic integrity and a strong work ethic, attend school regularly, and who would like a challenging, rigorous language arts curriculum. The objective of the course and the curriculum is to introduce students to critical thinking and insightful analysis of texts. Students will be required to write consistently for a variety of analytical and critical purposes and to read, write, listen, and speak on an advanced, independent level. In

addition, students will use current technology consistently to improve and enhance communication, projects, and presentations. The completion of a summer reading project, due upon the commencement of the school year, is a prerequisite for entering this course. The completion of an MLA-style research assignment is also required. This is a weighted course: 1.05.

English 11 — 1 credit

Full Year NCAA 1 Credit

English 11 is a comprehensive NYS Common Core aligned language arts course that provides students with a portrait of the American literary scene from the Colonial Period to the Modern American period. This course focuses on the reinforcement of the concepts and strategies that were introduced in English 9 and 10. In addition, it introduces new, more advanced literary concepts and writing tasks. Students will read more complex literary texts and will be taught to write on a more critical, analytical level. In addition, students will use technology to improve presentation skills and to communicate verbally in a more effective manner. The completion of an MLA-style research assignment is required for this course.

English 11 Honors: AP English Language & Composition — 1 credit

Full Year NCAA 1 Credit

Prerequisite: English 10 or 10 Honors Teacher Recommendation, 91 average in English 10 or 87 average in English 10 Honors, and the completion of a summer reading/writing project, due upon the commencement of the school year, 90% attendance rate

To be a thoughtful, productive citizen in the 21st century, an individual must think critically, read widely with full comprehension, and write from a perspective of strength and conviction. The AP English Language and Composition course "focuses on rhetorical analysis of nonfiction texts and the development and revision of well-reasoned, evidence-centered analytic and argumentative writing. [This] course focuses on reading, analyzing, and writing about imaginative literature (fiction, poetry, drama) from various periods" (The College Board, AP English course Description, Fall 2014). This class combines American literature with the components of Advanced Placement Language and Composition, so there will be a combination of fiction and nonfiction readings. The intense concentration on language use in this course should enhance students' abilities to use and identify grammatical and rhetorical conventions both appropriately and with sophistication. Students are required to sit for the AP Language and Composition exam. In addition, students are required to take and pass the NYS Common Core ELA Regents exam. This is a weighted course: 1.07.

English 12: — 1 credit

Full Year NCAA 1 Credit

English 12 is a comprehensive course that meets the CCLS requirements for college readiness. The program is structured as the culmination of the directed high school program, focusing on the interrelationship between technology, composition, literature, and speech. The course seeks to develop the students' abilities to read, write, present, listen, and think. Various literary genres will be studied. Writing will include expository, analytical, narrative, and argumentative essays designed to prepare students for college assignments. A research endeavor using MLA guidelines is required for college bound students.

College English - ENG101 ½ credit / 3 college credits

Fall Semester NCAA .5 Credit

Collegial Program—taught under the auspices of Ulster County Community College
Semester – This course is only offered during the fall semester.
Prerequisite: Teacher Recommendation, 85 average in English 11 and Mastery on the English Regents Exam, and the completion of a summer reading/writing project, due upon the commencement of the school year

This course fosters the skills needed to allow students to meet the challenge of writing accurately and clearly on the college level. The emphasis is on the development of the essay, the study of essential rhetoric, and a review of grammar. The course culminates in a final portfolio, which counts as 25% of the student's final average for the course. In addition, at the end of the semester, students enrolled for UCCC credit must take a writing-competency test, which is evaluated according to the Final Exam Rubric by three faculty readers. The final score comprises 25% of the student's final average for the course. Students who fail English 101 will be ineligible to enroll in English 102. This is a weighted course: 1.07.

College English - ENG102 ½ credit / 3 college credits

Spring Semester NCAA .5 Credit

Semester – This course is only offered during the spring semester and is a sequel to English 101
Prerequisite: A score of "C" or better in English 101

Open only to those students who have satisfactorily completed English 101, this course is essentially a world literature survey course offering selections in prose, poetry, and drama. This course stresses the development of writing skills, the close reading and discussion of literary forms, the study of research methods, and the writing of a research paper, using MLA guidelines. In addition to writing a variety of analytical essays and the research paper, students will be required to take unit exams. This is a weighted course: 1.07.

Creative Writing I 1 credit

Full Year NCAA 1 Credit

This English elective is designed to foster writing development in diverse genres of creative writing including fiction, nonfiction, scriptwriting, and poetry. The emphasis is on strengthening the imagination through focused reading and analysis of exemplars and gradual improvement of student-created work through a workshop-centered revision process. Students will produce clear and coherent writing that is complex and nuanced with development, organization, and style appropriate to task, purpose, and audience. Conventions of English will be studied, stressing writing as a matter of craft in which diction, syntax, punctuation, and structure help create emotional resonance with the audience. Students will write, workshop, revise, and develop a portfolio of their work as well as design and create a capstone project according to their interest.

Creative Writing II 1 credit

Full Year NCAA 1 Credit

This English elective allows burgeoning writers to further their prowess in diverse genres of creative writing including fiction, nonfiction, scriptwriting, and poetry. Similar to Creative Writing I, the emphasis in this course is on strengthening the imagination through focused reading and analysis of exemplars and gradual improvement of student-created work through a workshop-centered revision process. Students will produce clear and coherent writing that is complex and nuanced with development, organization, and style appropriate to task, purpose, and audience. Conventions of English will be studied, stressing writing as a matter of craft in which diction, syntax, punctuation, and structure help create emotional resonance with the audience. Students will write, workshop, revise, and develop a portfolio of their work as well as design and create a capstone project according to their interest.

Mythology 1 credit

Full Year NCAA 1 Credit

Allusions to Greek, Roman, and Norse mythology appear in many literary works. In order to cultivate a deeper understanding and context for literary analysis, this English elective introduces students to the major myths of the Greeks, Romans, and Norsemen, examines the definitions and functions of mythology, and attends carefully to several of the most important and influential classical works. Students will demonstrate their understanding of this genre through creative, artistic, and written assignments.

Communication and Technology 1 credit

Full Year

Do you want to learn real-world skills that will help you succeed in a high-paying career? This elective course is designed for students to gain a more complete understanding of real-world skills necessary for success within and outside the classroom. Students will develop computer proficiency; this will include typing/keyboarding, word processing, Google Suites, Excel/spreadsheets, email/attachment protocol and etiquette, and website creation. This course will also cover the job application process, resumes, cover letters, interviews, and correspondence (print, verbal, and in-person) for all purposes. This course is an opportunity for students to learn the practical skills they need to succeed in the 21st Century.

