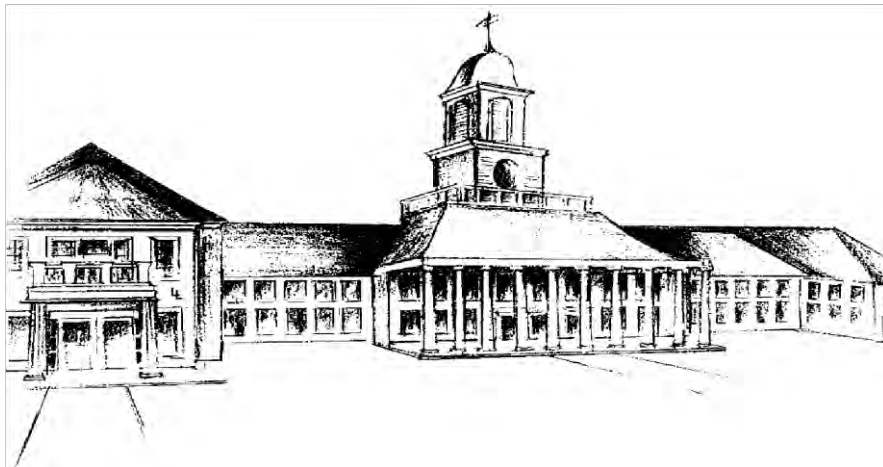


# **ROBERT CUSHMAN MURPHY JUNIOR HIGH SCHOOL**

**2023-2024**

## **PROGRAM OF STUDY**



**Recognized by the U.S. Department of  
Education as a School of Excellence**

R.C. Murphy Junior High School  
351 Oxhead Road  
Stony Brook, NY 11790  
631-730-4800

Vincent Cereola – Principal  
Dr. Dawn Nachtigall– Assistant Principal  
Chris Murphy– Dean of Students

**Chairpersons/Directors**

Arts Chairperson	Jen Trettner
English Chairperson	Jessica Metrio
Family & Consumer Science Lead	Gianna Pomponio
Mathematics Chairperson	Rocco Vetro
Music Director	Anthony Pollera
Health & Physical Education Chairperson	Christina Driscoll
Science Chairperson	Christine DiFede
Social Studies Chairperson	Tracy Beauchamp
Special Education Supervisor PPS	Jim Geis
Technology Lead	Dean Kostis
World Languages & ENL Director	Kerri Golini

**Pupil Personnel Services**

*Executive Director of Student and Community Services*  
Erin Connolly

<i>Lead Counselor</i>	Amy Poulos
<i>Guidance Counselor</i>	Sarah Abbate
<i>Guidance Counselor</i>	Rebecca Keller
<i>Guidance Counselor</i>	Brian Treder
<i>Psychologist</i>	Lolita Portal-Pfeffer
<i>Social Worker</i>	Michelle Virga

*Student Assistance Services Counselor*  
Alison Herrschaft, PhD

**Health Services**

<i>Nurse</i>	Christine Trentini, R.N.
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**AS OF THE PRINTING OF THIS CATALOG, ALL SECONDARY PROGRAMS AND COURSE LISTINGS ARE UNDER REVIEW. STAFF AVAILABILITY, BUDGET REVISIONS, AND THE SCHEDULING OF STATE MANDATED CURRICULA WOULD AFFECT WHETHER OR NOT SPECIFIC COURSES OR PROGRAMS WILL BE OFFERED.**

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### **BOARD OF EDUCATION**

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### **ADMINISTRATIVE STAFF**

Dr. Kevin Scanlon, Superintendent of Schools  
Jeffrey Carlson, Deputy Superintendent  
Dr. Gary Dabrusky, Assistant Superintendent, Human Resources  
Dr. Brian Biscari, Assistant Superintendent, Educational Services

Dear Students,

*The selection of courses for your next school year is an important process. The Program of Study is a tool to assist you in making important course decisions. Please read its contents carefully to gain an enhanced understanding of the courses available to you for the 2023-2024 school year.*

*Designing a program of study is an activity that should involve you, your parents, your present teachers, and your guidance counselor. Final selections are based upon past performance, personal interests, aptitude, and your ultimate educational and career goals.*

*Consideration should be given to the following list of questions:*

- What am I interested in studying?*
- What courses do my parents think I should select?*
- What courses does my guidance counselor recommend?*
- What courses do my teachers recommend?*
- What are my educational and career goals?*

*Recording answers to these questions provides you with a working draft for your scheduling options. This resource should be reviewed when making your final course selections.*

*We recommend you seek advice and ask questions of many people and take advantage of the diverse selection of course offerings and other opportunities in our school district.*

*We wish all of you a productive, well-rounded experience throughout your years at R.C. Murphy Junior High School.*

*Sincerely,*

*Vincent Cereola*

Vincent Cereola  
Principal

*Dawn Nachtigall*

Dawn Nachtigall  
Assistant Principal

## GRADING AND WEIGHTING OF COURSES

At the junior high school level, we calculate averages using an unweighted numeric grading system for all courses. At the senior high school level, a weighted numeric system is employed in the determination of the grade point average (G.P.A.).

Courses completed in ninth grade represent approximately a quarter of the transcript of cumulative senior high school coursework and grades. During the students' final high school year, transcripts are sent upon request to two and/or four-year colleges, universities, specialized post-secondary schools, scholarship programs, the military, and/or prospective employers.

Note: The junior high school courses listed below are designated at the honors, or \*honors theory levels, and a weighted calculation will be added to them for the purpose of computing a high school G.P.A. and an internal class rank once the student is enrolled at Ward Melville High School. Class rank is not posted to the official high school transcript, and is only released upon request, or upon requirement from the receiving organization or school. Please note New York State Education regulations do not permit public high schools to award course credit for courses taken in 7th grade.

*English 9 Honors*  
*Public Speaking Honors*  
*Algebra I Theory Honors\**  
*Algebra I Honors*  
*Algebra II Theory Honors\**  
*Geometry Theory Honors\**  
*Geometry Honors*  
*Earth Science Honors*  
*Living Environment Honors*  
*Advanced World History Honors*  
*News You Can Use Honors*

Early and careful planning, good study habits and organization, hard work and commitment to learning enhance achieving academic success in junior and senior high school. Invest in yourself and in your future by building an academic record of which you can be proud.

Should you have any questions regarding grading, weighting of courses, or grade point average, please contact your child's junior high school guidance counselor.

**NEW YORK STATE  
GRADUATION CREDIT REQUIREMENTS 2022, 2023, 2024**

In order to earn a diploma, every student must earn a minimum of 22 credits in addition to meeting specific NYS testing competencies.

LOCAL DIPLOMA		REGENTS DIPLOMA		REGENTS DIPLOMA WITH ADVANCED DESIGNATION	
<i>Required Courses &amp; Credits</i>		<i>Required Courses &amp; Credits</i>		<i>Required Courses &amp; Credits</i>	
English	4	English	4	English	4
Global Studies	2	Global Studies	2	Global Studies	2
U.S. History	1	U.S. History	1	U.S. History	1
Economics	.5	Economics	.5	Economics	.5
Government	.5	Government	.5	Government	.5
Math	3	Math	3	Math	3
Science (1 Life Science, 1 Physical Science + 1 life or Physical)	3	Science (1 Life Science, 1 Physical Science + 1 Life or Physical)	3	Science (1 Life Science, 1 Physical Science + 1 Life or Physical)	3
World Language	1	World Language	1	World Language	3
Art / Music	1	Art / Music	1	Art / Music	1
Health	.5	Health	.5	Health	.5
Physical Education	2	Physical Education	2	Physical Education	2
Sequence/Electives	3.5	Electives	3.5	Electives	1.5
<b>TOTAL CREDITS</b>	<b>22</b>	<b>TOTAL CREDITS</b>	<b>22</b>	<b>TOTAL CREDITS</b>	<b>22</b>
<b>REQUIRED REGENTS EXAMS</b> Passing Score of 55 to 64 Special Education & ENL Students ONLY		<b>REQUIRED REGENTS EXAMS FOR A REGENTS DIPLOMA</b> Passing Score of 65 and above		<b>REQUIRED REGENTS EXAMS FOR AN ADVANCED REGENTS DIPLOMA</b> Passing Score of 65 and above	
English Language Arts Exam		English Language Arts Exam		English Language Arts Exam	
<u>One (1) Math Exam:</u> Algebra or Geometry, or Algebra II		<u>One (1) Math Exam:</u> Algebra or Geometry, or Algebra II		<u>Three (3) Math Exams:</u> Algebra, Geometry, and Algebra II	
Global History or U.S. History Regents Exam **		Global History or U.S. History Regents Exam **		Global History <b>and</b> U.S. History Regents Exam **(Or 1 of them if using Pathway)	
<u>One (1) Regents Science Exam:</u> Earth Science or Living Environment (Biology) or Chemistry or Physics		<u>One (1) Regents Science Exam:</u> Earth Science or Living Environment (Biology) or Chemistry or Physics		<u>Two (2) Science Exams:</u> 1. Living Environment; 2. Earth Science or Chemistry or Physics	
**Any Additional Regents Exam Or NY State Approve Pathway		**Any Additional Regents Exam Or NY State Approve Pathway		Comprehensive Exam for Regents Credit (CERC)	

# ART EDUCATION

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## 7120 Art 7/8

Grade 7 or Grade 8 • Alternate Days • Year

Prerequisite: *None*

This course provides students a program that presents art as a tool for communication and understanding. The concepts of space and structure, movement, color, and light are the focus of the program. The objectives provide an arena in which the student must make decisions (problem solving) within the conceptual framework and through two and three-dimensional activities in the areas of drawing, painting, sculpture, ceramics, and crafts. The course will promote critical thinking skills, individual cognitive, affective, and aesthetic growth in the art classroom. Areas of art history, art identification, critical judgment, and critical analysis will also be included. All students who defer Art in grade 7 are required to take 7120 Art 7/8 in grade 8.

