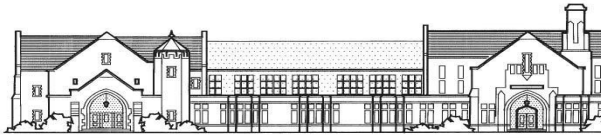


RYE HIGH SCHOOL

***COURSE
CATALOG***

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RYE HIGH SCHOOL

One Parsons Street, Rye, NY 10580

Phone (914) 967-6100

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Dear Students and Parents/Guardians,

While most people look at high school as the pathway to the future, and that is true, it is also a time to explore interests and get to know oneself better. It is our hope that each year students grow more confident in their strengths and interests and that these four years will help shape the options available at the conclusion of students' high school programs. The faculty and staff at Rye High School are dedicated to helping each student find his/her/their passion, set goals, and ultimately develop skills to achieve them.

The Course Catalog serves as a valuable resource for students to formulate their academic program for the coming year in alignment with their interests. Beyond reading course descriptions and reviewing prerequisites, I would encourage you to speak with teachers as well as school counselors to learn additional information about areas of interest and overall course load. It is important that students seek to select a program that balances academic challenge and mental/personal wellness. We will be sending additional resources from our student body and Department Coordinators to support your family in the decisions that work best for your student.

Selecting a course of study is among the most important decisions students make. We remain committed to providing students and their families with detailed information about our offerings and being here to support you throughout the process. To provide the best possible foundation in understanding the process and options, in February, we will be hosting a scheduling workshop for the parents of all current 8th, 9th, 10th, and 11th grade students to discuss scope and sequence in each subject area and answer questions you may have. Students will be provided with similar presentations in their classes, and all students will meet with their school counselors to discuss their selections. It is our hope that using this multi-pronged approach will ensure that you have all the necessary information to make an informed decision with which you are comfortable.

Our course offerings and our yearly master schedule are exclusively demand-driven and determined by student course requests. The decision to "run" a course, class sizes, and the sessions in which classes are scheduled are the direct result of student selections. Because of this, once you've submitted your course requests, **your selections are permanent**. At that point, changes will only be considered based upon availability in courses and the schedule up until the end of the add/drop period. **Please choose carefully, realizing you may be unable to change the selections.**

Planning your individual schedule, deciding how to meet requirements, and selecting which areas of interest to explore, is an exciting process. Although your teachers, counselors, and administrators are here to provide any support needed, the decisions are ultimately yours to make. Let us know how we can help!

Sincerely,

Suzanne Kelly Short
Principal

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Rye High School
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WWW.RYESCHOOLS.ORG

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GRADUATION REQUIREMENTS

SUBJECT	CREDITS
English	4
Social Studies	4
Math	3
Science	3
World Language	1
Art/Music/Theater Arts	1
Health	.5
Physical Education	2
Electives	3.5
Total	<u>22</u>

Notes:

- One credit is the equivalent of a full-year course, meeting for 6 sessions in an 8-day cycle.
- The Social Studies requirement includes 2 credits of Global History, 1 credit of U.S. History, .50 credit of Participation in Government, and .50 credit of Economics.
- The Science requirement includes 1 credit in a life science and 1 credit in a physical science.

The standards outlined above represent NYS minimum requirements. Students planning to attend competitive colleges are encouraged to take additional credits, including 4 years of math, 4 years of science, and at least 3 years of a sequence in a world language.

REGENTS EXAMINATIONS/ASSESSMENTS

In addition to successful completion of the above 22 units of credits, students must also complete assessment requirements to earn a diploma. In order to earn a Regents or local diploma, students must pass four (4) Regents exams, one in each discipline (English Language Arts, Mathematics, Science, Social Studies), and one additional [pathway](#) exam. Students also have the option to use [Department-Approved Alternatives](#), if needed.

English Language Arts	Math	Science	Social Studies	Pathway
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In the 2023-2024 school year, our school will offer English, Algebra I, Earth Science, Living Environment, Global History, and U.S. History to meet these benchmarks.

Assessment Requirements for a Regents or Local Diploma

All students at Rye High School have access to the Regents diploma and the local diploma. This will be determined by the number of assessments the student passes and the required passing score(s) for these diploma types. Please refer to the [New York State Diploma Requirements Applicable to All Students Enrolled in Grades 9-12](#) or the [Diploma/Credential Requirements](#) for more information. Your School Counselor can answer any specific questions.

TYPICAL FOUR-YEAR PROGRAM PLAN

Grade 9	Grade 10	Grade 11	Grade 12
English	English	English	English
Social Studies	Social Studies	Social Studies	Social Studies
Math	Math	Math	Math
Living Environment	Chemistry or Earth Science	Physics or Elective	Science Elective
World Language	World Language	World Language	World Language
Art/Music/Theater*	Health	Physical Education	Physical Education
Physical Education	Physical Education	Managing Your Future	Elective
Composition	Elective	Elective	Senior Internship
Elective			

**May be taken during any grade.*

Electives

- Each semester, students may elect to take up to 8 courses per semester. Many courses will run the entire year while other courses run for half the year (one-semester).
- Electives may be taken at all grade levels.
- Community Service requirements can be completed at any time during high school.

SCHEDULING POLICIES

Special Program Requirements:

- All students are required to complete one credit of World Language in order to meet the LOTE (Languages Other Than English) requirement for a Regents diploma.
- 9th graders are required to enroll in one-half (.50) credit (one-semester) of Composition. This may be taken during either the Fall or Spring semester.
- 10th graders are required to enroll in one-half (.50) credit (one-semester) of Health. This may be taken during either the Fall or Spring semester.
- All 11th graders are required to enroll in a semester of Managing Your Future (spring only).
- All 12th graders are required to participate in the Senior Internship Program (spring only).
- All students must be enrolled in a minimum of five classes, plus physical education.

Pass/Fail Grades:

On rare occasions, a student may earn a Pass/Fail grade for a course. This grade is not calculated into the grade point average (GPA). The decision to enroll in a course to be taken as Pass/Fail must be made prior to the first day of classes and only with the approval of the administration.

Adding and Dropping Classes:

- Adding/Dropping Classes - Students may add/drop semester classes within the first **eight (8)** school days of the semester, and full-year courses within the **sixteen (16)** school days of the year. No classes will be added/dropped beyond these points. In extraordinary circumstances, a level-change may be processed beyond the deadline provided the change has been recommended by the teacher and approved by the administration; a poor grade alone does not constitute an extraordinary circumstance.
- All changes are space-dependent. Changes which would cause a class to exceed its cap or which would reduce its enrollment below the mandatory minimum will not be made.
- Students must continue to attend their regular class(es) until they receive their new schedules.

Grades in Dropped Classes:

No entry will be made on a student's transcript for a semester course dropped within the first **eight (8)** school days for a semester course and the first **sixteen (16)** school days of school for a full-year course. Courses dropped after these dates will be noted on the permanent record and transcript as either withdrawal/pass (WP) or withdrawal/fail (WF). All transcript designations must go through the transcript review process, including administrative approval.

ADVANCED PLACEMENT COURSES

Rye High School participates in the Advanced Placement Program as administered by the College Board. Advanced Placement courses are college-level courses, approved by College Board, to offer students rigorous, in-depth study. At times, based on the scores earned, students can earn college credit. Advanced Placement exams are administered in early May. *Students are required to take the AP exam at the completion of the course.* The cost is approximately \$96 for each exam. Please see your School Counselor with any specific questions.

ST. JOHN'S UNIVERSITY – COLLEGE ADVANTAGE PROGRAM

The St. John's University College Advantage Program provides qualified students concurrent enrollment in their specific high school courses and comparable, college credit-bearing courses. This program is offered to qualified juniors and seniors. Students have an opportunity to earn college credit while still in high school. The program provides reduced tuition costs to students and parents and serves as an assessment of a student's ability to do college-level work. During the 2022-2023 school year, tuition was \$325 per course. Credit may be transferable to other institutions with a "C" or better in the course. Students are encouraged to contact their colleges of choice if they have any specific questions. Currently, four courses have been approved as part of the College Advantage Program: Calculus, French 7H/AP, Mandarin 5/5H, and Spanish 6/6H. We continue to review other courses to determine their eligibility. Communication with students and parents is done through the high school teacher and the Director of School Counseling. A St. John's report card will be mailed automatically to the participant at the end of each semester.

SUMMER SCHOOL

Students who have failed a course or a Regents exam during the school year are strongly encouraged to retake the course in summer school. Students will sometimes take an enrichment course during the summer to fulfill outside interests. Any student wishing to accelerate by taking a summer school enrichment course **must have the approval of the Department Coordinator and the Principal prior to taking the course.** All students must complete the required RHS paperwork **PRIOR** to enrolling in a class, and the courses will only be accepted officially upon receiving proof of successful completion of the course content. All requests for summer courses are due no later than April.

SCHOOL/COMMUNITY SERVICE

Building both character and a sense of responsibility is crucial to a student's education. Students who participate in community service are rewarded intrinsically by helping others. Rye High School recognizes the value of this experience and thus ***requires that all students complete service hours*** with a non-profit agency or a cause that is focused on providing a valuable service to those in need. Such service work will familiarize students with the cause the agency works to address, provide students with meaningful opportunities to act, and offer students a chance to reflect. ***We encourage all students to commit to service for their betterment.***

The High School encourages students to consult the Community Service Bulletin Board in the Counseling Office for further information and to submit the record of their service in the Counseling Office. Students can speak with their counselors with any additional thoughts and questions.