Writers Workshop Rm 1: .5 credits

Prerequisite: Marlboro Middle School recommendation

English 9: Reading and Writing Workshop is a skills-based, supplemental English course aimed at preparing students for success in their core English class, the NY State English Regents, and on the SAT. This course will focus on improving students' reading, writing, listening, and speaking skills in order to prepare them for high school and college- level courses. This is a non-credit bearing, pass/fail course.

Exit Criteria: 9th grade English teacher recommendation, cumulative class average of 75 or above after the third quarter, and a score of 75 or higher on the 2 written checkpoints

Writers Workshop Rm 2: .5 credit

Full Year—ACE or BDF days

Prerequisite: 9th grade Teacher Recommendation, Failure to meet exit criteria in English 9: Reading & Writing Workshop

English 10 Reading and Writing Workshop is a skills-based, supplemental English course aimed at preparing students for success in their core English class, the NY State English Regents, and on the SAT. This course will focus on improving students' reading, writing, listening, and speaking skills in order to prepare them for high school and college- level courses. This is a non-credit bearing, pass/fail course.
Exit Criteria: Cumulative class average of 75 or above after the third quarter, 10th grade Teacher Recommendation, Score of a 75 or higher on the 2 written checkpoints

Writers Workshop Rm 3: .5 credit

Full Year—ACE or BDF days

Prerequisite: Teacher Recommendation, Failure to meet exit criteria in English 10: Reading & Writing Workshop, Failure to earn a 65 or higher on the January English Regents

English 11 Reading and Writing Workshop is a skills-based, supplemental English course aimed at preparing students for success in their core English class, the NY State English Regents, and on the SAT. This course will focus on improving students' reading, writing, listening, and speaking skills in order to prepare them for high school and college- level courses. This is a non-credit bearing, pass/fail course.
Exit Criteria: Cumulative class average of 65 or above after the third quarter, 11th grade Teacher Recommendation, Score of a 65 or higher on the January English Regents

Mathematics

Algebra 1 Common Core S — 1 credit

Full Year NCAA approval pending

Prerequisites: Teacher recommendation

New York State requires all students to pass a Mathematics Regents Exam to satisfy Regents Diploma requirements. The objective is for each student to be successful on the Common Core Algebra I Regents Exam. The focal point of this course is the Algebra content strand. Topics include linear equations in one variable, quadratic functions with integral coefficients and roots, absolute value, exponential functions, coordinate geometry, data analysis, right triangle trigonometry, and elementary probability. Application problems and multiple solution methods will also be explored.

Algebra 1B Common Core — 1 credit

Full Year NCAA .5 Credit

Prerequisites: Completion of Algebra IA Common Core and teacher recommendation

Common Core Algebra IB is the second course of a two year program designed to prepare students for the Common Core Algebra Regents Exam. This course offers a comprehensive review of the concepts covered in Common Core Algebra IA as well as finishing the remaining topics from the NYS Common Core Algebra I curriculum. The use of a graphing calculator is required in this course and on the Regents exam.

Algebra 1 Common Core — 1 credit

Full Year NCAA 1 Credit

Prerequisite: 8th grade math teacher recommendation, a passing grade of 70% or better in Math 8 and on the Math 8 Final exam.

Common Core Algebra I is the first course in New York State's three year sequence. New York State requires all students to pass a Mathematics Regents Exam to satisfy Regents Diploma requirements. The objective is for each student to be successful on the Common Core Algebra I Regents Exam. The focal point of this course is the Algebra content strand. Topics include linear equations in one variable, quadratic functions with integral coefficients and roots, absolute value, exponential functions, coordinate geometry, data analysis, right triangle trigonometry, and elementary probability. Application problems and multiple solution methods will also be explored.

Algebraic Fluency — .5 credit

Full Year (every other day)

The purpose of this course is to enhance the learning of required fluencies in Algebra I Common Core through solving characteristic word problems, performing operations on polynomials, transforming expressions using factoring, completing the square and other algebraic calculations. Projects utilizing the graphing calculator and problem solving skills will help close existing gaps. Regents exam preparation and course fluencies will be an emphasis of this course.

Geometry 1 credit

Full Year NCAA 1 Credit

Prerequisite: Passing grade of 65% or better in Common Core Algebra or Common Core Algebra 1B.

Students will study geometric relationships formally and informally. Students will be required to demonstrate mathematical reasoning through problem solving; investigate properties of triangles, quadrilaterals, and circles; transformational and coordinate geometry; 3-dimensional geometry and logic.

Geometry Common Core 1 credit

Full Year NCAA 1 Credit

Prerequisites: Passing grade of 70% or better in Common Core Algebra IB or Common Core Algebra I and a grade of 70% or higher on the Common Core Algebra I Regents Exam

Common Core Geometry is the second course in New York State's three year sequence. If a student is seeking a Regents Diploma with Advanced Designation, the state requires passing the Common Core Geometry Regents Exam as one of the three required math exams. The objective is for each student to be successful on the Common Core Geometry Regents Exam. Students will study geometric relationships formally and informally. Students will be required to demonstrate mathematical reasoning through formal proofs and problem solving; investigate properties of triangles, quadrilaterals, and circles; transformational and coordinate geometry; 3-dimensional geometry and logic. All students will take the New York State Common Core Geometry Regents Examination at the end of the year.

Geometry Honors Common Core 1 credit

Full Year NCAA 1 Credit

Prerequisites: Passing grade of 85% or better in Common Core Algebra I and a grade of 80% or higher on the Common Core Algebra I Regents Exam

Common Core Geometry is the second course in New York State's three year sequence. If a student is seeking a Regents Diploma with Advanced Designation, the state requires passing the Common Core Geometry Regents Exam as one of the three required math exams. The objective is for each student to be successful on the Common Core Geometry Regents Exam. Students will study geometric relationships formally and informally. Students will be required to demonstrate mathematical reasoning through formal proofs and problem solving; investigate properties of triangles, quadrilaterals, and circles; transformational and coordinate geometry; 3-dimensional geometry and logic. All students will take the New York State Common Core Geometry Regents examination at the end of the year. The Honors level courses are recommended for those students who need to be challenged beyond the Regents level. The Honors math program is an accelerated and enriched Regents curriculum with high expectations and a rigorous workload that moves at an increased pace. Students require above average math skills, a willingness to pursue knowledge for the sake of knowledge, and a good work ethic. It should be noted that maintaining high grades in this program becomes increasingly more difficult each year as a result of a more challenging and demanding workload.