## ART ELECTIVE COURSES

The following elective offerings are available at the junior high school level. Courses must have enrollment of twenty students (20) or more to be offered. Therefore, the school reserves the right to schedule a student based on the availability of sections.

### 1242 Creative Studio

Grade 8 • Alternate Days • Year

Prerequisite: *Art 7/8*

Students will explore their favorite art media, and will work with two-dimensional and three-dimensional art forms such as drawing and painting, printmaking, photography, design and sculpture! Students will be introduced to the types of art classes offered at the 9<sup>th</sup> grade level and begin to make career connections. Students will explore their individual artistic style and become a part of an exciting creative team.

**This course does not meet the middle school New York state requirement. If students do not take Art in 7<sup>th</sup> grade, when they enter 8<sup>th</sup> grade they may register for both the required 20-week art class and the Creative Studio elective.**

### 1205 Studio Art I

Grade 9 • .5 Credit • Semester

Prerequisite: *None*

This is an introductory course designed for all students to fulfill the Art/Music requirement for graduation. Art mediums such as drawing, painting, and sculpture will be explored through hands-on projects. With a passing grade, students are recommended to elect Studio Art II offered at Ward Melville High School to complete the one credit required in Art/Music core requirement for graduation.

### 1208 Creative Crafts I

Grade 9 • .5 Credit • Semester

Prerequisite: *None*

This is a fundamental course providing an introduction to the world of crafts. Students explore a wide range of hands-on craft activities. Basic techniques are taught and students will be able to create functional projects suitable for their own use or as gifts. Drawing techniques, design concepts and aesthetic appreciation will be included for easy application by students in the creation of their projects. When combined with Creative Crafts II, students will satisfy the Art/Music core requirement for graduation.

## **1239 Media Arts I**

**Grade 9 • .5 Credit • Semester**

**Prerequisite:** *None*

Students learn about photography and two-dimensional design. They will learn how to incorporate composition and design into their photographs and other 2D works. In addition, students will explore components of a digital computer lab including but not limited to programs such as Photoshop. Emphasis will be placed on the Elements and Principles of Design. Students will be introduced to career paths related to this medium. It is suggested that students enrolled in Media Arts I take Media Arts II at Ward Melville High School to complete this one High School credit requirement for a Regents Diploma.

## **1245 Art of Animation**

**Grade 9 • .5 Credit • Alternate Days • Year**

**Prerequisite:** *None*

Step into the world of today's animators as you learn to tell stories with images. Build worlds, create characters and tell your story while exploring the art of Pixar, Disney and Marvel comics. If you love to cartoon or draw characters, like to tell stories and create worlds where your characters might live then this is the class for you.



# ENGLISH LANGUAGE ARTS

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The Murphy JHS English curriculum is founded in fostering creativity and critical thinking through a collaborative learning environment. Thematic units are designed to cultivate empathy, analyze author's craft, develop vocabulary, and engage with diverse literature and informational texts through critical lenses. Based on the New York State Standards, all classes offer rich and varied experiences in English Language Arts including reading, writing, speaking and listening, language, and media and technology. Our curriculum is aimed to nurture lifelong readers and writers.

## 7102 English 7

**Grade 7 • Year**

**Prerequisite:** *Placement Recommendation*

The English 7 course follows a language arts based curriculum, which provides a strong foundation in preparation for the New York State Standards. Literature is studied through readings in various genres, such as the novel, the short story, poetry, drama, and non-fiction. The writing program is based on a process approach through pre-writing activities, journaling, drafting, and revising. Other language skills, including vocabulary development, spelling, grammar, punctuation, and usage are taught in context. Basic research skills are integrated into the curriculum and opportunities for interdisciplinary experiences are pursued.

## 7103 English 7 H

**Grade 7 • Honors • Year**

**Prerequisite:** *Placement Recommendation*

The English 7 Honors is a rigorous course designed for those students who have demonstrated exceptional ability in reading, vocabulary, grammar, writing, and listening skills. In addition to grade level expectations, students will engage in challenging reading assignments and articulate their critical thinking in well-developed essays, research assignments, and oral presentations.

**Maintenance Criteria:** *Students must achieve a grade point average of 90 or above by the 15<sup>th</sup> week and maintain this average for the duration of the school year.*

## 8102 English 8

**Grade 8 • Year**

**Prerequisite:** *English 7*

English 8 continues the language arts based curriculum introduced in English 7 providing continued emphasis on preparation for the 8<sup>th</sup> grade New York State Standards. The writing program continues with the process approach and provides opportunities for students to write in the forms and modes required by each of the Standards, such as narrative writing, creative writing, close-reading analysis, and argumentative writing. The study of literature is founded in thematic connections and essential questions. Other language skills, including vocabulary development, spelling, grammar, punctuation, and usage, are taught in context. Research skills are integrated into the curriculum and opportunities for interdisciplinary experiences are pursued.

## 8103 English 8 H

**Grade 8 • Honors • Year**

**Prerequisite:** *90 average in English 7H or 95 average in English 7 • Teacher Recommendation • Superior performance as indicated by the Aimsweb Plus Universal Screening tool*

The English 8 Honors course is designed for those students who have demonstrated exceptional ability in reading, vocabulary, grammar, research, writing, and listening skills. In addition to grade level expectations, students will be expected to engage in challenging reading assignments and articulate their critical thinking in well-developed essays, research assignments, and oral presentations.

**Maintenance Criteria:** *Students must achieve a grade point average of 90 or above by the 15<sup>th</sup> week and maintain this average for the duration of the school year.*

## **0102 English 9**

**Grade 9 • 1 Credit • Year**

**Prerequisite:** *English 8*

Students enrolling in English 9 will explore connections to the world through a series of readings, writings and public speaking opportunities. Literature selections are drawn from various genres, such as the novel, short story, drama, poetry, and non-fiction while being supplemented with several works geared toward creating a strong, interactive classroom community. Writing assignments will include poetry, non-fiction, argument, research, speech, text analysis and comprehensive revision for different purposes and audiences. Grammar and usage will be reinforced through both individual writing assignments and large-group instruction. Public speaking opportunities may present themselves during the year through seminars, formal persuasive speeches, poetry readings, formal debate or mock trial competition.

## **0103 English 9 H**

**Grade 9 • 1 Credit • Honors • Year**

**Prerequisite:** *90 average in English 8H or 95 average in English 8 • Teacher Recommendation • Superior performance as indicated by the Aimsweb Plus Universal Screening tool*

The English 9 Honors course is designed for those students who have demonstrated exceptional ability in reading, vocabulary, grammar, research, writing, and listening skills. In addition to grade level expectations, students will be expected to engage in challenging reading assignments and articulate their critical thinking in well-developed essays, research assignments, and oral presentations.

**Maintenance Criteria:** *Students must achieve a grade point average of 90 or above by the 15<sup>th</sup> week and maintain this average for the duration of the school year.*

## **ENGLISH LANGUAGE ARTS ELECTIVE COURSES**

### **0130 Public Speaking**

**Grade 9 • .5 Credit • Semester**

**Prerequisite:** *None*

This half-year elective course is for students who wish to develop and improve their speaking and listening skills, and introduces students to the tools of effective speech making, including vocal skills, body language, and conquering “stage fright.” Among the types of speeches that students may write and deliver are demonstration speeches, famous speeches, and persuasive speeches and debates. They may also present scenes from published plays. In addition, students may also present oral interpretations of poems and other literature. The final exam consists of delivering a speech.

### **0140 Public Speaking Honors**

**Grade 9 • .5 Credit • Honors • Semester**

**Prerequisite:** *None*

In addition to the above description, this honors level course is designed for the student looking for a greater in-depth knowledge of Public Speaking through writing well-developed speeches and delivering highly articulated oral presentations while working to meet their Regents graduation requirement.