Please note, due to Covid-19 and changing programs, the hours for service are as follows:

- ***Class of 2024 - 45 hours***
- ***Class of 2025 - 60 hours***
- ***Class of 2026 - 60 hours***
- ***Class of 2027 - New school-based program to be shared this summer.***

ELIGIBILITY CODE

To be eligible to participate in any extracurricular activities, a student must be currently enrolled in a full-time program, i.e., five classes plus Physical Education. In addition, in order to participate in extracurricular and sports programs, a student must be in good academic standing and in attendance a minimum of 5 sessions (periods) per day. A complete description of our eligibility regulations appears in the Parent/Student Handbook, and the attendance policy can be found on the Board of Education Policy 5100-R.

SUPPORT SERVICES

X Period

X Period is the time between 2:50 and 3:15 PM, Monday through Friday each week. This time is reserved exclusively for teachers to provide extra help to students. Students can make an appointment with a teacher or stop by a teacher's classroom during X Period. Each department office will post a list of teachers and rooms as well as the days on which each teacher is available for X Period. Students are encouraged to speak with teachers to determine optimal times for meeting.

The Tutoring Center

The Tutoring Center is located adjacent to the Library. The Tutoring Center is staffed by Faculty at all times, but students may sign up to serve as a tutor for community service hours during free time. All students are welcome in the Tutoring Center for academic support during free periods or other times at which the Tutoring Center is open.

Peer Tutoring

Peer Tutoring is available by contacting the National Honor Society Advisors or inquiring in the Tutoring Center.

SCHOOL COUNSELORS

School Counselors at Rye High School are concerned with students' total development: intellectually, physically, emotionally, and socially. They work to assist students to assume responsibility, develop to their highest potentials, take an active role in the school community, and be prepared for their future roles in society. Counselors advocate for students in a variety of personal, social, and educational roles.

The School Counselors are experienced in assisting students to select courses of study that are best suited to students' interests, abilities, and personal goals. The Counselors work closely with students, parents, and faculty members in advising students about the level of difficulty of courses and sequences that will benefit them most. Every student is scheduled for an individual counseling session with his/her/their counselor during the course selection window. The Counselors also assist the students in evaluating and selecting appropriate post-secondary choices.

Counselors are available:

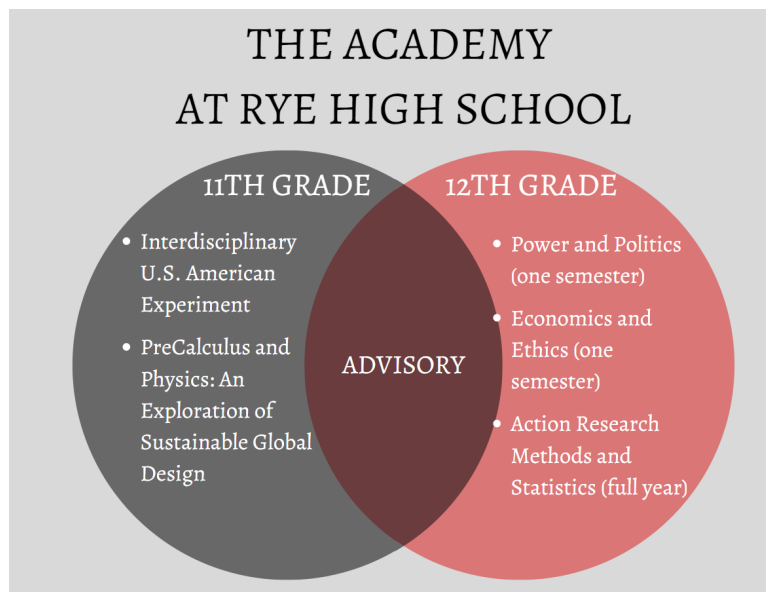
- To **evaluate** the student's abilities, interests, talents, and achievements to enable him/her/them to be more aware of his/her/their personal strengths.
- To **help** a student recognize his/her/their needs, gain self-direction, and appreciate educational opportunities.
- To **help** a student solve personal problems. Counselors are available for individual conferences with students and parents to address all types of concerns.
- To **assist** the student to take full advantage of all opportunities offered through the school and community.
- To **interpret** testing data with reference to academic abilities and strengths, achievement, interests, aptitudes, and careers.
- To **assist** students and parents in making appropriate and realistic curricular choices as students navigate high school.
- To **inform** students regarding College Board examinations, college entrance requirements, and scholarships.
- To **aid** students in the college admission process and the making of additional post-secondary plans.

ACADEMY AT RYE HIGH SCHOOL

The Academy at Rye High School is a half-day, two-year course of study that provides students the opportunity to earn credits in English, Math, Science, and Social Studies by taking interdisciplinary, co-taught classes. The classes are designed around *action research*; students learn through completing community-based projects after researching topics. Students also participate in Advisory, a student-led investigation of community building and social-emotional well-being.

The program is open to 11th and 12th grade students. The 11th grade Interdisciplinary Humanities course fulfills the NYSED requirement for American History and Government; the 12th grade Interdisciplinary Humanities course fulfills the NYSED requirement for both Participation in Government and Economics, and the Humanities courses also provide two English credits toward fulfilling the four-year English requirement over the two year sequence.

In the 11th grade, students will study physics and precalculus as part of a STEM course. In the 12th grade, students will study applied research methods and statistical analysis in the Action Research Methods and Statistics course.



0150 Interdisciplinary U.S. American Experiment

Prerequisite: Successful completion of English 10; Global History and Geography 10 or equivalent courses at the discretion of the English and Social Studies Department Coordinators.

Grade: 11

Credit: 1 Credit English; 1 Credit Social Studies

DESCRIPTION

Within *The Academy at Rye High School*, students will explore American History and English Language Arts in a year-long, interdisciplinary humanities experience. This course will trace the current issues that shape 21st Century America back to their roots in American history. Students will be taught history as a series of challenges to be met, primarily learning through simulations and research. Students will develop their understanding of English Language Arts by analyzing the life stories (memoirs, autobiographies, and biographies) of historic figures, famous speeches, and primary historical source documents.

WORK EXPECTATIONS

Students must be self-motivated, curious, innovative, and capable of working both independently and collaboratively in large/small groups. Students will write essays and research papers, complete community-based projects, and present their findings to the class and additional audiences.

All students will take the Regents Examinations in English Language Arts and United States History and Government in June.

0342 PreCalculus and Physics: An Exploration of Sustainable Global Design

Prerequisite: Geometry / Trigonometry as well as a teacher recommendation. It is desirable, not required, to have taken Earth Science or Living Environment.

Grade: 11

Credit: 1 Credit Life Science; 1 Credit Mathematics

DESCRIPTION

Infusing the fundamental principles of physics and precalculus through an engineering design lens, this course's objective is to bring to life STEAM concepts in an engaging exploration of local, national, and global practices in order to understand sustainability. Current issues are explored through action-research and project-based learning. Students work collaboratively as well as in partnerships with local organizations to solve real-world problems around sustainability and design. A graphing calculator and computer will be needed for this course.

WORK EXPECTATIONS

Students must be extremely self-motivated, curious, innovative, and capable of working both independently and in large/small groups. Strong organizational skills, along with an ability to track self-progress and prioritize tasks, will be essential. Course work will be both demanding and engaging as it fuses together science and mathematics in a rigorous project-based learning experience.

0237 Power and Politics

Prerequisite: Successful completion of the grade 11 in The Academy at Rye High School

Grade: 12

Credit: .5 Credit English; .5 Credit Social Studies (NYS Participation in Government)

DESCRIPTION

This course will examine how British & American Literature have shaped and been shaped by historical events, social issues, and major moments in local and global society. In looking at multiple source texts such as plays, novels, short stories, poetry, articles, and art, students will be able to understand that participation in government and in our communities is fundamental to the success of American democracy. Students will learn primarily through Socratic discussion, project-based learning, and book circles that integrate Social Studies and ELA.

WORK EXPECTATIONS

Students must be self-motivated, curious, innovative, and capable of working both independently and collaboratively in large/small groups. Students will write a research paper involving quantitative and qualitative data, complete a community-based project, and present their findings.

0243 Economics and Ethics

Prerequisite: Successful completion of the grade 11 in The Academy at Rye High School

Grade: 12

Credit: .5 Credit English; .5 Credit Social Studies (NYS Economics)

DESCRIPTION

Students study those forces which affect economic decision-making, including the role of government, the role of society, and their own personal roles. Alongside this economic skillset, students will be able to: identify and define branches of philosophy; categorize approaches to ancient, modern, and contemporary epistemology; differentiate values, morals, major theories of ethics; and identify philosophical theories related to science, politics, and social justice. Ultimately, students who take “Econ & Ethics” in their 12th grade year will walk away with a multitude of theories and strategies to critically examine and ‘read’ our world as an active, informed, participating citizen.

WORK EXPECTATIONS

Students must be self-motivated, curious, innovative, and capable of working both independently and collaboratively in large/small groups. Students will write a research paper involving quantitative and qualitative data, complete a community-based project, and present their findings.