Geometric Fluency .5 credit

Full Year (every other day)

The purpose of this course is to enhance the learning of required concepts in Geometry Common Core through further exploration of the concept of congruence using basic rigid motions, angle relationships, and the Pythagorean Theorem; the concept of similarity using dilation and criteria for similar polygons, ellipses, and circles; and concepts of linear functions using geometric models. This course will extend what students have learned about how to solve real-world mathematical problems related to volume from simple solids to include problems that require the formulas for cones, cylinders, and spheres. Activities include using multiple construction techniques, digital modeling, manipulatives, and the graphing calculator, while utilizing problem-solving skills, will help close existing gaps. Regents Exam preparation and course fluencies will be an emphasis of this course.

Financial Literacy 1 credit

Full Year

This full year course is designed to meet the 3 credit NYS graduation requirement in mathematics. Financial Literacy will provide exposure to practical topics in the everyday world. Areas of exploration will include but not be limited to: calculating interest, reconciling a checkbook, investing/financing, purchasing insurance, calculating commission, and preparing income tax forms.

Algebra 2 1 credit

Full Year NCAA 1 Credit

Prerequisites: Passing grade of 65% or better in Common Core Geometry or Geometric Conventions and teacher recommendation

Students are exposed to the basics of trigonometry, a variety of functions, and intermediate algebra. A focal point is to strengthen algebra skills prior to entry into Common Core Algebra II. The use of the TI-84 graphing calculator is integrated throughout the course. A foundation in most major topics of Regents Algebra II will be laid. This course will not prepare the students for the Algebra II Regents exam. There will be a departmental final exam given at the end of the course.

Algebra 2 Common Core 1 credit

Full Year NCAA 1 Credit

Prerequisites: Average of 70% or better on the Common Core Algebra I and Common Core Geometry Regents Exam, and a grade of 70% or better in Common Core Geometry class and teacher recommendation

Common Core Algebra II is the third course in New York State's three year sequence. If a student is seeking a Regents Diploma with Advanced Designation, the state requires passing the Common Core Algebra II Regents Exam as one of the three required math exams. The objective is for each student to be successful on the Common Core Algebra II Regents Exam. The course will cover the traditional second year of Algebra and a traditional Trigonometry course. Some of the major topics covered include intermediate algebra, exponential and logarithmic functions, probability, and statistics. Solving problems via a variety of methods, including algebraically and graphically will be emphasized. The use of the TI-84 graphing calculator is integrated throughout the course. All topics include sophisticated application problems based on "real world" situations. All students will take the New York State Common Core Algebra II Regents examination at the end of the year.

Algebra 2 Honors Common Core — 1 credit

Full Year NCAA 1 Credit

Prerequisites: Average score of 80% or better on the Common Core Algebra I and Common Core Geometry Regents Exams, and a grade of 80% or better in Common Core Geometry Class and teacher recommendation

Common Core Algebra II is the third course in New York State's three year sequence. If a student is seeking a Regents Diploma with Advanced Designation, the state requires passing the Common Core Algebra II Regents Exam as one of the three required math exams. The objective is for each student to be successful on the Common Core Algebra II Regents Exam. The course will cover the traditional second year of Algebra. Some of the major topics covered probability, and statistics. Solving problems via a variety of methods, including algebraically and graphically will be emphasized. The use of the TI-84 graphing calculator is integrated throughout the course. All topics include sophisticated application problems based on "real world" situations. All students will take the New York State Common Core Algebra II Regents Examination at the end of the year. The Honors level courses are recommended for those students who need to be challenged beyond the Regents level. The Honors math program is an accelerated and enriched Regents curriculum with high expectations and a rigorous workload that moves at an increased pace. Students require above average math skills, a willingness to pursue knowledge for the sake of knowledge, and a good work ethic. It should be noted that maintaining high grades in this program becomes increasingly more difficult each year as a result of a more challenging and demanding workload.

Pre-Calculus Honors — 1 credit

Full Year

Prerequisites: A grade of 75% or better on the Algebra II Regents Exam and a passing grade of 80% or better in Algebra II or a grade of 75% or better in College Algebra and teacher recommendation

Pre-Calculus is designed for the student who plans to pursue a career in mathematics, science, or related technical fields. A primary goal of this course is to prepare students for the study of Calculus. Topics include exploration of functions with emphasis placed upon polynomial functions including the factor theorem, synthetic division, and Descartes' Rule of Signs. Concepts of asymptotes, limits, continuity, and derivatives round out the preparation. The use of the TI-84 graphing calculator is integrated throughout the course.

College Algebra - MAT105 — 1 credit/3 college credits

Full Year NCAA 1 Credit

SUNY Ulster Collegial Program – College Algebra 105

Prerequisites: A grade of 75% or better in Algebra II course and a grade of 65% or better on Algebra II Regents Exam or a grade of 65% or better in Pre-Calculus Honors or a grade of 85% or better in Progressions in Algebra II and teacher recommendation

College Algebra is a college level course offered in conjunction with SUNY Ulster. Topics in this course include complex numbers; linear and quadratic equations; linear, absolute value, and polynomial inequalities; polynomial, exponential and logarithmic functions; coordinate geometry of the line and circle; techniques of graphing; business and science applications. Students take a college approved final in June. Students earn one credit in mathematics toward graduation requirements and three transferable college credits.

AP® Calculus AB/College Calculus — 1 credit/4 college credits

Full Year NCAA 1 Credit

SUNY Ulster Collegial Program – Calculus I 170

Prerequisites: A grade of 80% or better in Pre-Calculus Honors and teacher recommendation

AP® Calculus is a course designed for our most able math students who plan to enter the fields of mathematics, science, or technology. The course is a demanding survey course dealing with the basic concepts of calculus using four approaches: verbal, analytical, numerical, and graphical. The topics of this course include analytic geometry, differentiation and integration on algebraic, logarithmic, trigonometric and exponential functions with applications. Use of a graphing calculator is mandatory. The College Board Advanced Placement® Examination is a part of this course. All students are encouraged to take the AP® exam in early May. There is an exam fee charged by the College Board. In addition, there is a school final.

AP® Statistics/College Statistics — 1 credit/3 college credits

Full Year NCAA 1 Credit

SUNY Ulster Collegial Program – Elementary Statistics 211

Prerequisites: Successful completion of Geometry Honors, Algebra II, or Algebra II Honors and teacher recommendation

This course offers students an opportunity to complete studies in secondary school equivalent to a one-semester, introductory, non-calculus based, college course in statistics. In college, at least one statistics course is typically required for majors such as economics, engineering, psychology, sociology, health science, and business. The purpose of the course is to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to four broad conceptual themes: exploring data, planning a study, anticipating patterns, and statistical inference. Use of a graphing calculator is mandatory. The College Board Advanced Placement® Examination is a part of this course. All students are encouraged to take the AP® exam in early May. There is an exam fee charged by the College Board. In addition, there is a school final.