## **LITERACY PROGRAM**

### **7231 Literacy 7**

**Grade 7** • Alternate Days • Year

**Prerequisite:** *Teacher Recommendation*

This program serves as an academic intervention support service for students needing additional assistance in the development of their language arts skills. Students are placed in a Literacy class if they have demonstrated a need for reinforcement in reading comprehension, reading fluency, and/or silent reading fluency. This is determined by performance on the AIMSweb Plus Universal Screening tool, quarterly grades in the core academic courses, and other performance indicators. The support is provided in small group settings to improve the students' basic reading and writing skills.

### **8231 Literacy 8**

**Grade 8** • Alternate Days • Year

**Prerequisite:** *Teacher Recommendation*

This program serves as an academic intervention support service for students needing additional assistance in the development of their language arts skills. Students are placed in a Literacy class if they have demonstrated a need for reinforcement in reading comprehension, reading fluency, and/or silent reading fluency. This is determined by performance on the AIMSweb Plus Universal Screening tool, quarterly grades in the core academic courses, and other performance indicators. The support is provided in small group settings to improve the students' basic reading and writing skills.

### **9231 Literacy 9**

**Grade 9** • Alternate Days • Year

**Prerequisite:** *Teacher Recommendation*

This program serves as an academic intervention support service for students needing additional assistance in the development of their language arts skills. Students are placed in a Literacy class if they have demonstrated a need for reinforcement in reading comprehension, reading fluency, and/or silent reading fluency. This is determined by performance on the AIMSweb Plus Universal Screening tool, quarterly grades in the core academic courses, and other performance indicators. The support is provided in small group settings to improve the students' basic reading and writing skills.

# **FAMILY AND CONSUMER SCIENCE**

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*The Family and Consumer Science curriculum is designed to prepare students to meet their personal responsibilities and understand their roles as members of families, communities and a variety of work environments in the continually changing technological world. Instruction is accomplished by emphasizing hands on, applied activities. This course is a NYS required curriculum intended for all 7th and 8th graders in the Three Village Central School District.*

## **7141 Home and Careers 7**

**Grade 7 • Semester**

**Prerequisite:** *None*

The 7th Grade Home and Careers course is an introductory Family and Consumer Science course that teaches students thinking skills that are related to decision making, problem solving, goal setting and time management. It emphasizes the importance of these skills in all aspects of daily living. Personal and human development, nutrition, consumerism, food preparation, basic sewing skills, introduction to career awareness and more are some of the areas of instruction that will be part of the student's participation. The introduction to our new career program Schoolinks, which is an electronic portfolio, will be presented to all 7th graders. See the description of Schoolinks under Home and Careers 8.

## **8141 Home and Careers 8**

**Grade 8 • Semester**

**Prerequisite:** *Home and Careers 7*

Home and Careers 8 is a continuation of the seventh grade program and relates the thinking skills in the introductory course to developing communication skills, peer/family relationships, hand sewing skills, food preparation, personal environment, understanding entrepreneurship and career awareness. The units are interrelated and interdependent by "dovetailing" curriculum concepts. Hands-on activities give the student the opportunity to apply learning concepts to actual life situations and develop soft skills in the areas of life and career.

Schoolinks is an electronic portfolio system, and will be used by students, teachers, parents, and guidance counselors. This program links student activities, goals, plans, potential jobs, collage information, and experiences into one comprehensive package. This portfolio starts in junior high school and will continue when the student enters high school. It keeps track of their accomplishments, goals, coursework, academic, and career goals. On the junior high school level, it will be coordinated in Family and Consumer Science (Home and Careers 7 and 8). Entries will continue to be made throughout high school.

## **FAMILY AND CONSUMER SCIENCE ELECTIVE COURSES**

### **1420 International Foods**

**Grade 9 • .5 Credit • Semester**

**Prerequisite:** *None*

International Foods is designed for students who wish to develop an understanding of how culture and culinary skills are related to the preparation of international foods. Each unit involves the study of the country and how this influences the preparation of authentic cuisine. Food categories include entrees, appetizers, soups, breads, and desserts using various food techniques. Culinary skills learned in this course are on an advanced level. Career awareness related to the food industry will be presented.

# MATHEMATICS

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## 7402 Mathematics 7

**Grade 7** • Year

**Prerequisite:** *Placement Recommendation*

This course of study includes topics in number systems, expressions & equations, ratios & proportions, percent, geometry, probability, and statistics. Students successfully completing this course will take Math 8 with or without a Lab Component the next year.

**Recommended Calculator:** *TI 30XS Multiview*

## 7403 Mathematics 7 with a Lab Component

**Grade 7** • Year

**Prerequisite:** *Placement Recommendation*

This course of study includes topics in number systems, expressions & equations, ratios & proportions, percent, geometry, probability, and statistics. This class is accompanied by an alternating day lab period to allow for additional reinforcement, practice, and review. Students successfully completing this course will take Math 8 with or without a Lab Component the next year.

**Recommended Calculator:** *TI 30XS Multiview*

## 7404 Mathematics 7 H

**Grade 7** • Honors • Year

**Prerequisite:** *Placement Recommendation*

This is an enriched course of study that includes topics in exponents, number theory, rational numbers, integers, polynomials, factoring, proportional relationships, percent, unit rates, proportionality, linear equations & inequalities, probability, statistics, and geometry. All content will incorporate a variety of challenging problem solving applications. Students must maintain a grade of 90 or higher to be considered for Algebra I H.

**Recommended Calculator:** *TI 30XS Multiview*

**Maintenance Criteria:** *Students must achieve a grade point average of 90 or above by the 15<sup>th</sup> week and maintain this average for the duration of the school year.*

## 8402 Mathematics 8

**Grade 8** • Year

**Prerequisite:** *80 average or above in Math 7*

This pre-algebra course of study includes topics in number sense and operations, algebra, linear equations, inequalities, proportional relationships, functions, transformational geometry, Pythagorean Theorem, plane geometry, and statistics with an emphasis on algebraic problem solving applications. Students successfully completing this course will take Algebra I or Algebra I with a Lab Component the next year.

**Recommended Calculator:** *TI 30XS Multiview*

## 8403 Mathematics 8 with a Lab Component

**Grade 8** • Year

**Prerequisite:** *79 average or below in math 7 or completion of Math 7 with Lab* • *Teacher Recommendation*

This pre-algebra course of study includes topics in number sense and operations, algebra, linear equations, inequalities, proportional relationships, functions, transformational geometry, Pythagorean Theorem, plane geometry, and statistics. This class is accompanied by an alternating day lab period to allow for additional reinforcement, practice, and review. Students successfully completing this course will take Algebra I, Algebra I with a Lab Component, or Algebra A the next year.

**Recommended Calculator:** *TI 30XS Multiview*

## 0427 Algebra I H

**Grade 8 • Honors • 1 Credit • Year**

**Prerequisite:** 90 average in Math 7 H or 95 average in Math 7 • Teacher Recommendation

• Teacher Recommendation

This accelerated course of study in Algebra includes topics in real number sets, polynomials, linear equations and inequalities, graphing, systems of equations, factoring, quadratic equations, exponential equations, functions, and statistics. This course will assist students in developing skills and processes to be applied using diverse techniques to successfully solve problems in a variety of settings. Students enrolled in this course will take the Algebra I Regents examination in June.

**Recommended Calculator:** TI 84 Plus CE

**Maintenance Criteria:** Students must achieve a grade point average of 90 or above by the 15<sup>th</sup> week and maintain this average for the duration of the school year.

## 0428 Algebra I Theory H

**Grade 8 • 1 Credit • Theory Weighting • Year**

**Prerequisite:** 95 test average in Math 7 H • Teacher Recommendation

This accelerated course of study in Algebra I includes topics in real number sets, polynomials, linear equations and inequalities, graphing, systems of equations, factoring, quadratic equations, exponential equations, functions, and statistics with an emphasis on mathematical connections. This course will assist students to develop higher order thinking skills and processes to be applied mathematically. Students of this course should enjoy and want to explore mathematics. Students enrolled in this course will take the Algebra I Regents examination in June. Students must achieve a minimum test average of 95 in order to be recommended for Geometry Theory.

**Recommended calculator:** TI 84 Plus CE

**Maintenance Criteria:** Students must achieve a minimum test average of 90 or above by the 15<sup>th</sup> week and maintain this average for the duration of the school year.