0319 Action Research Methods and Statistics

Prerequisite: Successful completion of the grade 11 in The Academy at Rye High School

Grade: 12

Credit: 1 Credit in Science; 1 Credit Mathematics

DESCRIPTION

In this course, students will design, plan, and implement a year-long investigation to address a research question of individual interest. The course allows students to develop a deep understanding of their chosen topic, research methods, and statistical analysis of qualitative and/or quantitative data. Students will be taught to compare and contrast different perspectives on their chosen issue, idea, or problem in order to understand its complexity. Additionally, students will reflect on their research process, gather and mathematically analyze data, write an academic research paper, complete a community-based project, and present their findings. The statistical content is divided into four categories: Exploring Data, Planning a Study, Anticipating Patterns, and Statistical Inference. Students will be introduced to the major concepts and tools for collecting, analyzing, and drawing conclusions.

WORK EXPECTATIONS

Students must be extremely self-motivated, curious, innovative and capable of working both independently and in large/small groups. Strong organizational skills along with an ability to track self-progress and prioritize tasks will be essential.

ART AND DESIGN DEPARTMENT

The Rye High School Art Department offers a strong and varied program. Although Art Department Standards are high, they are never out of reach for serious students. All students enjoy the opportunity for self-expression and self-examination afforded by the arts across fourteen different courses.

THE ART REQUIREMENT

Each student is required to take a minimum of one full credit in the Arts for a Regents diploma and graduation. The New York State Education Department accepts Studio Art to fulfill the one unit of credit requirement in the Arts. Students can fill that one credit by taking any combination of two of the half-year Studio Art classes listed below.

ADVANCED PLACEMENT classes are offered in Studio Art. Students will participate in the Advanced Placement exam in May and are expected to perform at a college level.

Students who wish to create digital portfolios of their work for college applications may use the school studio and equipment. An appointment is necessary.

MANY STUDENTS take art courses simply because they enjoy them and the relaxed, productive atmosphere. Others are interested in the creative thinking skills and problem-solving strategies that will help them in other course work. Still other students are interested in the art background needed for entrance into an art college. Whatever the case, art has proven to be a productive and positive experience that improves everything from self-esteem to quality of life.

***Please be advised that all offerings are contingent upon enrollment.**

***To enroll in a course without the required prerequisite, please see the Art Department Coordinator.**

RYE HIGH SCHOOL ART & DESIGN DEPARTMENT COURSE OFFERINGS			
PHOTOGRAPHY AND DIGITAL MEDIA TRACK	STUDIO ART DIGITAL MEDIA 1/2 CREDIT, 9-12 grade <i>meets NYS Art requirement</i>	ADVANCED DIGITAL MEDIA 1/2 CREDIT, 10-12 grade <i>Studio Art Digital Media or Graphic Design prerequisite</i>	AP STUDIO ART 2D DESIGN DIGITAL MEDIA 1 CREDIT, 10-12 grade <i>1 credit in photography or digital media electives prerequisite</i>
	STUDIO ART GRAPHIC DESIGN & ANIMATION 1/2 CREDIT, 9-12 grade <i>meets NYS Art requirement</i>		YEARBOOK/JOURNALISM 1 CREDIT 11-12 grade
2D DESIGN TRACK	STUDIO ART PAINTING & DRAWING 1/2 CREDIT, 9-12 grade <i>meets NYS Art requirement</i>	ADVANCED PAINTING & DRAWING 1/2 CREDIT, 10-12 grade <i>Painting & Drawing prerequisite</i>	AP STUDIO ART DRAWING 1 CREDIT, 11-12 grade <i>1 credit in Art electives, including an advanced level class prerequisite</i>
	STUDIO ART MIXED MEDIA 1/2 CREDIT, 9-12 grade <i>meets NYS Art requirement</i>	ADVANCED STUDIO ART MIXED MEDIA 1/2 CREDIT, 10-12 grade <i>Studio Art Mixed Media prerequisite</i>	AP STUDIO ART 2D DESIGN 1 CREDIT, 11-12 grade <i>1 credit in Art electives, including an advanced level class prerequisite</i>
3D DESIGN TRACK	STUDIO 3D DESIGN & ARCHITECTURE 1/2 CREDIT, 9-12 grade <i>meets NYS Art requirement</i>	CERAMICS 1/2 CREDIT, 10-12 grade	ADVANCED CERAMICS 1/2 CREDIT, 10-12 grade <i>Ceramics prerequisite</i>

0909A Studio Art Painting and Drawing *(formerly Studio Art 2D)*

Prerequisite: None

Grades: 9-12

Credit: ½

DESCRIPTION

Studio 2D gives a well-rounded introduction to an exploration of various forms of media techniques in 2D Design. This course includes hands-on problem solving, learning technical skills, and art history and criticism as a lens to inspire a personal portfolio of work. Study includes: the discipline of utilizing a sketchbook or journal, color theory, drawing and painting from observation and imagination, linear perspective, and graphic and web design. The class culminates in the release of a digital gallery of the student work- designed, curated, and produced by the class.

This course meets ½ of the New York State required credit for the Arts and is a gateway into a sequence in the Arts.

0913 Studio Art Mixed Media

Prerequisite: None

Grades: 9-12

Credit: ½

DESCRIPTION

Studio Mixed Media gives a well-rounded introduction to an exploration of various forms of media and techniques in Art and Design. This course includes hands-on problem-solving, learning technical skills, and art history and criticism as a lens to inspire a personal portfolio of work. Study includes: the discipline of utilizing a sketchbook or journal, sculpture and 3D design, ceramics, printmaking, and both digital and paper collage. The class culminates in the release of a digital gallery of the student work- designed, curated, and produced by the class.

This course meets ½ of the New York State required credit for the Arts and is a gateway into a sequence in the Arts.

0914 Studio Art Digital Media

Prerequisite: None

Grades: 9 - 12

Unit: ½

DESCRIPTION

This course provides students with the opportunity to explore image-making using contemporary digital media. Through a series of thematic assignments, students will learn the elements essential to creating high-quality, digital photographs. Using *Adobe Photoshop*, students will also explore methods used to enhance and manipulate their digital photographs.

WORK EXPECTATIONS

For each unit, students will be expected to complete an image, or series of images, exploring the theme being examined. For a vast majority of assignments, students are required to take photographs outside of class. At the end of each assignment, students will submit a select number of images to be graded. On the last day of each assignment, the entire class will participate in a group critique of all work submitted. The class culminates in the release of a digital gallery of the student work- designed, curated, and produced by the class.

This course meets ½ of the New York State required credit for the Arts and is a gateway into a sequence in the Arts.

0906A Studio Art 3-D Design and Architecture

Prerequisite: None

Grades: 9 - 12

Credit: ½

DESCRIPTION

This project-based studio class will be of particular interest to students interested in sculpture, 3D-modeling, rendering, and architecture. The course will explore a range of materials and styles for the production of sculptural artwork, from direct carving to assemblage. The goal of the class is to give students a range of experience in 3D professions and applications, including architecture, industrial design, furniture design, and landscape site design and planning. The industrial design unit will involve utilizing 3D printing software and the use of a 3D printer to realize the student work.

This course meets ½ of the New York State required credit for the Arts and is a gateway into a sequence in the Arts.

0925A Studio Art Graphic Design & Animation

Prerequisite: None

Grades: 9 - 12

Credit: ½

DESCRIPTION

In Studio Art Graphic Design and Animation students will explore real-world applications of art and design in the graphic, two-dimensional realm and also produce moving images in animation. In the Graphic Design portion of the class, students will explore how ideas can be communicated through the dynamic arrangement of images and words. In the Animation portion of the class, students will put those images and words in motion to create meaning and interaction with their designs. The class will culminate in the creation of a real-world product and marketing campaign, including a logo, product proposal, and animated advertisement. The class primarily uses Adobe Photoshop to complete all work. All experiences will focus on developing perception and application of the elements and principles of art and design through contemporary design applications.

WORK EXPECTATIONS

Students will create visual representations of their ideas using digital media. Often, the class will generate products for school-related functions and publications and act as an in-house design firm for school community needs. They will also create a series of animations for a digital short viewing gallery. Students will often create artist's statements about their work and process.

This course meets ½ of the New York State required credit for the Arts and is a gateway into a sequence in the Arts.

0929A Advanced Digital Media

Prerequisite: Studio Digital Media or Studio Art Graphic Design and Animation

Grades: 10 - 12

Unit: ½

DESCRIPTION

This course offers an advanced approach to digital photography and digital image making software, including Adobe Photoshop CS3. Through a series of thematic assignments, students will learn the fundamentals of using an SLR digital camera to create high-quality, digital photographs while exploring the relevance of using contemporary digital software as a medium for image-making.

WORK EXPECTATIONS

For each unit, students will be expected to complete an image, or series of images, exploring the theme being examined. Students enrolled in this course should expect to dedicate a considerable amount of time outside of class to taking photographs. At the end of each assignment, students will submit a select number of images to be graded. On the last day of each assignment, the entire class will participate in a group critique of all work submitted.

0910 Advanced Painting and Drawing

Prerequisite: Studio Art Painting & Drawing

Grades: 10, 11, 12

Credit: ½

DESCRIPTION

In its break from classical painting and drawing techniques, Modern Art challenged the accepted rules of color, light, form, and the picture planes. In response to the earlier study of specific tenets of figuration, students will revisit traditional genres like landscape, still life, and portraiture, while making purposeful choices that challenge existing conventions. Utilizing the Elements and Principles of Art, students will use Modern Art movements as a guide for projects, exploring new materials like collage, mixed media, brush and ink, and oil painting. A visit to a collection of Modern Art will be arranged as part of the class.