Math of Games — 1/2 credit

Grade Level: 11-12

Semester

Prerequisites: 1 Math Regents passed, Completion of Geometry or Geometry Conventions

Students in this probability course will investigate the mathematical components of various traditional games (dice games, card games, board games, multicultural games, lotteries, television games, casino games, Rubik's Cube, Sudoku, Scrabble, pool, miniature golf, bowling, and more.) Concepts from Algebra and Geometry will be implemented to determine outcomes, probabilities, and most effective strategies.

Introduction to Statistics — 1/2 credit

Grade Level: 11-12

Semester

Prerequisites: 1 Math Regents passed, Completion of Geometry or Geometry Conventions

This course is designed to provide a basic understanding of descriptive and inferential statistics. Statistics is a High School Electives Course that includes the topics- measures of central tendency, standard deviation, combinations and permutations, probability, sampling, and various distributions. Emphasis is on applications of statistical concepts.

Music

Acting I/II — 1 credit

Full Year

This year long, activity-oriented course is designed to enhance students' acting skills and broaden their understanding of performance. Students will study basic principles of acting and character analysis. They will explore the use of objectives, obstacles & choices. Each student will learn basic stage/rehearsal terms and then be able to apply them to their performance. Activities include performances of monologues/scenes, writing dialogue, directing scenes, resume building and improvisational theatre performances. This class is perfect for students who are interested in professional acting, those who enjoy performing, and those who would like help building confidence in their public speaking. If you have a love of acting or have always wanted to try performing, Acting I/II is the place to go.

AP® Music Theory — 1 credit

Full Year

Prerequisites: Teacher recommendation, member of a performing ensemble, and possible placement exam

This year long course is for advanced musicians with a basic understanding of music theory concepts. It will provide the student with a thorough introduction of Western music from the seventeenth century to the present day. The main objective is to develop a student's ability to recognize, understand, and describe the basic materials and procedures heard from a musical score. The student's aural, sight-singing, written, compositional, and analytical skills will be developed in order to achieve this goal. We will be listening and analyzing music from a wide variety of music including Western tonal repertoire, twentieth-century art music, jazz, popular music, and the music of non-Western cultures. Prerequisites: teacher recommendation, member of a performing ensemble, and possible placement exam.

Band — 1 credit

Full Year

Prerequisite: Previous experience playing a band instrument

This course is open to all instrumentalists who wish to gain additional skills of musicianship, while exploring music of both American and other cultures. Students are assessed on their performance of method book assignments, scales, and band music during weekly small group lessons, which occur on a rotating schedule. The band performs the winter, spring, and scholarship concerts, the Marlboro/Milton Memorial Day Parade, and at other community events. The band also performs at the NYSSMA Majors festival on a level 4 or 5. In addition, students in band may choose to join other ensembles at MHS. Students may also elect to perform at the NYSSMA Solo & Ensemble festival.

Chorus 1 credit

Full Year

Marlboro High School Chorus is for anyone who has a love of singing. Chorus focuses on building the skills needed to be successful in a select ensemble while maintaining a consistent and high level of performance. Repertoire covers a vast array of styles; contemporary to classical and everything in between. Each member receives vocal lessons on a rotating schedule. The lessons are directed not only toward the technical advancement of the student in materials used during full ensemble rehearsals, but the development of concepts relating to musical content, structure and style. Since this is a performing class, all members are required to attend all concert performances throughout the year. It is important to note that performances take place during evening hours and are mandatory. Chorus will potentially compete in the New York State School Music Association (NYSSMA) ensemble evaluation at Level III or IV, as well as occasional competitions/performances out of the area. Selected students also perform in NYSSMA Solo and Ensemble festivals, All County, Zone 9 and State Honors ensembles. The choral ensembles are also a great place for anyone with superior piano skills to display their talent and learn to accompany.

Chamber Choir 1 credit

Full Year

Prerequisite: Choral Director recommendation or audition

Marlboro High School Chamber Choir is a distinguished ensemble that performs music at the most rigorous levels (NYSSMA level V or VI). Singers are expected to demonstrate consistent outside practice of repertoire/technique, maturity, dedication, and commitment. Selection is based on an audition and/or choral director recommendation in order to maintain a high standard of musicianship. Repertoire covers many styles and is primarily acapella. Event requirements include (but are not limited to) three evening concerts, NYSSMA Majors, choral workshops, and an audition for NYSSMA Solo & Ensemble Festival in the spring. Each member receives vocal lessons on a rotating schedule. The lessons are directed not only toward the technical advancement of the student in full ensemble rehearsals, but the development of concepts relating to musical content, structure and style. Select students also perform in NYSSMA Solo and Ensemble festivals, All County, Zone 9 and State Honors ensembles. The choral ensembles are also a great place for anyone with superior piano skills to display their talent and learn to accompany.

Wind Ensemble 1 credit

Full Year

Prerequisite: Band Director recommendation

Wind Ensemble is a small, select group of musicians who are appointed to the ensemble by the band director. The musicians selected are expected to bring an exceptionally high standard of musicianship to the group. In addition to all expectations listed for the Band course, the Wind Ensemble will prepare level 5 or 6 literature for the NYSSMA Majors festival. Students who are selected for Wind Ensemble are highly encouraged to also register for Band. Wind Ensemble members are expected to audition at the NYSSMA Solo & Ensemble festival. Practice, dedication, commitment, and maturity are requirements for this course.

Physical Education

Physical Education 1/2 credit

Full Year (every other day)

All students in grades 9 - 12 are required to partake in and successfully complete 4 years of Physical Education. Physical Education prepares students with the knowledge and skills to lead physically active and physically fit lives. Physical Education, through wholesome activities and active participation, will develop students' physical skills and provide opportunities for students to acquire and demonstrate social skills, cooperative skills, diligent work habits, respect for others and integrity.

Health Education 1/2 credit

Full Year (every other day)

One-half credit of health is required to meet graduation requirements from all high schools throughout New York State. Nutrition, family life education and substance abuse prevention are some of the topics that are covered in this course.

Science

Biology: Living Environment 1 credit

Full Year NCAA 1 Credit

The Living Environment is a one year course designed to give students a comprehensive knowledge of the science of Biology. Course content includes: the scientific method, characteristics of living things, cell structure and function, biochemistry and cellular processes, cell division and reproduction, homeostasis, modern and applied genetics, classification and evolution, ecology and human impact on the environment, and human anatomy and physiology. Scientific tools, appropriate laboratory techniques, and scientific writing skills will be learned and applied in the laboratory section of the course. To be eligible to take the Living Environment Regents Examination, students must complete AND pass 1,200 minutes of laboratory activities, with a complete set of each student's completed labs kept on file with the teacher, as mandated by the NYS Board of Regents. The course will culminate with students taking the New York State Regents Examination in The Living Environment.