## 0429 Algebra I Theory 7 H

**Grade 7 • 1 Credit • Theory Weighting • Year**

**Prerequisite:** Placement Recommendation

This accelerated course of study in Algebra I includes topics in real number sets, polynomials, linear equations and inequalities, graphing, systems of equations, factoring, quadratic equations, exponential equations, functions, and statistics with an emphasis on mathematical connections. This course will assist students to develop higher order thinking skills and processes to be applied mathematically. Students of this course should enjoy and want to explore mathematics. Students enrolled in this course will take the Algebra I Regents examination in June. 7<sup>th</sup> grade students enrolled in this course will receive Algebra I Regents exam credit, however, the course will be posted to their high school transcript with no weight or credit, as 7<sup>th</sup> grade students cannot receive NYS high school transcript credit. Students must achieve a minimum test average of 95 in order to be recommended for Geometry Theory.

**Recommended calculator:** TI 84 Plus CE

**Maintenance Criteria:** Students must achieve a minimum test average of 90 or above by the 15<sup>th</sup> week and maintain this average for the duration of the school year.

## 0411 Algebra I

**Grade 9 • 1 Credit • Year**

**Prerequisite:** 80 average or above in Math 8

This Algebra course includes topics in real number sets, polynomials, linear equations and inequalities, graphing, systems of equations, factoring, quadratic equations, exponential equations, functions, and statistics. This course will assist students in developing skills and processes to be applied using diverse techniques to successfully solve problems in a variety of settings. Students enrolled in this course will take the Algebra I Regents examination in June.

**Recommended Calculator:** TI 84 Plus CE

## 0425 Algebra I with a Lab Component

Grade 9 • 1 Credit • Year

**Prerequisite:** *Average of 70-79 in Math 8 or Average of 80 or above in Math 8 with a Lab Component • Teacher Recommendation*

This Algebra course includes topics in real number sets, polynomials, linear equations and inequalities, graphing, systems of equations, factoring, quadratic equations, exponential equations, functions, and statistics. This course will assist students in developing skills and processes to be applied using diverse techniques to successfully solve problems in a variety of settings. This class is accompanied by an alternating day lab period to allow for additional reinforcement, practice, and review. Students enrolled in this course will take the Algebra I Regents examination in June.

**Recommended Calculator:** *TI 84 Plus CE*

## 0426 Algebra A

Grade 9 • 1 Credit • Year

**Prerequisite:** *Average below 70 in Math 8 OR Average of 79 or below in Math 8 with a Lab Component • Teacher Recommendation*

This course of study is the first year in a two-year Algebra I curriculum. Topics will include polynomials, linear and quadratic equations, factoring, and coordinate geometry. This course places an emphasis on basic computational and foundational algebra skills. Students will take the Algebra I Regents examination after successful completion of the two-year program in June of 10th grade.

**Recommended calculator:** *TI 84 Plus CE*

## 0456 Geometry H

Grade 9 • 1 Credit • Honors • Year

**Prerequisite:** *90 average in Algebra I H •Teacher Recommendation*

This accelerated course of study follows the New York State Geometry curriculum. Topics will include transformational geometry, geometric constructions, proof, triangles, quadrilaterals, similarity, trigonometry, circles, parabolas and three-dimensional figures. Students enrolled in this course will take the Geometry Regents examination in June.

**Recommended calculator:** *TI 84 Plus CE*

**Maintenance Criteria:** *Students must achieve a grade point average of 90 or above by the 15<sup>th</sup> week and maintain this average for the duration of the school year.*

## 0490 Geometry Theory H

Grade 8 or Grade 9 • 1 Credit • Theory Weighting • Year

**Prerequisite:** *Test average of 97 or above in Algebra IH or 95 in Algebra I Theory. • Teacher Recommendation*

This accelerated course of study follows the New York State Geometry curriculum. Topics will include transformational geometry, geometric constructions, proof, triangles, quadrilaterals, similarity, trigonometry, circles, parabolas and three-dimensional figures. This course will assist students to develop higher order thinking skills and processes to be applied mathematically. Students enrolled in this course will take the Geometry Regents examination in June. Students must achieve a minimum test average of 95 in order to be recommended for Algebra II Theory.

**Recommended calculator:** *TI 84 Plus CE*

**Maintenance Criteria:** *Students must achieve a minimum test average of 90 by the 15<sup>th</sup> week and maintain this average for the duration of the school year.*



# 0463 Algebra II Theory H

Grade 9 • 1 Credit • Theory Weighting • Year

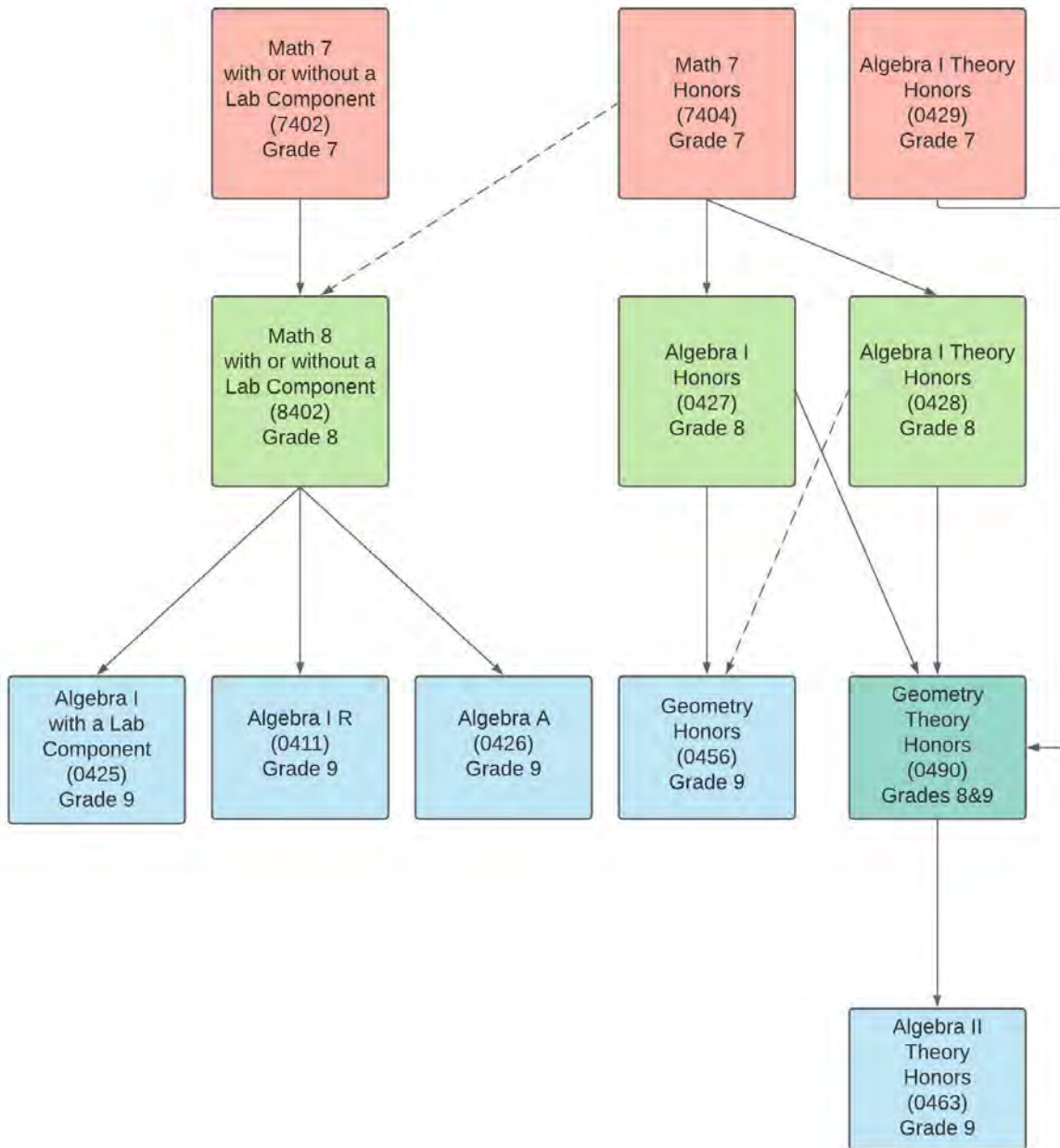
**Prerequisite:** Test average of 95 or above in Geometry Theory

This is a course in Algebra II with a focus on derivations and challenging extensions of topics in the state Standards. Students enrolled in this course will take the Algebra II Regents examination in June.

**Recommended calculator:** TI 84 Plus CE

**Maintenance Criteria:** Students must achieve a minimum test average of 90 in order to be recommended for AP Calculus BC with a lab.