0930 Advanced Studio Art Mixed Media

Prerequisite: 1-credit in Art

Grades: 10, 11, 12

Credit: ½

DESCRIPTION

Advanced Studio Art Mixed Media is a mixed-media course for students who anticipate taking Advanced Placement Studio Art. Students in Advanced Studio will explore a variety of 2D and 3D media in projects based in the Elements and Principles of Art, referencing professional and historical artists and movements. This class mirrors the format for producing work in AP Studio where the medium and format are prescribed but the style and content of the projects are student-selected. It is an excellent option for students committed deeply to the Visual Arts who are looking for an exciting and challenging curriculum without the AP pressure.

WORK EXPECTATIONS

Students are expected to complete a comprehensive series of projects in a variety of media to present in group critiques. Students will participate in group analysis of professional works and will complete an independent studio project, based on research about an artist who works in their most preferred media. A class visit to a major museum or gallery is included. Students will maintain and submit a sketchbook as a tool for exploring visual ideas and as a document of learning.

0903 Ceramics

Prerequisite: None

Grades: 10, 11, 12

Credit: ½

DESCRIPTION

This course is designed to acquaint students with the art of creating pottery, both by hand and by wheel. Contemporary and historical examples of ceramics are studied for their aesthetic content as well as for their practical function. Decorating techniques, use of under and over glazes, as well as form and design are emphasized.

0904 Advanced Ceramics

Prerequisite: Ceramics

Grades: 10, 11, 12

Credit: ½

DESCRIPTION

Students explore the possibilities of working with clay at a more advanced level. Aspects of throwing and use of the potter's wheel as a tool for aesthetic production are explored. Contemporary and historical influences of ceramics are explored. Pieces that are more complicated are encouraged. Advanced students experiment with different approaches to glazing and other surface finishes of clay.

0144 Yearbook Journalism

Prerequisite: Permission from the Advisor/Teacher

Grades: 11, 12

Credit: 1

DESCRIPTION

This course will focus on producing the RHS yearbook. Students will learn and apply all the aspects of yearbook production: planning, covering a story, writing copy, creating layouts, taking photographs, and coordinating multiple tasks. Most work will be done digitally, using the publisher's online design program. Students will work in teams, reviewing and critiquing each other's work, to meet real-life production deadlines. Emphasis will be placed on broad coverage of school activities.

WORK EXPECTATIONS

Students who take this course should be prepared to take leadership roles in yearbook production and to demonstrate creativity and fairness in how they cover school activities. They will be expected to work independently outside of class to complete assignments.

0919 AP Studio Art 2D Design Digital Media

Prerequisite: One Credit in Photography or Digital Media Classes

Grades: 10, 11, 12

Credit: 1

DESCRIPTION

AP Studio Art 2-D Design Digital Media is a full-year course that provides students with an in-depth exploration of advanced concepts in photography and digital media while creating a 24-piece portfolio to submit to the College Board. AP 2D Design is not based on a written exam; instead, students submit portfolios for evaluation at the end of the school year. Photography portfolios are submitted as 2-D Design portfolios for the AP Studio Exam. In this course, students will produce a large body of work within strict deadlines. In the breadth section, students will produce photographs and digital images that demonstrate an understanding of the elements and principles of design. In the concentration section, the series of pieces are developed around a specific subject or idea.

SUMMER ASSIGNMENTS

Students are given ten assignments for this course in advance and are expected to utilize the summer to take photographs for as many of these assignments as possible.

All students are required to submit a portfolio for the Advanced Placement exam in May.

0922 AP Studio Art Drawing

Prerequisite: 1 Credit in Art , including an advanced-level class

Grades: 11, 12

Credit: 1

DESCRIPTION

Students develop a portfolio that meets college-level standards. At the end of the year, the portfolio is submitted to the College Board for assessment by a panel of art scholars. This class challenges students to push their skills and imagination to new heights. Students learn how to construct and deconstruct a successful composition, develop a concentration, present their work, and digitally format slides. In this course, students are expected to produce a large body of work within strict deadlines. In the breadth section, students create artwork to prove their understanding of the principles and elements of design. In the concentration section, students develop a series of artwork based around a focused subject.

SUMMER ASSIGNMENT

Students are given a description of all of the expectations of the class prior to the summer at the mandatory meeting. Either by utilizing past works or by completing work over the summer, students are expected to come to class in September with five completed works. These will echo college-level work to meet the requirements of the AP Studio Art portfolio.

All students are required to submit a portfolio for the Advanced Placement exam in May.

0918 AP Studio Art 2D Design

Prerequisite: 1 Credit in Art , including an advanced-level class

Grades: 11, 12

Credit: 1

DESCRIPTION

Students develop a 2-D Design portfolio that meets college-level standards. This portfolio is designated for work that focuses on the use of two-dimensional (2-D) elements and principles of art and design, including point, line, shape, plane, layer, form, space, texture, color, value, opacity, transparency, time, unity, variety, rhythm, movement, proportion, scale, balance, emphasis, contrast, repetition, figure/ground relationship, connection, juxtaposition, and hierarchy. Students should consider how materials, processes, and ideas can be used to make work that exists on a flat surface. Students can work with any materials, processes, and ideas. Graphic design, digital imaging, photography, collage, fabric design, weaving, fashion design, fashion illustration, painting, and printmaking are among the possibilities for submission. Still images from videos or films are accepted. Composite images may be submitted. The AP Studio Art 2-D Design course is designed to be the equivalent of a one-semester, introductory college course in 2-D art and design.

WORK EXPECTATIONS

This class challenges students to push their 2-D skills and creativity to new heights. The AP Studio Art 2-D Design Portfolio is composed of the **Selected Works** section and the **Sustained Investigation** section where each student should address the following learning outcomes: the ability to (1) conduct a sustained investigation through practice, experimentation, and revision, guided by questions; (2) skillfully synthesize materials, processes, and ideas; and (3) articulate, written, information about one's work.

SUGGESTED PRE-AP COURSES & SUMMER ASSIGNMENTS

Students are given the opportunity to begin working on their AP 2-D Design Portfolio when they enroll in either Painting & Drawing or the Advanced Studio Art Course. Additionally, to get instruction on summer assignments, incoming AP Art students are expected to attend a mandatory meeting during the month of May prior to the start of their AP Art class. Work completed over the summer will bolster their AP Studio Art portfolio.

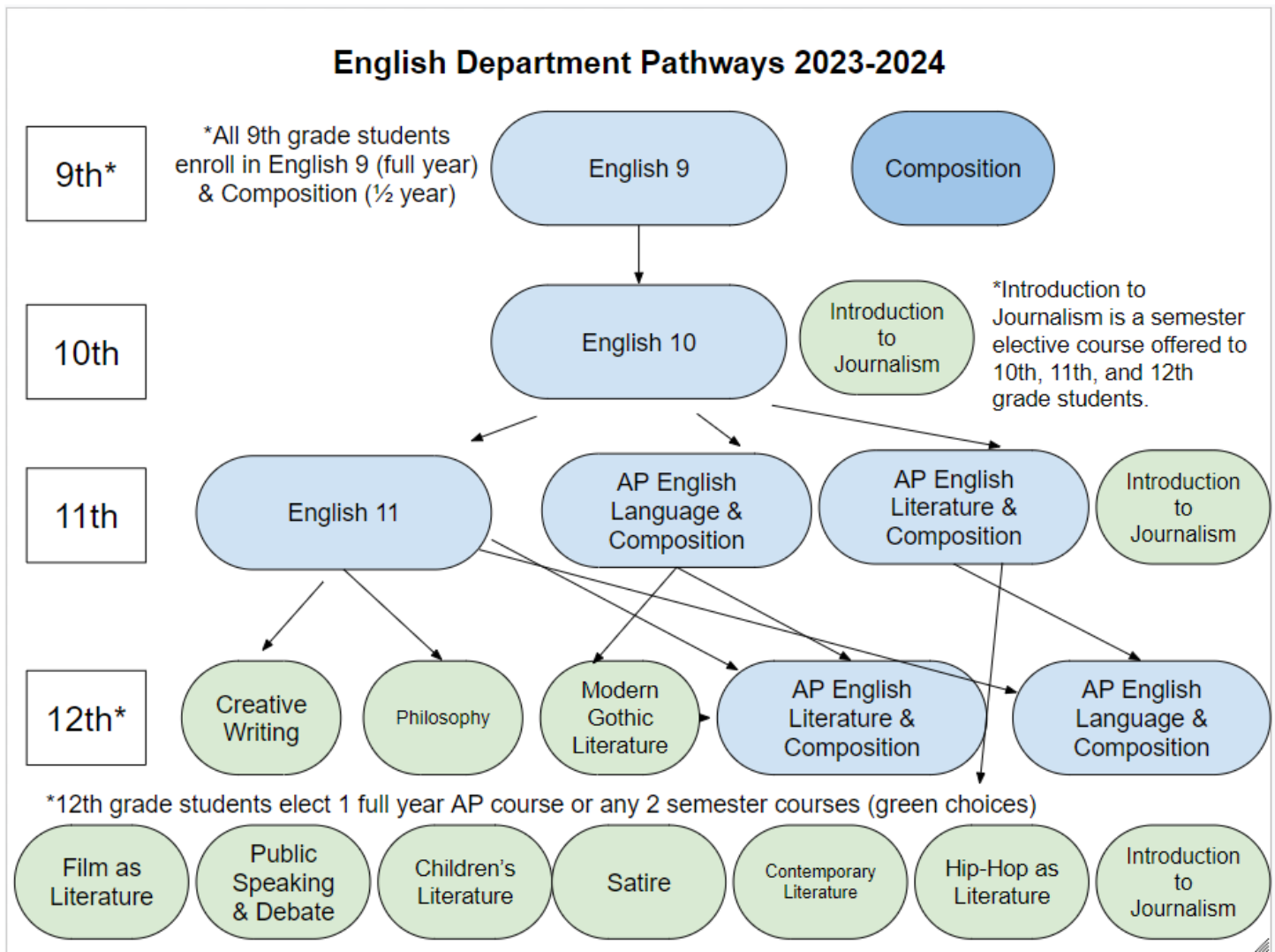
All students are required to submit a portfolio for the Advanced Placement exam in May.