Earth Science: Physical Setting 1 credit

Full Year NCAA 1 Credit

Prerequisite – Biology: Living Environment

The course follows the Earth Science Core Curriculum guide produced by the New York State Board of Regents that emphasizes study, investigations, and problem solving activities. Core areas include: mapping, rocks and minerals, crustal movement, weather, climate, weathering erosional and depositional processes, astronomy, geological history and stewardship of the planet Earth. The course will culminate with students taking the Physical Setting Earth Science Regents Exam.

Honors Earth Science: Physical Setting 1 credit

Full Year NCAA 1 Credit

Prerequisites: Teacher recommendation and an 85 or higher average in previous science class.

This course will cover all the topics included in the Earth Science: Physical Setting course. However, each topic will be covered in more detail and/or extra topics will be covered. This course will also move at a faster pace and better prepare students for college.

Chemistry: Physical Setting 1 credit

Full Year NCAA 1 Credit

This course investigates the nature of matter and energy and their changes. The laboratory program is designed to give students the opportunity to sharpen their ability to observe chemical phenomena, search for regularities, and draw conclusions from laboratory experiments. The atomic model is developed from a logical explanation of chemical properties and behavior. Topics include atomic structure and bonding, matter and energy, the Periodic Table, stoichiometry, states of matter, electrochemistry, solutions, kinetics and organic chemistry. The course will culminate with students taking the New York State Regents Examination in Chemistry. It is strongly recommended that the student has successfully completed Algebra I.

Honors Chemistry: Physical Setting 1 credit

Full Year

Honors Chemistry is an elective, college preparatory class designed to meet the needs of students with a strong background in mathematics and science. This course offers students a chance to learn the fundamental principles of chemistry, to learn safe laboratory techniques, to learn proper handling techniques of various chemical substances, and to develop problem solving and critical thinking skills needed to succeed at the college level. Students interested in pursuing careers in healthcare, engineering, pharmacology, research, veterinary medicine, science teaching, lab technology, or any related field are strongly encouraged to take this course. Honors Chemistry is a laboratory science and participation in the laboratory is vital to student success in this course. Students will be required to work independently outside of class as well as within class as part of a collaborative group. This course is designed to complement and prepare students for AP Chemistry. In addition to a final exam, students will be encouraged to take the Regents exam.

AP® Chemistry 1 credit

Full Year NCAA 1 Credit

Prerequisite: Teacher recommendation, successful completion of Honors or Regents Chemistry

The AP® Chemistry course is designed to be the equivalent of a general Chemistry course usually taken during the first year at college. Students should obtain a depth of understanding of fundamentals and a reasonable competence in dealing with chemical problems. Topics include the structure of matter, states of matter, types of reactions, stoichiometry, chemical equilibria, chemical kinetics, and basic concepts of thermodynamics. Students will also gain in-depth knowledge through laboratory performance. The course will conclude with students taking the AP® Chemistry Exam. This AP® Chemistry course is designed to be taken only after successful completion of a first year course in high school Chemistry. Good math skills are also needed.

Physics: Physical Setting 1 credit

Full Year NCAA 1 Credit

This course follows the New York State Regents syllabus emphasizing class and laboratory work in mechanics and energy, waves, electricity, magnetism and quantum physics. The course will culminate with students taking the New York State Regents Examination in Physics. It is strongly recommended that students enrolled in this class have completed Algebra I and Geometry with high proficiency in Mathematics.

AP® Physics: Mechanics 1 credit

Full Year NCAA 1 Credit

Prerequisite: Physics or teacher recommendation

Co-requisite: AP® Calculus

AP® Physics is a calculus based college level Physics course. The student will learn the traditional subjects found in an undergraduate, one semester Physics course. This year long course will consist of classroom notes and laboratory investigations. Advanced engineering topics will also be covered. The course will culminate with students taking one AP® Exam in May in Mechanics. Students who successfully pass this test may be eligible for college credit. Regents Physics is recommended but not required.

College Biology I - BIO105 ½ credit/4 college credits

Fall Semester NCAA .5 Credit

SUNY Ulster Collegial Program – General Biology I 105

Prerequisites: Teacher recommendation, 85% or better average in Regents Biology (Chemistry recommended).

This course is designed to introduce students to biological concepts at the freshman collegiate level. Course content includes: scientific method, characteristics of life, prokaryotes (bacteria), inorganic and organic biochemistry, cell structure and function, tissues, biological membranes, metabolism and enzymes, cellular respiration and photosynthesis, cell division and reproduction, Mendelian and modern genetics, and classification and evolution. The form and function of organisms and their interactions with the environment is the basis of this course. This course is rigorous in its material and pace. Students should have exceptional study habits, note-taking, reading, and writing skills. Appropriate laboratory experiences with formal scientific laboratory write-ups will be completed and are essential to this course. This half-year course will conclude with a cumulative final exam. The grading scale is set by SUNY Ulster.

College Biology II - BIO106 ½ credit/4 college credit

Spring Semester NCAA .5 Credit

SUNY Ulster Collegial Program – General Biology II 106

Prerequisites: Successful completion of Biology 105 with a "C" or better average (strongly recommended).

This course is designed to build upon the concepts presented in Biology 105. Course content includes: classification and identification of organisms in various taxonomic categories (protists, fungi, plants, and animals), human anatomy and physiology with emphasis on individual human body systems. Evolutionary trends of each of these systems in other life forms will also be covered. Material in this course will follow an evolutionary and environmental framework. As in Biology 105, this course is rigorous in its material and pace. Students should have exceptional study habits, note-taking, reading, and writing skills. Appropriate laboratory experiences with formal scientific laboratory write-ups will be completed and are essential to this course. This half-year course will conclude with a cumulative final exam. The grading scale is set by SUNY Ulster.

EERT- Energy Engineering Robotics Technology 1 credit

Full Year

This course is a high school-level course of engineering. The course exposes students to some of the major concepts that they will encounter in a postsecondary engineering course of study. Students have an opportunity to investigate engineering and high tech careers. This course is intended to develop skills and understanding of concepts through activity, project, and problem-based learning. Used in combination with a teaming approach, this course challenges students to continually practice their social skills, creativity, and problem solving skills based upon engineering concepts. All of the previously mentioned skills and applications are all centered towards 21st Century skills students need in order to be successful in college and in a place of business. Units of study include Mechanical Engineering, Civil Engineering, Programming and Robotics, Electrical Engineering, Aeronautical Engineering and 3D Printing.