## R.C. Murphy Junior High School Math Course Offerings





# MUSIC

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*The main objective of the music program is to give each student the opportunity to have a successful and rewarding experience in music, culminating in both the winter and spring concerts. Full attendance for these concerts is mandatory as part of the music grading policy. Students will not be scheduled into a performing group unless they meet course requirements and have the recommendation of their music teacher. Grading for performance groups is determined by participation in all rehearsals and attendance at all concerts and events. In addition, instrumental groups and 9<sup>th</sup> grade chorus groups, will be graded on lesson attendance and achievement.*

## **Instrumental Lesson Policy – Grades 7, 8 and 9**

*Music lessons are part of the curriculum and a student's academic program. Students are given small group lessons once during the six-day cycle on a rotating basis. Missing lessons should be the exception, not the rule.*

## **7133 Music I**

**Grade 7 or Grade 8 • Alternate Days • Year**

**Prerequisite:** *None*

Music I is a general music class that will include but not be limited to the following: keyboarding, composition in various forms (including electronic composition), aural/written theory, history of Rock and Roll, musical classifications, and exposure to music of different genres and cultures.

## **7132 Band 7**

**Grade 7 • Alternate Days • Year**

**Prerequisite:** *Teacher Recommendation*

The seventh grade band is open to all students who play a band instrument. The prerequisite for this ensemble is the student's performance in the sixth grade band and the recommendation of the elementary band teacher. Students will have the opportunity to audition for Wind Ensemble.

## **7131 Orchestra 7**

**Grade 7 • Alternate Days • Year**

**Prerequisite:** *Teacher Recommendation*

The seventh grade orchestra is open to all seventh grade students who play a string instrument. The prerequisite for this ensemble is the student's performance in the 6<sup>th</sup> grade orchestra and the recommendation of the elementary orchestra teacher. Students will have the opportunity to audition for Chamber Orchestra

## **7130 Chorus 7**

**Grade 7 • Alternate Days • Year**

**Prerequisite:** *Teacher Recommendation*

The seventh grade chorus is open to all dedicated choral students who have had previous choral experience. A recommendation from the elementary choral teacher is a prerequisite. Exploring vocal technique will be a focus, along with basic sight-reading skills, pitch recognition, and an introduction to music notation.

## **8133 Music II**

**Grade 8 • Alternate Days • Year**

**Prerequisite:** *Music I*

Music II will build on the skills acquired in Music I and will take students to a further level of sophistication. The course will include more developed projects in composition and electronic music.

## **8132 Band 8**

**Grade 8 • Alternate Days • Year**

**Prerequisite:** *Band 7*

The eighth grade band is open to all students in the eighth grade who play a band instrument. The pre-requisite for this group is the student's performance in the seventh grade instrumental program and/or the music teacher's recommendation. Students will have the opportunity to audition for Wind Ensemble.

## **8131 Orchestra 8**

**Grade 8 • Alternate Days • Year**

**Prerequisite:** *Orchestra 7*

The eighth grade orchestra is open to all students in the eighth grade who play an orchestral string instrument. The prerequisite for acceptance into this group is the student's performance in the seventh grade orchestra program and/or the music teacher's recommendation. Students will have the opportunity to audition for Chamber Orchestra.

## **8130 Chorus 8**

**Grade 8 • Alternate Days • Year**

**Prerequisite:** *Chorus 7*

The eighth grade chorus is open to all dedicated choral students who have had previous choral experience. The prerequisite for acceptance into this group is the student's performance in the seventh grade chorus and/or the music teacher's recommendation. Vocal production, diction, phrasing, and the ability to sing music written in part harmony will be emphasized.

## **1332 Band 9**

**Grade 9 • 1 Credit • Year**

**Prerequisite:** *Band 8*

The ninth grade band is open to all ninth grade students who play a band instrument. The prerequisite for this ensemble is the student's performance in the eighth grade instrumental program and/or the music teacher's recommendation. Students will have the opportunity to audition for Wind Ensemble. This course is also a prerequisite for participation in the Band Program at Ward Melville High School.

## **1305 Orchestra 9**

**Grade 9 • 1 Credit • Year**

**Prerequisite:** *Orchestra 8*

The ninth grade orchestra is open to all ninth grade students who play an orchestral string instrument. The prerequisite for acceptance into this group is the student's performance in the eighth grade orchestra and/or the music teacher's recommendation. Students will have the opportunity to audition for Chamber Orchestra. This course is also a prerequisite for participation in the Orchestra Program at Ward Melville High School.

## **1320 Chamber Choir**

**Grade 9 • .5 Credit • Alternate Days • Year**

**Prerequisite:** *Entrance by Admission and Teacher Recommendation*

Chamber Chorus is offered by audition to students enrolled in grade 9 Chorus. The ninth grade Chamber Choir will be a select mixed choral ensemble and will perform choral repertoire from a variety of musical styles. Proper ensemble etiquette, vocal technique, ear training, and sight singing will be important components of the curriculum. This course may be used to fulfill one-half of the one unit needed to meet the high school Music/Art requirement.

## **1330 Chorus 9**

**Grade 9 • .5 Credit • Alternate Days • Year**

**Prerequisite:** *Chorus 8*

The ninth grade chorus is open to all dedicated choral students who have had previous choral experience. The prerequisite for acceptance into this group is the student's performance in eighth grade chorus and/or the music teacher's recommendation. This course will fulfill one-half of the one unit needed to meet the high school Music/Art requirement.

# HEALTH EDUCATION

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## **1617 Health Education**

**Grade 7** • Alternate Days • Year

**Prerequisite:** *None*

Health Education is a New York State required course for all students in the seventh grade. The Health Education course offers age-appropriate units of study including mental wellness and stress management, communication and decision-making skills, self-esteem, and the use and effects of alcohol, tobacco and drugs. In addition, Health Education includes a developmentally appropriate Human Sexuality component. Topics in this unit include a review of puberty processes, reproductive anatomy and physiology, self-awareness, self-respect, perceptions and interactions with family and friends, developing positive relationships, and sexually transmitted infection information.

Health Education will help prepare the students to make appropriate decisions in the future, develop essential life skills and foster optimal health and well-being. Students will participate in a variety of group activities, problem solving scenarios, projects, class discussions and independent research, which will emphasize critical thinking skills, and problem solving techniques. This course will focus on enhancing the student's personal responsibility, respect, self-confidence, dignity, and accountability for one's personal health and behavior.

# PHYSICAL EDUCATION

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*Physical Education is a New York State requirement for all students in grades seven, eight, and nine. The Physical Education program focuses on improving each student's fitness level, cognitive understanding of team and individual sports and activities, skill development, critical thinking skills, problem solving abilities and application of positive sportsmanship behaviors. All students in the Physical Education program will participate biannually in fitness testing, which assesses muscular strength, muscular endurance, flexibility, and aerobic capacity.*

## **7174 Physical Education 7/8**

**Grade 7** or **Grade 8** • Alternate Days • Year

**Prerequisite:** *None*

This New York State mandated seventh and eighth grade course will be co-educational and include instruction, skill development and participation in a variety of traditional team and cooperative activities. The course may include: flag football, soccer, tennis, ultimate disc, volleyball, team handball, basketball, softball, volleyball, aerobics, weight training, and dance activities.

## **1704 Physical Education 9**

**Grade 9** • .5 Credit • Alternate Days • Year

**Prerequisite:** *None*

This New York State mandated ninth grade course will be co-educational and include instruction, skill development and participation opportunities in a variety of team, cooperative, and lifetime activities. This course may include; soccer, flag football, ultimate disc, floor hockey, volleyball, dance, personal fitness, badminton, softball, basketball, weight training, tchoukball, team handball, cooperative games, golf, tennis, and table tennis-

# SCIENCE

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## 7302 Science 7

**Grade 7** • Year

**Prerequisite:** *Placement Recommendation*

This course is the second component in the 6th through 8th grade Middle School Science Curriculum offered in Three Village. The goal of the intermediate program is to introduce students to a variety of science topics in Living, Physical & Earth Science, while helping students learn the skills used in science to solve real-world problems. Students will use scientific inquiry to develop explanations of natural phenomena. During the year, students will learn the intellectual skills and attitudes needed to successfully explore a variety of science related areas in future science courses.

Topics of study include: Life Science (Organisms and Ecosystems); Physical Science (Chemical Reactions and Forces & Interaction); and Earth Science (Space Systems and Weather & Climate). The focus of the program will be hands-on experiences that help students understand important relationships, scientific processes, mechanisms, and applications of concepts. Skills of analysis, inquiry, and design will be developed through active laboratory work, exploring the different science and engineering practices.

## 7303 Science 7 H

**Grade 7** • Honors • Year

**Prerequisite:** *Placement Recommendation*

This honors level course goes beyond the scope of Science 7 through an enriched curriculum and honors projects. Students will use scientific inquiry to develop explanations of natural phenomena. During the year, students will learn the intellectual skills and attitudes needed to successfully explore a variety of science related areas in future science courses.