English Department

The English Department facilitates engaging, relevant, and challenging learning experiences to empower students to set and reach their educational goals. Critical reading, writing, speaking, and listening skills are integrated into weekly lessons. Teachers guide students in developing rich and diverse reading lives. Students grapple with complex texts to reach their own authentic interpretations and then substantiate their unique claims with evidence and reasoning. Teachers encourage collaboration during lesson activities to nurture academic and social development and to promote engagement.

Students write extensively, build skills by approaching writing as a process, and collaborate with peers and faculty to revise and edit their work. In addition to their core English course, ninth grade students take a semester-long composition course; this course involves an intense study of grammar and an exposure to key modes of writing required throughout high school. Teachers differentiate instruction to meet the needs of individual students throughout the four-year sequence of study. The two Advanced Placement courses are offered to 11th and 12th grade students. A varied menu of semester electives is also offered to 12th grade students.

Reading and writing experiences provide the basis for communicating ideas, forging connections between individuals, building compassion, and understanding universal themes. The English Department strives to encourage students to develop an appreciation of learning and literature.



0103 English 9

Prerequisite: English 8

Grade: 9

Credit: 1

DESCRIPTION

Through the close examination of literary texts, students develop the range of skills necessary to interpret sophisticated prose. They also learn how to articulate their insights about literature in formal essays. Additionally, students read and compose informational and argumentative essays.

TEXTS

The core texts for grade 9 include *Romeo and Juliet*, *The Glass Castle*, and *The Catcher in the Rye*. Additional texts may include *Lord of the Flies*, *Antigone*, *The House on Mango Street*, *Speak*, and *A Separate Peace*. Students also read literature from other genres, including short stories and poetry. All students read an outside reading text per marking period as well.

WORK EXPECTATIONS

Students in this course are expected to work individually and collaboratively. The majority of the class will focus around the analysis of fiction and nonfiction texts and improving writing skills. Students are expected to participate in all aspects of class work and outside assignments to demonstrate evidence of student learning.

SUMMER ASSIGNMENTS

All students read two books they have not read previously. The English Department provides recommendations to help students select books that are appropriate regarding content and reading level.

0104 Composition

Prerequisite: English 8

Grade: 9

Credit: ½

DESCRIPTION

Composition is a half-credit writing course required for all ninth grade students. Assigned writing will range from descriptive and narrative work to more analytical expositions and arguments. Students will write extensively in their journals and complete approximately four polished writing assignments. Peer editing and grammar will be taught in the context of each assignment.

TEXTS

A collection of formal and informal essays will be read as models for the writing assignments.

WORK EXPECTATIONS

Punctual completion of essay assignments and revisions, as well as active participation in class discussion and peer editing, is expected.

0109 English 10

Prerequisite: English 9

Grade: 10

Credit: 1

DESCRIPTION

Learning experiences in English 10 challenge students to use various texts to experience four connected thematic centers throughout the school year: perspective, empathy, roles in society, and citizenship. Class texts represent a variety of perspectives and experiences. Students in English 10 also engage in an inquiry project that involves identifying a problem in society, researching possible causes and solutions, and presenting expert views in a productive manner. All English 10 students in NY State also learn and process information about the Holocaust, primarily through reading personal accounts in a critical and reflective manner. English 10 students further hone their critical reading and writing skills in this course.

TEXTS

Core texts: *The Kite Runner*, *Of Mice and Men*, and *Night*. Students begin the year with a study of thematically linked short stories. Additional texts may include *Master Harold...and the Boys*, *The Odyssey, 1984*, and *Fahrenheit 451*, *Proof*, and *Macbeth*.

WORK EXPECTATIONS

Students enrolled in this course will be expected to work individually as well as collaboratively. While traditional exams and quizzes will be given, emphasis will be placed on analytical writing. Students will also complete creative projects and presentations.

SUMMER ASSIGNMENTS

All students read two books they have not read previously. The English Department provides recommendations to help students select books that are appropriate regarding content and reading level.

0122 English 11

Prerequisite: English 10

Grade: 11

Credit: 1

DESCRIPTION

English 11 concentrates on further enhancing students' critical reading and writing skills and developing awareness of how authors write and speak to influence, engage, and inform. The curriculum includes opportunities for student choice regarding material, styles of writing, and topics for inquiry. Students contemplate themes connected to aspects of the American experience, concentrating on themes involving the following concepts: war and peace, overcoming conflict and oppression, individuality and activism, personal stories and identity.

TEXTS

The shared texts generally include works from the following list: *The Things They Carried*, *One Flew Over the Cuckoo's Nest*, *Narrative of the Life of Frederick Douglass*, *The Great Gatsby*, and additional works as appropriate.

WORK EXPECTATIONS

Students enrolled in this course will be expected to work individually as well as collaboratively. While some exams and quizzes will be given, emphasis will be placed on process writing. Students are to participate in class activities and discussions, to write regularly in their writer's notebooks, to complete regular homework assignments, and to complete one research project.

All students complete the Regents Examination in English Language Arts in June.

SUMMER ASSIGNMENTS

All students read two books they have not read previously. The English Department provides recommendations to help students select books that are appropriate regarding content and reading level.

0118 AP Language and Composition

Prerequisite: English 10 or English 11 and Teacher Recommendation

Grades: 11, 12

Credit: 1

DESCRIPTION

AP Language and Composition is a year-long course that focuses predominantly on non-fiction with an emphasis on the essay as a literary genre. The course is designed, in part, to prepare students for the AP Language and Composition Examination. The curriculum includes a variety of essays by authors from different eras and cultures, as well as extensive independent reading assignments. Students will benefit from the careful analysis of reading passages and the crafting of analytical pieces. Throughout the year, students will analyze an author's use of language, consider the connection between style and theme, and strengthen critical thinking and reading skills. Students are assessed through regular reading quizzes and essay tests requiring an understanding of authors' techniques and the concerns of the literary eras covered. Students maintain reading logs and journal responses to develop an understanding of complex rhetorical strategies and the ways in which these strategies develop an understanding of authorial intent.

TEXTS

Course texts often include the following works: *In the Heart of the Sea*, *Friday Night Lights*, *In Cold Blood*, *Seabiscuit*, *A Small Place*, and *Narrative of the Life of Frederick Douglass*. Students also read and explore a variety of essays from anthologies and contemporary publications, works of fiction, visual rhetoric, speeches, and informational texts.

WORK EXPECTATIONS

Students who take the course should be interested in the study and craft of language. Essay assignments are rigorous and require students to think and write critically. Students will write a minimum of two out-of-class papers per marking period as well as several in-class writing assessments each marking period. Students in AP Language are expected to read and complete assignments on extensive, assigned outside reading texts. Students are expected to engage in ongoing participation in class activities and discussions. Students will also complete homework assignments daily.

All students are required to take the AP English Language Examination in May. Students in grade 11 will also complete the Regents Examination in English Language Arts in June.

SUMMER ASSIGNMENTS

Students taking this course will be required to read two self-selected books they have not read previously and to complete a written assignment in relation to a series of essays.

0130 AP Literature and Composition

Prerequisite: English 10 or 11 and Teacher Recommendation

Grade: 11, 12

Credit: 1

DESCRIPTION

This course is designed for students who have demonstrated exceptional ability and interest in writing, reading, and discussing literature and ideas. The intent of the course is to engage students as active readers and thinkers. The course seeks to develop sophisticated writers who use and manipulate language to inform and engage their audience. Works representing myriad genres, time periods, perspectives, and cultures will be read, discussed, and written about throughout the course. Students will become acquainted with the principles underlying important literary elements and techniques and the essential vocabulary of literary study, including connotation, figurative language, irony, tone, structure, narrative pacing, and symbolism.

TEXTS

The specific texts studied vary from year to year, but works by authors such as the following are typical: McCarthy, Whitehead, Larsen, Hemingway, Rhys, Patchett, Conrad, Hawthorne, Dickens, Bronte, and Shakespeare.

WORK EXPECTATIONS

Punctual completion of essays and their revisions, as well as appropriate preparation for tests and quizzes on the reading and the matters presented and discussed in class, is expected.

All students are required to take the AP English Literature Examination in May. Students in grade 11 will also complete the Regents Examination in English Language Arts in June.

SUMMER ASSIGNMENTS

In addition to reading two self-selected books that have not been read previously, students will read one assigned text and complete a complementary writing assignment.