Advanced Robotics & Raspberry Pi — 1 credit

Full Year

This course is a high school-level course of engineering. From Cellular phones to automobiles, computers are all around us. Computers are sometimes so small and hidden that we don't even realize we're using a computer. We sometimes never think about automobiles containing computers; however, today's vehicles are packed with tiny computers that regulate and monitor systems such as back-up sensors, and cruise control. How much more control will computers take from drivers in the future? What will drivers be willing to let their cars do for them? As time progresses more of our day-to-day procedures will be automated and controlled by algorithms. Students will learn how to program robots by means of algorithms to control mechanical processes. We will accomplish this by manipulating physical and electronic components. The assignments are based on VEX Robotics Competitions which change and adapt.

Some of the overarching tasks we will be implementing are 1) Object manipulation, 2) Mechanical Power Transmission 3) Movement with Precision 4) Speed vs Power vs Torque via DC Motors.

Astronomy — 1 credit

Full Year NCAA 1 Credit

This is an introductory course in observational astronomy. Students will be provided with the opportunity to discover the equipment used in celestial observation, historical aspects of astronomy, characteristics of our Sun and solar system, as well as the motion of celestial objects. Constellation and star identification will be one major component of this course. This course will also explore stars, galaxies, and deep space objects. The origin of the Universe and extra-terrestrial life forms will be discussed. The class meets daily in our state of the art, digital SciDome planetarium facility.

College Astronomy I – AST101 — ½ credit / 3 college credits

Fall Semester NCAA .5 Credit

SUNY Ulster Collegial Program – Solar System Astronomy

Prerequisites: Honors Earth Science/teacher recommendation

This course is designed to introduce students to Astronomy at the collegian level. The topics presented follow that of SUNY Ulster, and the textbook Astronomy Today by Chaisson McMillan. Explorations include charting the heavens, the Copernican Revolution, radiation, spectroscopy, telescopes, solar system, Earth, Moon, Mercury, Venus, Mars, Jupiter, Saturn, Uranus, Neptune, Pluto, debris, formation of planetary systems, and space exploration. The course meets in our state of the art digital Planetarium where the topics described can be explored in a way that few other students are able to experience.

College Astronomy II – AST102 — ½ credit / 3 college credits

Spring Semester NCAA .5 Credit

SUNY Ulster Collegial Program – Astronomy of Stars and Galaxies

Prerequisite: College Astronomy I – Solar System Astronomy

This course is designed to continue exploring the topics presented in Astronomy 101, and will go deeper into space to include stellar evolution (Sun, red giants, white dwarfs) the interstellar medium, star formation, stellar explosions, neutron stars, black holes, The Milky Way Galaxy, normal and active galaxies, dark matter, cosmology, early universe, life in the universe, constellations, exobiology, and extraterrestrial life. The format mirrors that used at SUNY Ulster and the textbook Astronomy Today by Chaisson McMillan. The course meets in our state of the art digital Planetarium, allowing students to explore these topics like few others will be able to experience.

Forensic Science 1 credit

Full Year NCAA 1 Credit

Forensics offers students an introduction to the investigation process – how to approach a crime, collect evidence, work with witnesses, develop a suspect list with class evidence, and link a suspect to the crime with the individual evidence. Specific areas of study include types of evidence, the workings of a crime lab and fingerprinting (and its use). Other areas covered in the course include the use of hair and fiber evidence, drugs and toxicology, trace evidence, firearms and ballistics, serology (blood and body fluids), DNA and its use in forensics, and human remains (autopsies, anthropology and facial reconstruction). Optional areas which may be covered in the course include soil, glass, document and voice analysis, arson and explosives, and forensics pathology (profiling). Each unit incorporates a case study that illustrates the topic in use in specific crime cases. Activities are included with units to provide students hands on experience.

Social Studies

Global History and Geography 9 — 1 credit

Full Year NCAA 1 Credit

This course is based upon the Social Studies standards of history, geography, economics, and civics. The course utilizes a chronological format organized around themes and concepts. The themes/concepts of belief systems, change, culture and intellectual life, diversity, economic systems, environment, geography, imperialism, inter-dependence, justice and human rights, movement of people and goods, nationalism, political systems, science and technology and urbanization are examined in the analysis of world regions. The following Global History eras are included:

I. Introduction to Global History, Ancient World
II. Ancient World: Civilizations and Religion (4000 B.C. to 500 A.D.)
III. Expanding Zones of Exchanges and Encounter (500 – 1200)
IV. Global Interactions (1200 – 1650)
V. The first Global Age (1450 – 1770)

Global History and Geography 9 Honors — 1 credit

Full Year NCAA 1 Credit

Prerequisites: Class average of 90 or better for the 8th grade US History & Government Class, teacher recommendation

This course is based upon the Social Studies standards of history, geography, economics, and civics. The course utilizes a chronological format organized around themes and concepts rather than by world regions. The themes/concepts of belief systems, change, culture and intellectual life, diversity, economic systems, environment, geography, imperialism, inter-dependence, justice and human rights, movement of people and goods, nationalism, political systems, science and technology and urbanization are examined in the analysis of world regions. The following Global History eras are included:

I. Introduction to Global History, Ancient World
II. Ancient World: Civilizations and Religion (4000 B.C. to 500 A.D.)
III. Expanding Zones of Exchanges and Encounter (500 – 1200)
IV. Global Interactions (1200 – 1650)
V. The first Global Age (1450 – 1770)

The honors course has increased the use of primary source documents and inquiry learning methods, as well as the use of student driven research and presentation. It also uses higher order critical thinking lessons for increased development of the Global content.

Global History and Geography 10 — 1 credit

Full Year NCAA 1 Credit

This newly revised course is based upon the Social Studies standards of history, geography, economics, and civics. The course utilizes a chronological format organized around themes and concepts. The themes/concepts of belief systems, change, culture and intellectual life, diversity, economic systems, environment, geography, imperialism, inter-dependence, justice and human rights, movement of people and goods, nationalism, political systems, science and technology and urbanization are examined in the analysis of world regions. The Global History eras include:

I. The Age of Revolutions (1750 - 1914)
II. A Half Century of Crisis and Achievement (1900 - 1945)
III. The Twentieth Century since 1945
IV. Global Connections and Interactions

Global History and Geography 10 Honors — 1 credit

Full Year NCAA 1 Credit

This newly revised course is based upon the Social Studies standards of history, geography, economics, and civics. The course utilizes a chronological format organized around themes and concepts. The themes/concepts of belief systems, change, culture and intellectual life, diversity, economic systems, environment, geography, imperialism, inter-dependence, justice and human rights, movement of people and goods, nationalism, political systems, science and technology and urbanization are examined in the analysis of world regions. The Global History eras include:
I. The Age of Revolutions (1750 - 1914)
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III. The Twentieth Century since 1945
IV. Global Connections and Interactions
The honors course has increased the use of primary source documents and inquiry learning methods, as well as the use of student driven research and presentation. It also uses higher order critical thinking lessons for increased development of the Global content.