Topics of study in the honors course include the Living, Physical & Earth Science units described in Science 7 as well as enrichment in these topics. Activities and pacing of the course are intended to challenge and motivate advanced students whose talents and interests lie within the realm of the sciences. The focus of the program will be hands-on experiences that help students understand important relationships, scientific processes, mechanisms, and applications of concepts. Skills of analysis, inquiry, and design will be developed through active laboratory work, exploring the different science and engineering practices.

**Maintenance Criteria:** *Students must achieve a grade point average of 90 or above by the 15th week and maintain this average for the duration of the school year.*

## 8302 Science 8

**Grade 8** • Year

**Prerequisite:** *Science 7*

This course is the final component in the 6th through 8th grade Middle School Science Curriculum offered in Three Village. Building upon the knowledge and skills developed in 6th – 7th grade, students will explore several life, physical and earth science topics, including the growth, development & reproduction of organisms, natural selection & adaptations, energy, waves & electromagnetic radiation, the history of the Earth, and Earth's systems. Students will continue to use scientific inquiry to develop explanations of natural phenomena. The focus of the program will be hands-on experiences that help students understand important relationships, scientific processes, mechanisms, and applications of concepts. Skills of analysis, inquiry, and design will be developed through active laboratory work, exploring the different science and engineering practices.

**Note:** The following information applies to all Earth Science and Living Environment courses. These courses conclude with a Regents Exam. Successful completion of the Laboratory Program is a prerequisite for admission the Regents Exam. Students must complete 1200 minutes of lab experience, write a satisfactory report for each lab exercise and demonstrate lab proficiency.

## **0303 Earth Science**

**Grade 9** • .5 Credit • Year

**Prerequisite:** *Science 8*

This commencement level (high school) course explores the earth science content and process skills of the New York State Learning Standards for Mathematics, Science, and Technology. Topics of study include rocks and minerals, earthquakes and volcanoes, plate tectonics, weathering and erosion, geology history, earth motions, the Solar System, deep space astronomy, weather systems, weather prediction, seasons and climate. Mathematical analysis, scientific inquiry, and engineering design will be integrated throughout the content areas to emphasize the relationship to real-world situations. Major emphasis is placed on problem solving and inquiry skills that help develop an understanding of important relationships, processes, and applications of concepts. A variety of instructional and assessment strategies will be used throughout the course and science projects and competitions will be encouraged. This course meets for one period daily and two periods every other day.

## **0304 Earth Science H**

**Grade 8** • .5 Credit • Honors • Year

**Prerequisite:** *90 average in Science 7H or 95 average in Science 7* • Teacher Recommendation

This enriched commencement level (high school) course explores the earth science content and process skills in the New York State Learning Standards for Mathematics, Science, and Technology. Topics include rocks and minerals, earthquakes and volcanoes, plate tectonics, weathering and erosion, geology history, Earth motions, the Solar System, deep space astronomy, weather systems, weather prediction, seasons and climate. Mathematical analysis, scientific inquiry, and engineering design will be integrated throughout the content areas to emphasize the relationship to real-world situations. Major emphasis is placed on problem solving and inquiry skills that help develop an understanding of important relationships, processes, and applications of concepts. A variety of instructional and assessment strategies will be used throughout the course and science projects / competitions will be encouraged. This honors level course will require students to pursue concepts found in the Physical Setting/Earth Science curriculum at greater depth than the Regents level 9th grade course. This course meets for one period daily and two periods every other day.

**Maintenance Criteria:** *Students must achieve a grade point average of 90 or above by the 15th week and maintain this average for the duration of the school year.*

## **0308 Living Environment**

**Grade 9** • .5 Credit • Year

**Prerequisite:** *Earth Science*

Instruction will focus on important relationships, processes, mechanisms and application of concepts in biology. The core curriculum analyzes major concepts involving the unity and diversity in life, transmission of traits from generation to generation, evolutionary theory, reproduction and development, the dynamic equilibrium that sustains life, ecology and the impact human decisions and activities have on the physical and living environment. This course meets for one period daily and two periods every other day.

## 0305 Living Environment H

Grade 9 • .5 Credit • Honors • Year

**Prerequisite:** 90 average in Earth Science H • Teacher Recommendation

This enriched commencement-level course explores the biology content and process skills of the New York State Learning Standards for Mathematics, Science and Technology. The course includes topics in unity and diversity of living things, transmission of traits from generation to generation, evolutionary theory, reproduction and development, homeostasis, and ecology. Special emphasis is placed on new areas of scientific interest including molecular biology and human ecology. Mathematical analysis, scientific inquiry, and engineering design will be integrated to develop solutions to scientific problems. Focus will also be on application skills related to real-world situations. Instruction will emphasize student understanding and demonstration of important relationships, processes, mechanisms, and applications of concepts. A variety of assessment strategies will be used throughout the course and science projects and competitions will be encouraged. This course meets for one period daily and two periods every other day.

**Maintenance Criteria:** *Students must achieve a grade point average of 90 or above by the 15th week and maintain this average for the duration of the school year.*

**Chemistry 10 Honors Qualification:** 90 test average in Living Environment H and their Math course • Teacher Recommendation

## SCIENCE ELECTIVE COURSES

### 0316 Science Research I

Grade 7 or Grade 8 • Alternate Days • Year

**Prerequisite:** None

This course is an exploratory course designed to nurture students who are highly motivated and intellectually curious about scientific processes and phenomena. Students will be introduced to the skills essential to science including experimental design, effective use of technology, meeting of deadlines, ethics, data analysis, and communication skills. Opportunities for students interested in Science Olympiad activities will be provided. Students will be encouraged to explore topics and ideas that interest them and focus on taking one long-term project from inception to presentation. The course will also provide opportunities for students to compete in local, regional, and national competitions. Students are evaluated on both the process and results of their efforts.

### 0310 Science Research II

Grade 9 • .5 Credit • Alternate Days • Year

**Prerequisite:** *Science Research I*

Science Research II is designed for highly motivated students who have had some experience in science research. A major goal of the course is to continue to develop skills essential to successful research including experimental design, effective use of technology, meeting of deadlines, ethics, data analysis, and communication skills. Opportunities for students interested in Science Olympiad activities will be provided. Students will be encouraged to explore topics and ideas that interest them and will focus on taking one long-term project from inception to presentation. The course will also provide opportunities for students to compete in local, regional, and national competitions. Students are evaluated on both the process and results of their efforts.

### 0370 Farm to School

Grade 8 • Alternate Days • Year

**Prerequisite:** None

This course is designed to introduce students to basic concepts related to maintaining and growing a garden for food production. Through participation in garden based activities, students will learn about the agricultural science concepts, as well as the care and management of a garden. Students will explore food production, gaining an understanding as to the source of the products we consume. Students will apply the principles of sustainable organic farming practices while taking advantage of our greenhouse and available resources off-campus. Connections will be made with local farmers and industries that supply food to our community.

## **0374 Natural Disasters**

**Grade 8** ▪ Alternate Days ▪ Year

**Prerequisite:** *None*

Students will be introduced to the destructive forces of nature and the impact they have on humans. The focus of this course will be to introduce students to the various geological, meteorological, and astronomical disasters that mankind faces today. Topics will include, but are not limited to: earthquakes, volcanic eruptions, flooding, avalanches, tornadoes, hurricanes, severe thunderstorms/lightning, meteor and asteroid impacts, mudslides, droughts, and pollution.

# SOCIAL STUDIES

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The social studies program is based on the New York State Standards, which require students to use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments and turning points in five areas: United States and New York history, world history, geography, economics, and civics / citizenship / government.

## 7202 United States and New York State History 7

**Grade 7 • Year**

**Prerequisite:** *Placement Recommendation*

The seventh grade course begins a two-year study of the history of our state and nation. Using a chronological format, students will study six major topics, as follows:

1. The global heritage of the American people prior to 1500. Included in this unit will be the study of people, how geography influences culture, Iroquoian and Algonquian civilizations, and European conceptions of the world in 1500.
2. A study of European exploration and colonization of the Americas, including the influence of geographic factors and the development of colonial culture.
3. The creation of the American nation as a result of the American Revolution and the changes it sparked.
4. Experiments in government: Articles of Confederation, New York State Constitution of 1777 and the United States Constitution.
5. A study of the political, economic and social life of the American nation from the adoption of the United States Constitution until the 1860's.
6. Division and reunion of the United States. The causes and results of the Civil War.

Content, concepts and skills form the basis of the curriculum, as students learn how to gather, organize, use and present information as well as problem solve. The principal methods of assessment will be through the use of multiple choice, constructed response document based questions and thematic essays.

## 7203 United States and New York State History 7 H

**Grade 7 • Honors • Year**

**Prerequisite:** *4's in all three quarters of grade 6 social studies • Strong reading and writing skills that will assist students in beginning to advance their ability to think critically about history and current events.*

Following the United States and New York State History 7 curriculum noted above, this honors level course is designed to prepare students for scholarship and research in history. Required readings, research assignments, oral reports, and creative projects are used to enrich the program. Students at this level may participate in the Civic Seal of Readiness Middle School Capstone Project or Research Project.