0128 Children's Literature

Prerequisite: English 11, AP Literature, or AP Language

Grade: 12

Credit: ½

DESCRIPTION

Children's books are often credited with nurturing engaged readers and fostering an interest in writing. Additionally, shared reading experiences with younger readers can prompt meaningful discussions and the development of empathy. As a class, we will read classic and contemporary children's books across many genres that offer a variety of perspectives. You will also be asked to reflect upon the books and stories that made an impression on you during your own childhood and to consider how these texts translate into adulthood. Our goal will be to determine the noteworthy qualities of picture books and traditional tales. We will explore how the written text and illustrations work together to create a meaningful reading experience. You will continue this literary tradition by crafting an original, meaningful text. The course is organized around several units of study: noteworthiness, tradition, visual literacy, representation and inclusivity, literary identity, and imagination.

WORK EXPECTATIONS

Students will read analytically, write an original narrative, engage in productive discussion, solicit and offer feedback, and revise a manuscript for publication. Students may also choose to illustrate their books. In order to produce a manuscript in one semester, students will need to work independently outside of class.

SUMMER ASSIGNMENT

All students read two books they have not read previously. The English Department provides recommendations to help students select books that are appropriate regarding content and reading level.

0134 Satire

Prerequisite: English 11, AP Literature, or AP Language

Grade: 12

Credit: ½

DESCRIPTION

This course will study a number of examples of the forms of comedy and satire, literary and nonliterary, to see how these forms work to achieve their authors' often very serious purposes. To do this, the works of "classical" as well as modern writers, artists, and performers will be read, discussed, and written about.

TEXTS

Works by Aristophanes, Shakespeare, Swift, Voltaire, Twain, Wilde, Waugh, Thurber, Boyle, and Vonnegut will be read, as will critical essays by Frye, White, Allen, and others.

WORK EXPECTATIONS

Analytic reading of assigned texts, reading quizzes, frequent short analytical essays, journal work, and "creative" writing assignments using the methods of comedy/satire. Participation in class discussions and activities is also required.

SUMMER ASSIGNMENT

All students read two books they have not read previously. The English Department provides recommendations to help students select books that are appropriate regarding content and reading level.

0136 Contemporary Literature

Prerequisite: English 11, AP Literature, or AP Language

Grade: 12

Credit: ½

DESCRIPTION

This course is designed to engage students in reading works by various contemporary authors. Students will enjoy novels, poetry, essays, digital media, and a play. New selections are added each school year to keep the content current and to appeal to students' interests. The discussion-based class also provides time for students to read, perform, and create during the school day. Contemporary Literature is a course for students interested in studying exciting and fresh works created close to our historical moment in time.

TEXTS

The course texts include a variety of contemporary novels, plays, poetry, and essays.

WORK EXPECTATIONS

Regular reading assignments, essay assignments, journals, participation in class discussions, and outside reading.

SUMMER ASSIGNMENT

All students read two books they have not read previously. The English Department provides recommendations to help students select books that are appropriate regarding content and reading level.

0138 Creative Writing

Prerequisite: English 11, AP Literature, or AP Language

Grade: 12

Credit: ½

DESCRIPTION

This course guides and showcases student authors. After studying mentor texts in four core genres, students become the authors of their own original works. Students create personal narratives, short stories, poetry, and film scripts during classroom writing workshop sessions. The class becomes a community of writers who publish their imaginative works, reflecting on the power of writing during the process.

TEXTS

Selected examples of the four genres will be assigned at the instructor's discretion.

WORK EXPECTATIONS

Intensive writing will occur; only those students serious about their writing should enroll. The class will often take the form of a writing workshop, i.e., peer interaction and criticism will play a significant role.

SUMMER ASSIGNMENT

All students read two books they have not read previously. The English Department provides recommendations to help students select books that are appropriate regarding content and reading level.

0139 Modern Gothic Literature

Prerequisite: English 11, AP Literature, or AP Language

Grade: 12

Credit: ½

DESCRIPTION

The course examines the work of Stephen King, chronologically as well as thematically. Short stories, novels, and non-fiction will be studied. Course work will consist of extensive reading, much analytical and reader-response writing, as well as the writing of fiction. A typical class will involve oral reading, listening, and discussion/evaluation of the current reading.

TEXTS

Required reading will consist of a sampling of King's work, including novels such as *The Shining*, *Misery*, and *Dreamcatcher*; the multi-volume epic *The Dark Tower*; short stories from *Skeleton Crew*, *Nightmares and Dreamscapes*, and *Everything's Eventual*; and the nonfiction books *Danse Macabre* and *On Writing*.

WORK EXPECTATIONS

Punctual completion of the assigned reading and writing will be expected. Emphasis will also be placed on class participation and discussion.

SUMMER ASSIGNMENT

All students read two books they have not read previously. The English Department provides recommendations to help students select books that are appropriate regarding content and reading level.

0129 Film as Literature

Prerequisite: English 11, AP Literature, or AP Language

Grade: 12

Credit: ½

DESCRIPTION

Students will leave this course with a basic understanding of film history, film techniques, terminology, and the movie industry. They will be able to analyze film scenes and articulate how filmmakers create meaning through the different elements of film, including dialogue, camera angles, shot composition, lighting, costumes, props, music, special effects, etc. They will develop an appreciation for film as an art form and become a more discerning and literate movie audience.

Students will be given a variety of different ways to show their learning. These might include: creating their own short films, writing screenplay scenes, writing film reviews, engaging in director studies, and comparing film adaptations to their original source material.

TEXTS

Looking at Movies by Richard Barsam; films such as *Hugo*, *Citizen Kane*, *Stagecoach*, *Psycho*, *Crip Camp*, *Smoke Signals*, *West Side Story*, and *Do the Right Thing*; and a variety of short readings, videos, and podcasts chosen by the students and the instructor.

WORK EXPECTATIONS

Regular reading and viewing assignments, a variety of written assignments, quizzes, an independent film/novel study, and a student-selected cumulative project. Participation in class discussions and activities is expected.

SUMMER ASSIGNMENT

All students read two books they have not read previously. The English Department provides recommendations to help students select books that are appropriate regarding content and reading level.

0152 Public Speaking and Debate

Prerequisite: English 11, AP Literature, or AP Language

Grade: 12

Credit: ½

DESCRIPTION

This course is designed to help students increase their confidence and competence in public speaking. Students will learn how to keep an audience engaged, to present relevant information to an audience, and to use both logic and emotion to persuade their audience. The second part of the course focuses on teaching students how to listen critically and participate in debate. Throughout the course, students will critique famous speeches and analyze how the speakers effectively persuade audiences. By participating in this course, students will be better able to participate in high-level discussions in college and beyond.

TEXTS

Competitive Debate. Supplemental texts will include famous speeches and debates.

WORK EXPECTATIONS

In addition to preparing speeches and performing them, students will be expected to write analyses of speeches and to critique one another's performances.

SUMMER ASSIGNMENT

All students read two books they have not read previously. The English Department provides recommendations to help students select books that are appropriate regarding content and reading level.

0246 Introduction to Philosophy

Prerequisite: English 11, AP Literature, or AP Language

Grade: 12

Credit: ½

DESCRIPTION

This course is organized around open-ended questions that continue to challenge philosophers. Students will consider ethical theories from Plato to Peter Singer. Other units of instruction include: “The Pursuit of Happiness;” metaphysics; and Human nature. Students will learn how to argue using formal logic while exploring the history of ideas. Students will be required to derive and defend their own ideas.

WORK EXPECTATIONS

Students are expected to read and write nightly and to participate actively in class discussions. Students will be expected to read philosophical essays and contemporary non-fiction articles.

SUMMER ASSIGNMENT

All students read two books they have not read previously. The English Department provides recommendations to help students select books that are appropriate regarding content and reading level.

0140 Hip-Hop as Literature

Prerequisite: English 11, AP Literature, or AP Language

Grade: 12

Credit: ½

DESCRIPTION

An English class that spills over into history, music, anthropology, performing arts, and more, Hip-Hop as Literature focuses on hip-hop as a culture, a practice, and a form of literature – not just as music. We go back hundreds of years to understand where hip-hop comes from, investigate the rules and aesthetics that govern the artform, and look at the current social issues that hip-hop confronts. Yes, we’ll bob our heads to some great music, but we’ll also take hip-hop seriously as a literary culture deeply rooted in American, African-American, and world culture.

WORK EXPECTATIONS

Punctual completion of the assigned reading and writing will be expected. Emphasis will also be placed on class participation and discussion.

SUMMER ASSIGNMENT

All students read two books they have not read previously. The English Department provides recommendations to help students select books that are appropriate regarding content and reading level.

0147 Introduction to Journalism

Prerequisite: English 9 and Composition

Grade: 10, 11, or 12

Credit: ½

DESCRIPTION

This course teaches students to understand how journalism is created, how to assess media critically, and how to apply that knowledge to master the fundamental skills associated with journalistic writing. In addition, students build interviewing and reporting skills, while learning about journalistic ethics and exploring the various formats (print, web, podcast, video) and story forms (including straight news, feature writing, profiles, and op-eds). Through in-class workshops, students develop their skills in ways that allow them to serve as editors for each other. The course is intended to present students with the skills and information essential for reliable, accurate, and independent news reporting – and for understanding the media in the world around them.

WORK EXPECTATIONS

Punctual completion of the assigned readings and writing will be expected. Emphasis will be placed on class participation and discussion. Students will compose and edit journalistic writing in a variety of formats.