U.S. History and Government — 1 credit

Full Year NCAA 1 Credit

The basic principles established by the Declaration of Independence and U.S. Constitution are presented in this course as the guiding ideas underlying the nation's development. A chronological survey from the colonial period through the current presidency attempts to portray U.S. History as a continual search for ways in which to apply those principles. The course will prepare students for the NYS Regents Exam in U.S. History and Government.

College U.S. History I – HIS103 — ½ credit/3 college credits

Fall Semester NCAA .5 Credit

SUNY Ulster Collegial Program – American History I 103
Prerequisites: Score of 85 or higher on the Global History 10 Regents Exam, teacher recommendation

The U.S. Constitution is presented as the common denominator for the examination of historical events spanning from the Colonial Period through the Reconstruction. Its creation, adoption, implementation, and testing in the fire of the Civil War provide a backdrop for a detailed probing of the major events and personalities of this part of the American experience. An analysis of the institutions and operation of government as created by the Constitution is undertaken, with special emphasis on the emerging role of the Supreme Court in this survey approach to the history of one emerging Republic.

College U.S. History II – HIS104 ½ credit/3 college credits

Spring Semester NCAA .5 Credit

SUNY Ulster Collegial Program – American History II 104

The thirteen enduring Constitutional principles as outlined by Project '87 of the nation's Bicentennial are used to provide a framework with which to examine the American experience from the "Gilded Age" to the "American Century." Emphasis will be placed on the interplay of forces that transformed the United States into an urban-industrial society, thrust it into the status of superpower, and now dictates its adaptation to the changing world of the 21st Century. The continual interaction of law and U.S. History will be spotlighted.

Participation in Government ½ credit

Half Year NCAA .5 Credit

Building on the knowledge foundation concerning the structure and operation of U.S. Government as provided in the U.S. History and Government course, this course will focus on the nature and function of public policy within a democratic environment. All aspects will be examined, such as formulation, power and politics, players and values, and success projections. The office of citizen as essential to this process will be examined at all government levels, local, state and national.

Economics ½ credit

Half Year NCAA .5 Credit

The goal of Economics is to present the fundamental economic concepts from a Microeconomics and a Macroeconomics perspective, along with helping the student forge connections between economic issues and personal life experiences. Course content will focus on the following interrelated content areas: basic economic performance, GNP and fiscal policy, money, banking and monetary policy, problems on the home front, the international picture, and personal economics.

Introduction to the Analysis of Public Policy – PST101 ½ credit

3 college credits through Syracuse University Project Advance

Semester NCAA .5 Credit

Prerequisites: Score of 85 or higher on the U.S. History Regents exam, teacher recommendation

This semester course provides students with a comprehensive understanding of the operation of American national government and public policy. Students will learn how public policy is defined and enacted. In an effort to understand public policy, students will deconstruct local, state, and international issues drawn from the pages of the New York Times; develop social science skills to define and identify policy components; use tables and graphs and statistics to analyze and communicate ideas. Ultimately, students will identify a social problem and propose a policy to deal with it. Students will defend the costs and outline the expected benefits as they become more informed citizens, workers, and consumers.

College Economic Ideas & Issues – ECN 203 ½ credit

Semester NCAA .5 Credit

3 college credits through Syracuse University Project Advance

Prerequisites: Score of 85 or higher on the U.S. History Regents exam, teacher recommendation

This semester course will explore the world created when the Factors of Production (land labor, capital and entrepreneurial ability) became marketable. The course analysis will deal with the behavior of the economy as a whole with respect to output, income, price levels, foreign trade, unemployment and other aggregate variables. Particular emphasis on national income and pride determination will help develop familiarity with economic performance measures, economic growth, and international economics. Students will learn about how and why choices are made in regards to scarce resources. Students completing this course will have the opportunity to take the Advanced Placement Exam in Macro-Economics in May.

History Through Film 1 credit

Full Year

History through Film is intended to develop an understanding of the important role the film industry plays in the creation and interpretation of U. S. history. This course examines Hollywood feature films and historical dramas as historical evidence. Students view movies on various topics and participate in discussions. This course will use film to approach significant problems in history. Students will be asked to rethink the relationships between "reality" and "representation" and to re-conceptualize the boundaries between history and film. The course will be arranged around several possible US History topics, such as: The American Revolution, Civil War & Reconstruction, The Western Frontier, The Immigrant Experience, Prohibition, The Civil Rights Movement, The Vietnam War, and 911. The course will also focus on several possible World History topics: Ancient Greece, The Roman Empire, The Middle Ages, The Monarchs of Europe, The French Revolution, The Industrial Age, The World Wars, The Holocaust, Los Desaparecidos, Struggles in South East Asia, and Genocide in Africa.

College Psychology – PSY101 1 credit/3 college credits

Full Year NCAA 1 Credit

SUNY Ulster Collegial Program – Introduction to Psychology 101

This course will present a broad, general survey of the vast field that is psychology. In this course we will focus on the foundations of psychology. Major contributors, theories and research findings are examined and compared. This course is designed to provide students with a professional and personal foundation for working in positions that utilize knowledge of psychology. This course is available to all 11th and 12th grade students.

College Sociology – SOC101 1 credit/3 college credits

Full Year NCAA 1 Credit

SUNY Ulster Collegial Program – Introduction to Sociology 101

This course provides a broad overview of sociology and how it applies to everyday life. Major theoretical perspectives and concepts are presented, including sociological imagination, culture, deviance, inequality, social change and social structure. Students also explore the influence of social class and social institutions, such as churches, education, healthcare, government, economy and environment. The family as a social structure is also examined. This course is available to all 11th and 12th grade students.

Technology

Technology I — 1 credit

Full Year

In this basic course of Technical Art students will learn how to visualize and develop insight in solving problems using the combined techniques of drafting and CAD (Computer Aided Design) drawing. The use of drafting software, line weighting, lettering, dimensions, single, multi-view, orthographic and auxiliary drawing as well as pictorial drawing will be covered in this course. All areas will be enhanced by employing the Autodesk AutoCAD 2018 suite of programs. This course meets the fine arts requirement in accordance with NYSED.

Technology II — 1 credit

Full Year

Prerequisites: Technology I

This advanced technology course will focus on the more complex and intricate parts of AutoCAD. The focus of this course is using the knowledge learned from Tech 1 to begin the design of 3D objects and models. Students will become familiar with more technical and precise AutoCAD software, such as Inventor and Revit, to enhance their skill set in the STEM (Science, Technology, Engineering, and Mathematics) fields. In addition, scale model housing construction and design projects will familiarize students with a basic architecture background.