**Maintenance Criteria:** *Students must achieve a grade point average of 90 or above by the 15<sup>th</sup> week and maintain this average for the duration of the school year.*

## 8202 United States and New York State History 8

**Grade 8 • Year**

**Prerequisite:** *U.S. History 7*

This course is the second part of a two-year sequence, which begins in grade 7. The curriculum for United States and New York State History 8 is divided into six basic units of study, as follows:

1. The development of an industrial American society, including the impact of immigration and the Progressive Movement.
2. The United States as an independent nation in an interdependent world, including Imperialism and Nationalism.
3. The United States between the World Wars.
4. World War II and the broadening of post-war responsibilities.
5. The changing nature of the American people from the end of World War II to the present.
6. Citizenship and responsibility – both locally and nationally.



## **8203 United States and New York State History 8 H**

**Grade 8 • Honors • Year**

**Prerequisite:** *85 average in History 7H or a 95 average in History 7 • Teacher Recommendation*

Following the United States and New York History 8 curriculum noted above, this honors level course is designed to prepare students for scholarship and research in history. Required readings, research assignments, oral reports, and creative projects are used to enrich the program. Students at this level may participate in the Civic Seal of Readiness Middle School Capstone Project or Research Project.

**Maintenance Criteria:** *Students must achieve a grade point average of 90 or above by the 15<sup>th</sup> week and maintain this average for the duration of the school year.*

## **0202 Global History and Geography I Regents 9**

**Grade 9 • 1 Credit • Year**

**Prerequisite:** *US History 8*

Global History and Geography begins with the Paleolithic Era and the development of the first civilizations, continues with an examination of classical societies, and traces the expansion of trade networks and their global impact and continues to a period of Global Interactions from approximately 1400 to 1750. The course emphasizes the key themes of interactions over time, shifts in political power, and the role of belief systems. Students will develop critical thinking historical skills through the analysis of primary and secondary source documents that include both past and current events.

The curriculum for Global History and Geography I is divided into nine basic units of study, as follows:

1. Development of Civilization (10,000 BCE – 630 CE)
2. Belief Systems: Rise and Impact (1500 BCE – 600 CE)
3. Classical Civilizations: Expansion, Achievement, & Decline (600 BCE – 900 CE)
4. Rise of Transregional Trade Networks (500 CE – 1500 CE)
5. Political Powers and Achievement: Empires Expansion, Achievement & Decline (500 CE – 1500 CE)
6. Social and Cultural Growth and Conflict (500 CE – 1500 CE)
7. Global Interactions: Asia, Americas, Africa & Latin America (1400 CE - 1750 CE)
8. Transformation of Western Europe & Russia: Renaissance, Reformation, Scientific Revolution, & Enlightenment (800 CE – 1750 CE)
9. Interactions & Disruptions: Transatlantic Trade and Encounters (1450 CE – 1750 CE)

## **0204 Global History and Geography I Honors 9**

**Grade 9 • 1 Credit • Honors • Year**

**Prerequisite:** *90 average in History 8H or a 95 average in History 8 • Teacher Recommendation*

The Global History and Geography I Honors course will be offered as a two-year sequential course beginning in the ninth grade year. Student who complete this course are eligible to take AP World History Modern in Grade 10 or remain at the honors level in Global History and Geography II Honors 10.

Global History and Geography I Honors will develop into an introductory college-level survey course, which follows a national curriculum created by the College Board. It is a rigorous and challenging course with a strong emphasis on the development of reading, writing and critical thinking skills. Students will study the development of the first civilizations, continue with an in depth examination of classical societies, and trace the detailed and significance of the expansion of trade networks focusing on their global impact. The course concludes with an analysis of a critical period of Global Interactions. Students will also explore connections to current events. For the purposes of student comprehension and growth, a consistent cutoff point for the ninth-grade curriculum has been established at the year 1750 for both Global History and Geography I Regents and Honors.

The curriculum for Global History and Geography I Honors is divided into seven basic units of study, as follows:

1. Unit 1: Ancient and Classical Civilizations (500 BCE – 900 CE)
2. Unit 2: Belief Systems: Rise and Impact (1000 BCE – 600 CE)
3. Unit 3: Rise of Transregional Trade Networks (500 CE- 1200 CE)
4. Unit 4: Political Powers and Achievement: Empires Expansion, Achievement & Decline (500 CE – 1200 CE)

5. Unit 5: AP Modern Unit 1: The Global Tapestry (1200 – 1450) Europe, Middle East, Africa, Asia
6. Unit 5: AP Modern Unit 2: Networks of Exchange (1200 – 1450) Asia & Africa
7. Unit 6: AP Modern Unit 4: Transoceanic Interconnections (1450 – 1750) European Maritime Empires & Trade

At the conclusion of Grade 10, in addition to the Advanced Placement World History Modern exam in May, students will be required to take the NYS Global History and Geography Regents II exam in June.

**Maintenance Criteria:**

- *Honors: Students must achieve a grade point average of 85 or above by the 15th week and maintain this average for the duration of the school year to remain at the honors level.*
- *AP: Students who wish to take AP World History Modern should strive to have a course average of 95 or higher by the end of the school year.*

**SOCIAL STUDIES ELECTIVE COURSES**  
**0260 News You Can Use / 0262 News You Can Use H**

**Grade 9 • .5 Credit • Semester**

**Prerequisite:** None

Using current events that focus on local, national and world issues that affect their everyday lives, students will be given the opportunity to become more informed and engaged citizens. This course will use newspapers, online media, cartoons, and newscasts to support class discussion. Additionally, students will participate in group projects, research papers and presentations and will work with primary source materials and opinion pieces in order to better understand the world around them. This is a Grade 9 semester elective. This course cannot be used to meet the Participation in Government Requirement for graduation, but does meet the elective criteria for the Seal of Civic Readiness.

**GRADES 7 – 12 - NYS Civic Seal of Readiness:**

**Website:** <http://www.nysed.gov/curriculum-instruction/seal-civic-readiness>

The Seal of Civic Readiness is a formal recognition that a student has attained a high level of proficiency in terms of civic knowledge, civic skills, civic mindset, and civic experiences. The Seal of Civic Readiness distinction on a high school transcript and diploma:

- shows the student’s understanding of a commitment to participatory government; civic responsibility and civic values;
- demonstrates to universities, colleges, and future employers that the student has completed an action project in civics or social justice; and
- recognizes the value of civic engagement and scholarship.

In order to obtain the Seal of Civic Readiness, a student must complete all requirements for a New York State local or Regents diploma and earn a total of six points with at least two points in **Civic Knowledge** and at least two points in **Civic Participation**. Students may also earn points by completing a middle school Capstone project or a high school Capstone project.

# **SPECIAL EDUCATION PROGRAMS**

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## **RESOURCE ROOM**

The Committee on Special Education (CSE) determines placement in the program and an Individualized Education Program (IEP) is developed. The resource room program provides supplemental instruction to identified students individually or in a small group. Instruction is provided by a special education teacher and focuses on the IEP goals of the students in the group. The instructional group in each resource room period may not exceed five students.

## **DIRECT TEACHER CONSULT (DTC) PROGRAM**

The Committee on Special Education (CSE) determines placement in the program and an Individualized Education Program (IEP) is developed. Direct consultant teacher services means specially designed individualized or group instruction provided by a certified special education teacher to a student with a disability to aid such student to benefit from the student's regular education classes. The special education teachers co-teach with general education teachers in core subject classes.

## **ALTERNATE LEARNING CENTER (ALC)**

The Committee on Special Education (CSE) determines placement in the program and an Individualized Education Program (IEP) is developed. The ALC program offers self-contained classes for students whose educational needs cannot be met in general education classes or with the support of resource room programs. The ALC teacher focuses on enhancing academic, social, and behavioral strengths, while remediating deficit skill areas.

# TECHNOLOGY EDUCATION

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## 7151 Technology 7

**Grade 7** • Semester

**Prerequisite:** *None*

The Technology 7 course offer a comprehensive introduction to technological and engineering career paths through the practical application of STEM concepts. The courses fulfill the New York State Technology Education. The entire experience is designed to act as a bridge between academics and the real world. Through researching, designing, building and testing, students model problems and develop solutions. Our hands-on intellectual courses allow students to not only improve their fine motor skills, but also reinforce and apply knowledge from other subject areas such as Science, Mathematics, Social Studies and Language Arts.

## 8151 Technology 8

**Grade 8** • Semester

**Prerequisite:** *Technology 7*

The Technology 8 course offer a comprehensive introduction to technological and engineering career paths through the practical application of STEM concepts. The courses fulfill the New York State Technology Education. The entire experience is designed to act as a bridge between academics and the real world. Through researching, designing, building and testing, students model problems and develop solutions. Our hands-on intellectual courses allow students to not only improve their fine motor skills, but also reinforce and apply knowledge from other subject areas such as Science, Mathematics, Social Studies and Language Arts.