SUMMER ASSIGNMENT

All students read two books they have not read previously. The English Department provides recommendations to help students select books that are appropriate regarding content and reading level.

0173 English As A New Language (ENL)

Prerequisite: None

Grades: 9, 10, 11, 12

Credit: 1

DESCRIPTION

The Rye High School English as a New Language (ENL) classes are designed to help English Language Learners (ELLs) refine and strengthen their English language skills as determined by NYS learning standards. ELLs are required to take ENL classes in order to help them attain annual yearly progress (AYP) in reading, writing, speaking, and listening. Their English proficiency is measured each year using the NYSESLAT. Students in grades 9-12 have instructional time daily ranging from 55 to 350 minutes per week, depending on their level of English proficiency.

HEALTH AND PHYSICAL EDUCATION

0955 Health Education

Prerequisite: None

Grades: 10

Credit: ½

DESCRIPTION

Health Education is a required course for graduation. The focus of the course is to give adolescents a space to safely explore who they are so that they can engage in behaviors and make choices that will positively impact the well-being of their communities, their relationships, and themselves. Skills addressed include: stress management, communication, goal setting, decision-making, and advocacy. Content and resources related to mental, emotional, social, and physical health will all be addressed.

0055 Practices in Positive Psychology

Prerequisite: Teacher Recommendation

Grades: 11, 12

Credit: ½

DESCRIPTION

What REALLY makes us happy? In a world where things often feel stressful and overwhelming, can we actually do something to make ourselves happier? According to science, the answer is, “Yes!” This course will engage you in a series of challenges designed to increase your happiness, as well as build more productive habits. Part online, part face-to-face, you have the opportunity to make a commitment to engaging in positive activities, reflecting on and sharing your experiences to build a “happiness toolkit” that you can draw upon throughout your lifetime. As a blended learning class, students will work independently.

0961A/0961B Physical Education 9

Prerequisite: None

Grades: 9

Credit: ½

DESCRIPTION

All students in grades 9 are required to enroll in two semesters of Physical Education. The wellness course will be given to all 9th grade students. The course will consist of four units of study: Yoga and Pilates, Fitness Concepts, Nutrition, and Body Anatomy. It is the goal of the Physical Education Department to provide all students with the base principles for overall wellness. This course will explore the pillars of the essential components of wellness and the ways in which to live healthier lives. This course is designed to help the students connect their mind and body. Each area will allow the students to improve their overall physical and mental fitness levels. The Fitness Concept unit will introduce the students to the fitness center and teach them the proper mechanics used for all the machines/exercises. The Yoga and Pilates unit will teach the students a variety of poses and moves that will improve their overall physical and mental health. The Nutrition/Body Anatomy unit will teach the students about the importance of good nutrition. Good nutrition is an important part of leading a healthy lifestyle. Combined with physical activity, a person's diet can help them to reach and maintain a healthy weight, reduce the risk of chronic diseases (like heart disease and cancer), and promote overall health.

0968/0969 Physical Education 10-12

Prerequisite: Physical Education 9

Grades: 10, 11, 12

Credit: ½

DESCRIPTION

All students in grades 10-12 are required to enroll in two semesters of Physical Education. Physical Education is a four-year sequence required by New York State Education law. Physical Education is a participatory class. Students are required to dress appropriately for indoor/outdoor activities. In Physical Education, activities and skills are taught and developed with an expectation that each student will develop a sense of responsibility for his/her own wellness. Through participation in a variety of physical activities, students will acquire skills and knowledge that will contribute to a wiser use of leisure time and a fondness and appreciation for the habit of regular exercise. The goal of the program is to create an awareness of the importance of lifetime health, wellness, and fitness. A student's grade is measured by teacher assessment in the psychomotor, cognitive and affective domains.

SAMPLE ACTIVITIES FOR ALL PE CLASSES

Adventure Education: Personal Challenge	Personal Fitness
Backyard Games	Pickleball
Badminton	Soccer
Basketball	Softball
Circus Arts	Speedball
Disc Golf	Strength Training
Flag Football	Tchoukball
Flag Rugby	Team Handball
Indoor Street Hockey	Ultimate Frisbee
Indoor Tennis	Volleyball
Mindfulness Exercise	Yoga

WORK EXPECTATIONS

- Regular participation.
- Enhancement of knowledge for the activity.
- Improvement of physical skills.
- Proficiency in a variety of activities.
- Promote personal fitness.
- Cooperation and sportsmanship.

LIFE SKILLS

0950 Managing Your Future

Prerequisite: None

Grades: 11

DESCRIPTION

Students develop an inventory and assessment of their skills, values, and interests. They explore multiple career possibilities and evaluate realistic options. Students planning to enter the workforce after high school are provided career exploration and counseling. Students will be able to better understand who they are, their hopes and goals, and ways to share that thinking in planning for their lives after high school.

TEXTS

Counselor-developed materials, *Naviance*

WORK EXPECTATIONS

Classroom attendance--any absences must be made up. Students will participate in a number of activities and tasks to better understand themselves, and thoughtful participation is expected.

0952 Senior Internship

Grade: 12

DESCRIPTION

The Senior Internship Program presents an exciting opportunity for students to explore their individual interests and apply their learning to a real-world environment outside of the school setting. Following the two-week AP testing period, students will spend the last several weeks of school pursuing internships of choice. During their internship, they will explore personal pursuits with the intention of increasing knowledge and engaging in individual, collaborative, and original thinking. Senior Interns will obtain and execute an internship in the field of their choosing under the guidance of a faculty advisor. The Senior Internship Program provides seniors with the unique opportunity to experience learning outside the classroom. Program requirements include internship design, reflective response, discussion with advisor and site supervisor, and a culminating internship presentation of the experience. The Senior Internship will be completed in place of the last three or four weeks of classroom attendance. (Depending on that year's district calendar)

GARNETS Program - Gaining Academic Rigor in a Natural Environment **Teaching (life) Skills**

Grades: 9-12

Prerequisite: Recommendation through the CSE

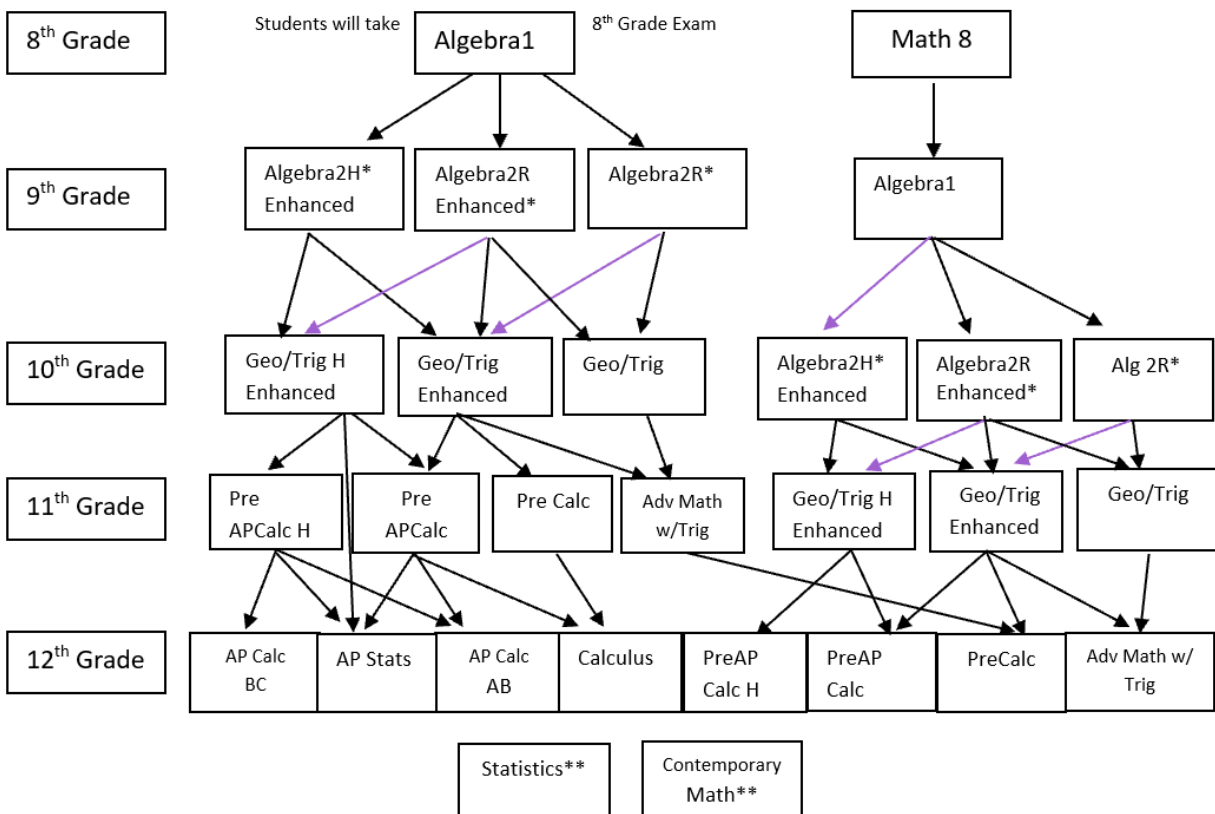
DESCRIPTION

The GARNETS program aligns with the District's vision and the Rye Commitment to students, faculty, and community by providing an equitable and inclusive school community for ALL students. The Rye Commitment prides itself on building and growing our programs so that students thrive and faculty have the support and tools necessary to develop relevant and engaging educational opportunities. The courses developed for the GARNETS program will have rigorous instruction that develops critical creative thinkers, future scientists, mathematicians, problem solvers, communicators, collaborators, and students who can persevere regardless of any obstacle they may face in life. Experiences in each course and throughout the program will provide necessary real life experiences to support post-secondary goals. Each student will leave Rye High School with the 21st century skills necessary to be positive global and diverse citizens with the necessary life skills in the Rye Community and beyond.