Computer Programming — 1 credit

Full Year

Computer Programming is an advanced technology course designed for the computer enthusiast. Due to the incredible rise of computer based jobs, MHS has created a course to prepare students for a future in programming or technician work. The course will cover two major subjects. The programming aspect will cover many popular coding languages such as HTML, CSS, and JavaScript. The hardware aspect will require students to identify, assemble, and diagnose common computer components. In addition, we will be exploring the possibilities of App Development software if time permits. This course is available for Sophomores, Juniors, and Seniors.

Video Production I — ½ credit

Semester

This is an introductory course in skills and techniques of operating video and digital editing equipment. It will give students, with an interest in video production, a working experience in various technical and artistic aspects of the video medium. This course introduces students to the functionality of the camera, lighting, sound, and editing equipment.

Video Production II — ½ credit

Semester

Through practical production experience, students will acquire an understanding of video as a communication medium and can explore the career opportunities. Through continued hands-on experiences, students will maintain the production of the school's news broadcast, while completing multiple projects throughout the year.

Into to Making — 1 credit

Full Year

This course will bring students through a series of different techniques to build and create objects they could only imagine before. Students will be challenged to think critically and creatively, analyze their work and the work of their classmates, and approach problems in a safe and logical way. Students will gain experience with a variety of materials learn the best way to utilize them and work with them by hand. Students will also learn how to utilize CNC equipment and diagnose problems, as they work with a 3D printer using a range of methods from plug and print to gcode development. Lastly students will learn how to work with clients, manage time to meet a deadline, design solutions both individually and collaboratively and how to price the work that they have done.

World Languages

Spanish I — 1 credit

Full Year NCAA 1 Credit

This introductory course in world language provides the student with the basics of the four language skills; listening, speaking, reading and writing. The course is presented in a communicative style, with emphasis placed on using the language to communicate in everyday situations. Topics covered include health, family life, home, food, etc. Some rudimentary grammar will be included. The final is a departmental exam. Students who have successfully taken Spanish 1 in grade 8 **and** have passed the Checkpoint A Assessment have completed this requirement.

Spanish II — 1 credit

Full Year NCAA 1 Credit

Prerequisite: Spanish I

Spanish II is a continuation of the study of skills started in Spanish I. Emphasis is placed on verbal and written communication in the target language, and each student's proficiency in listening, speaking, reading and writing is increased with daily practice. All units contain vocabulary and grammar which reflect New York State Standards for Level II. Topics to be studied include personal identification, hotels, house and home, the daily routine, community and neighborhood, technology, and the physical environment. The course is designed to prepare students to communicate successfully in the target language and to be successful in Level III Spanish. The final for Level II is a departmental exam.

Spanish III — 1 credit

Full Year NCAA 1 Credit

Prerequisite: Spanish II

In this course the topics and situations now become more complex and students are expected to handle themselves with increased competency in the language. Topics from Level II are reviewed, while additional units and grammatical concepts are added. A grade of 65 or above on World Language Checkpoint B Exam (or equivalent) is required in order to receive credit for the course. Successful completion of Level III fulfills the World Language requirement of the Advanced Regents Diploma.

College Spanish I – SPA201 — 1 credit/4 college credits

Full Year NCAA 1 Credit

SUNY Ulster Collegial Program - Intermediate Spanish 201

Prerequisite: Spanish III

College Spanish I is a course for students who can already communicate orally in Spanish and who have a good knowledge of basic Spanish grammar. This course stresses improvement in speaking, listening, reading and writing Spanish. Students read articles from Spanish periodicals and websites, along with poems and short stories by Spanish and Latin American authors. In addition, they review and expand their use of Spanish grammar and practice applying it in conversations, writing assignments, presentations and listening activities. Registration and payment for the course is done online directly through SUNY Ulster.

College Spanish II – SPA202 — 1 credit/4 college credits

Full Year NCAA 1 Credit

SUNY Ulster Collegial Program - Intermediate Spanish 202

Prerequisite: Successful completion of Intermediate Spanish 201

College Spanish II is a course for students who can communicate orally on the intermediate level and can begin to read unabridged Spanish literature. This course emphasizes the improvement of speaking, reading, listening and writing skills. Students read selections from Spanish and Latin American literature, listen to Spanish podcasts, read Spanish magazines and fine tune their abilities with Spanish grammar. One major work will be studied at this level, either a novel or a play. Class instruction is almost entirely in Spanish. Registration and payment for the course is done online directly through SUNY Ulster.

Marlboro High School's Courses That Have Been Approved by the NCAA

Courses that do not appear on the list below have not been approved by the NCAA. Please contact your counselor to verify course eligibility status.

Approved Courses	Credit Value
English 9	1
English 9 Honors	1
English 9 Common Core	1
English 9 Honors Common Core	1
English 10 Honors	1
English 10 Common Core	1
English 10 Honors Common Core	1
English 11 Common Core	1
AP® Language and Composition	1
English 12 Common Core	1
College English I	.5
College English II	.5
Creative Writing	1
Creative Writing II	1
Mythology	1
Global History 9	1
Global History 9 Pre-AP	1
Global History 9 Honors	1
Global History 10	1
Global History 10 Honors	1
AP® World History	1
US History	1
College History I	.5
College History II	.5
Economics	.5

Participation in Government	.5
College Macro Economics	.5
College Government and Politics	.5
Courts and Torts	1
History Through Film	1
American Military History	1
College Psychology	1
College Sociology	1
Integrated Algebra	1
Integrated Algebra Honors	1
Integrated Algebra IA	.5
Integrated Algebra IB	.5
Algebra IA Common Core	.5
Algebra IB Common Core	.5
Algebra I Common Core	1
Honors Algebra I Common Core	1
College Algebra	1
Geometry	1
Geometry Honors	1
Geometry Common Core	1
Geometry Honors Common Core	1
Algebra II Common Core	1
Algebra II Honors Common Core	1
AP® Statistics	1
Pre-Calculus Honors	1
AP® Calculus	1
Earth Science	1
Earth Science Honors	1
Biology	1
Honors LE Biology	1
Biology Honors	1
Chemistry	1

AP® Chemistry	1
Physics	1
AP® Physics	1
College Biology I	.5
College Biology II	.5
Astronomy	1
College Astronomy I	.5
College Astronomy II	.5
Forensic Science	1
French I	1
French II	1
French III	1
French IV	1
French V	1
Spanish I	1
Spanish II	1
Spanish III	1
Spanish IV	1
College Spanish I	1
College Spanish II	1