### Topics Explored in Technology 7 & Technology 8:

- *Measurement*
- *Technical Drawing*
- *3D Drawing*
- *Introduction to 3D Printing*
- *Robotics & Drones*
- *Lab and Machine Safety*
- *Hands-On Problem Solving Projects*
- *Pre- Engineering Structures*

## TECHNOLOGY ELECTIVE COURSES

### 1501 Wood Systems

**Grade 9** • .5 Credit • Semester

**Prerequisite:** *None*

Wood Systems introduces students to woodworking through hands-on projects with a focus on design and craftsmanship. The curriculum is versed in proper woodworking techniques, machine use, power and hand tool use, joinery concepts and history, with an exaggerated emphasis on lab safety. All topics will include problem solving hands-on components with a focus on building fine motor skills.

### 1503 Computer Design

**Grade 9** • .5 Credit • Semester

**Prerequisite:** *None*

Computer Design introduces students to the use of computers, technology, and software as a problem solving design tool. The course curriculum explores 3D modeling software, 3D printing, robotics, drones, and basic electricity. All topics are proportionately represented and include research, design, and problem solving by integrating Science, Technology, Engineering and Mathematic concepts.

# WORLD LANGUAGES

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Students begin World Language education in seventh grade. They may select the study of French, Spanish, or Italian. **Introduction to language courses will only be offered if a minimum enrollment is maintained as established by district administration and the Board of Education. Students will be asked to prioritize their language preferences, and may not be enrolled in their first choice.**

The sequence for the Junior High School language program is as follows: **Intro, Level I and Level II.** Upon successful completion of Level II at the junior high school, students will continue in the Regents language level (III) or be recommended for the honors program beginning in Grade 10.

Students who are new to the district with no prior World Language study or students unable to successfully complete the New York State Language requirement in junior high school are required to complete Level I in tenth grade and may continue through Level III in twelfth grade.

**Note:** Checkpoint A, B, and C is the terminology used by New York State to describe the progression of tasks and expectations that the student will be able to perform at the completion of a particular course.

The World languages curricula for the Three Village Central School District are designed to reflect the New York state mandated standards for World Languages education. These are:

## Anchor Standard: **Communication**

Learners communicate effectively in the target language in order to function in a variety of contexts and for multiple purposes.

Standard 1: Interpretive Communication

Standard 2: Interpersonal Communication

Standard 3: Presentational Communication

## Anchor Standard: **Cultures**

Learners use the target language to identify, describe, compare, and explain the practices, products, and perspectives of the cultures studied.

Standard 4: Relating Cultural Practices and Products to Perspectives

Standard 5: Cultural Comparisons

## **0501 Introduction to French**

## **0701 Introduction to Spanish**

## **0901 Introduction to Italian**

**Grade 7 • Year**

**Prerequisite:** None

These are language courses where the basic sounds and structures of the language are introduced. Emphasis is placed on oral comprehension and speaking. Students learn to understand and participate in simple conversations or question-answer situations on a few topics. Basic grammatical structures of the language are introduced. Writing skills are based on previously learned conversational patterns. Students become acquainted with some basic facts of history, geography, and customs. Topics may include greetings, colors, weather, family, house/home, sports, school situations, numbers, telling time, descriptions and basic food and drink. The course covers approximately one-half of the New York State Syllabus (Checkpoint A). The second half is taught in level I. Students will take a district-level final exam at the end of this course.

**0502 French Language I**  
**0702 Spanish Language I**  
**0902 Italian Language I**

**Grade 8 • 1 Credit • Year**

**Prerequisite:** *Successful completion of the introductory course of the same language*

This course is the continuation of the Introduction course. Students improve their skills in understanding and speaking or reading the language, using increased vocabulary, grammar and cultural topics. Students read passages for understanding and content, or may write short compositions in the target language on topics already developed through listening, speaking and reading. Students also continue to develop their knowledge of history, geography, daily life and other relevant cultural topics (using the target language as appropriate). Topics may include food and meals, housing, transportation, clothing, body parts, health, hobbies, transportation and leisure time. Students are encouraged to develop individual interests through reports or projects. When appropriate, field trips are offered to enrich the curriculum. Students will take a district-level final exam at the end of this course.

**0506 French Language II**  
**0706 Spanish Language II**  
**0906 Italian Language II**

**Grade 9 • 1 Credit • Year**

**Prerequisite:** *Successful completion of the Level I course of the same language*

Level II students increase their ability to understand and speak or comprehend through reading a wider range of topics, in addition to acquiring new grammatical and syntactical structures and idioms. Depending on language, emphasis is placed upon the acquisition of vocabulary needed for the functional completion of everyday topics through readings in the target language. Vocabulary as well as cultural and daily life topics from previous levels are reinforced and expanded upon. Students will take a district-level final exam at the end of this course.

**1004 American Sign Language I**

**Grade 9 • 1 Credit • Year**

**Prerequisite:** *None*

This course is designed to introduce the student to American Sign Language (ASL) which is the natural and visual-gestural language used by deaf and hard of hearing people in the United States of America and Canada. ASL is a language with grammar and syntax. Developing ASL skills can be very useful, especially when the student learns to communicate, socialize and/or work with deaf and hard of hearing people. This course incorporates beginning levels of communication techniques, basic signs and finger spelling, principles of grammar and sentence structure, non-manual behaviors and development of conversational skills. Strong emphasis is placed on the value of receptive and expressive language functions.

# INFORMATION CENTER

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## **School Library**

The Information Center is open to all students. Our print and digital collection is geared to meet the students' education, informational and recreational needs. We have an extensive collection of subscription online resources as well. Students are able to use the facilities during their study hall or lunch periods. Periodically, students come to the library for digital citizenship instruction and other special lessons and to work together for various research projects.

Every classroom and office is connected to the district's network, as well as all Chromebooks. Each student has an assigned Chromebook for their school work. While there are no WIFI printers, there are six workstations available in the library for printing purposes.

# **PUPIL PERSONNEL SERVICES & GUIDANCE DEPARTMENT**

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## **School Counselor**

Comprehensive Guidance and Counseling services are available to all students at RC Murphy Junior High School. In addition, a specific program emphasis defines each academic year – orientation and successful adjustment in seventh grade; increasing engagement in school activities and developing a four-year high school plan in eighth grade; ninth grade guidance emphasizes maintaining a good work ethic while preparing for the transition to senior high school. The comprehensive services provided by counselors include academic advisement, scheduling modifications, personal, vocational, and social skills counseling, crisis intervention, parent and teacher consultation, maintenance and interpretation of academic records, information services, and referral to in or out of school resources for student support.

## **PSYCHOLOGICAL SERVICES**

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### **School Psychologist**

School psychologists assist students academically, socially and emotionally through collaboration with educators, parents and other professionals. Psychological counseling is provided for students who need assistance in resolving social-emotional difficulties that interfere with school performance. When appropriate, Functional Behavioral Assessments (FBA) are conducted and Behavior Intervention Plans (BIP) are developed to intervene with behaviors that impede students' academic functioning. Psychologists conduct psycho-educational evaluations to assess students' mental health status and aptitude for learning to determine eligibility for special education services. In addition, school psychologists serve as integral members of the Committee on Special Education (CSE), Subcommittee on Special Education (SCSE), 504 Committee, Instructional Support Team (IST) and Crisis Response Team. The school psychologist strives to establish a safe and supportive learning environment for students while strengthening connections between home and school.

## **SOCIAL WORKER SERVICES**

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### **School Social Worker**

School social workers provide clinical assessment, crisis intervention, individual and small group counseling, and referral services to outside agencies or therapists for students and/or their families. The social worker monitors student attendance and intervenes when appropriate or necessary. In situations where a student is unable to attend school on a regular basis, the social worker may make home visits. As a member of several committees, including the Committee on Special Education (CSE), the Sub-Committee on Special Education (SCSE), and the Instructional Support Team (IST), the school social worker helps to develop and/or implement programs and policies that enhance a student's wellbeing and academic success. The school social worker also provides education about important mental health issues and provides healthy coping strategies for dealing with life stressors.

### **Student Assistance Services Counselor**

The Student Assistance Service Counselor provides district wide drug prevention and intervention services. This may include alcohol, tobacco, vaping, and other drug related concerns. The services are offered as individual counseling, group counseling, and working with all students to build prevention skills and knowledge about concerning topics. The Student Assistance Service Counselor coordinates parent and faculty presentations on prevention strategies and connects students to larger community initiatives to build awareness.

*To speak to or make an appointment with a counselor, psychologist or social worker, please contact the Guidance Office at 631-730-4840.*