MATHEMATICS DEPARTMENT

Today's society demands an ever-increasing proficiency in mathematics. Recognizing this need, the Mathematics Department of Rye High School offers a wide variety of courses for students of all ability levels. These courses stress both computational skills and understanding of the basic and underlying concepts which tend to unify mathematical thought. The Math Department attempts to meet the students at their ability levels and then challenge them to think in-depth and to acquire a firm foundation upon which to build as their education continues in college or in their careers. We offer a variety of rigorous pathways in mathematics, which are excellent vehicles for the mathematical preparation of the literate, intelligent citizens our rapidly changing society demands. Students need to pass the Algebra 1 course and a New York State Regents exam in order to graduate with a New York State Regents Diploma.

Mathematics Pathways 2023-2024



→ Indicates movement is possible, though this is not the traditional trajectory

****Contemporary Mathematics** is a mathematics elective that is available to 11th and 12th grade students who have completed Algebra 1B or higher.

****Statistics** is a mathematics elective that is available to 11th and 12th grade students who have completed Geo/Trig or higher.

Students in **Algebra 1B** will take Algebra 2R the following year. Please see trajectory from Algebra 2R for subsequent course selection purposes.

*Students will take the Algebra I Regents at the end of Algebra 2.

0300 Algebra 1

Prerequisite: Math 8

Grades: 9 or as required and approved by Department Coordinator

Credit: 1

DESCRIPTION

This course covers linear equations and inequalities, relations and functions, systems of linear equations and inequalities, radicals, exponents, descriptive statistics, polynomials, and factoring. **A graphing calculator will be needed for this course.**

WORK EXPECTATIONS

Daily homework will be assigned.

0301 Algebra 2R

Prerequisite: Algebra 1 or Algebra 1B

Grades: 9, 10 or as required and approved by Department Coordinator

Credit: 1

DESCRIPTION

This course covers core topics in probability, relations and functions, quadratic functions, equations, graphs and applications, polynomial functions, rational expressions and equations, exponential functions, logarithmic functions, sequences and series, and statistics. **A graphing calculator will be needed for this course.**

WORK EXPECTATIONS

Daily homework will be assigned.

All students will take the Algebra 1 Regents examination in June.

0302 Algebra 2R Enhanced

Prerequisite: Mastery of content taught in Algebra 1 and Teacher Recommendation

Grades: 9, 10 or as required and approved by Department Coordinator

Credit: 1

DESCRIPTION

This course comprehensively covers probability, relations and functions, quadratic functions, equations, graphs and applications, polynomial functions, rational expressions and equations, exponential functions, logarithmic functions, sequences, and statistics. Topics include additional exploration of each topic in depth, thus covering more material on each topic over the course of the year. **A graphing calculator will be needed for this course.**

WORK EXPECTATIONS

Daily homework will be assigned.

All students will take the Algebra 1 Regents examination in June.

0303 Algebra 2 Enhanced Honors

Prerequisites: Exceptional performance in Algebra 1 and Teacher Recommendation

Grades: 9, 10 or as required and approved by Department Coordinator

Credit: 1

DESCRIPTION

This is an Advanced Algebra 2 course in which topics are covered in a rigorous and rapid environment. These topics include probability, relations and functions, equations, graphs and applications, polynomial functions, rational expressions and equations, exponential functions, logarithmic functions, sequences and series, and statistics. In addition, advanced mathematical concepts from PreCalculus will be incorporated. **A graphing calculator will be needed for this course.**

WORK EXPECTATIONS

Higher order thinking skills are stressed in problem-solving. There is substantial exploration of additional, related topics at an advanced level. Students must be self-motivated, independent learners.

All students will take the Algebra Regents 1 examination in June.

0326 Geometry/Trigonometry

Prerequisites: Algebra 2R

Grade: 10, 11 or as required and approved by Department Coordinator

Credit: 1

DESCRIPTION

This course covers the core topics in the Geometry/Trigonometry curriculum. The course will introduce the student to geometric terms, theorems, and basic proofs. Students will understand and be able to work with congruent triangles, parallelograms, circles, and polygons. Students will receive periodic reviews of algebra during this course of study. Students will also receive a basic introduction to trigonometry. **A graphing calculator will be needed for this course.**

WORK EXPECTATIONS

Daily homework assignments will be given.

0327 Geometry/Trigonometry Enhanced

Prerequisite: Mastery of content taught in Algebra 2R Enhanced and Teacher Recommendation OR exceptional performance in Algebra 2R and Teacher Recommendation

Grade: 10, 11

Credit: 1

DESCRIPTION

This course comprehensively covers topics in the geometry/trigonometry curriculum. Students will explore geometric terms, theorems, and formal and informal proofs. Students will receive periodic reviews of algebra during this course of study. Students will receive an introduction to trigonometric functions including the Unit Circle, Law of Sines, Law of Cosines, trigonometric identities, trigonometric graphs, trigonometric inverses, and solutions of triangles. Topics include additional exploration of each topic in depth, thus covering more material on each topic over the course of the year. **A graphing calculator will be needed for this course.**

WORK EXPECTATION

Daily homework assignments will be given.

0328 Geometry/Trigonometry Enhanced Honors

Prerequisites: Mastery of content taught in Algebra 2R Enhanced Honors or exceptional performance in Algebra 2R Enhanced and Teacher Recommendation.

Grade: 10, 11

Credit: 1

DESCRIPTION

This is an advanced Geometry/Trigonometry course in which topics covered are done so in a rigorous and rapid setting. Students will study geometric terms, theorems, and formal and informal proofs; work with congruent triangles, parallelograms, circles and polygons; and receive periodic reviews of algebra. Students will study trigonometric functions including the Unit Circle, Law of Sines, Law of Cosines, trigonometric identities, trigonometric graphs, trigonometric inverses, and solutions of triangles. In addition, advanced mathematical concepts from Pre-Calculus will be incorporated into this course. **A graphing calculator will be needed for this course.**

WORK EXPECTATIONS

Higher order thinking skills are stressed in problem-solving. There is substantial exploration of additional related topics at an advanced level. Students must be self-motivated, independent learners.

0337 Advanced Mathematics with Trigonometry

Prerequisite: Geo/Trig and Teacher Recommendation

Grades: 11, 12

Credit: 1

DESCRIPTION

This course includes a thorough discussion of trigonometry with applications and some college-level algebra, including exponents, systems of equations, solutions of higher order polynomial equations.

WORK EXPECTATIONS

Daily assignments will be given.

0349 Contemporary Mathematics

Prerequisites: Algebra 1B, Algebra 2R

Grades: 11, 12

Credit: 1

DESCRIPTION

This course is designed for juniors and seniors who have completed the math requirements through Algebra 1 and would like an additional course in math with applications in the real world. This course emphasizes the practical aspects of mathematics. Topics include problem-solving, personal finance, statistics, and probability. The goal is to help students gain mathematical literacy by showing them how mathematics can be applied to their lives in interesting, enjoyable, and meaningful ways. The final exam is a departmental exam. **A graphing calculator will be needed for this course.**

**Available for Dual Enrollment in College Quantitative Reasoning with SUNY Westchester Community College.*

0333 Pre-Calculus

Prerequisite: Mastery in Geo/Trig Enhanced, exceptional performance in Advanced Math w/Trig and Teacher Recommendation

Grade: 11, 12

Credit: 1

DESCRIPTION

This course includes functions, conic sections, limits, solutions of higher degree equations, matrices, and trigonometry, logarithmic and exponential functions. **A graphing calculator will be needed for this course.**

TEXT

Precalculus, 2nd Ed., Glencoe

WORK EXPECTATIONS

Daily homework assignments will be given.

0334 Pre-AP Calculus

Prerequisite: Exceptional performance in Geo/Trig Enhanced and Teacher Recommendation

Grades: 11, 12

Credit: 1

DESCRIPTION

This course is designed for students who plan to study AP Calculus AB. The course includes college-level algebra, function theory, solution of equations, graphing, exponentials and logarithms, the circular functions, the conic sections, analytic geometry, theory of limits, derivatives of algebraic functions, and applications of derivatives. **A graphing calculator will be needed for this course.**

TEXT

Precalculus, 2nd Ed., Glencoe.

WORK EXPECTATIONS

Daily reading and writing assignments will be given in order to reinforce the material presented in class.

0335 Pre-AP Calculus Honors

Prerequisite: Mastery of content in Geo/Trig Enhanced Honors and Teacher Recommendation

Grade: 11

Credit: 1

DESCRIPTION

This course covers Pre-Calculus topics in the first semester (see PreAP Calculus description) and begins the AP Calculus curriculum in the second semester. AP Calculus topics covered include theory of limits, derivatives of algebraic and trigonometric functions, the applications of derivatives and antidifferentiation .

A graphing calculator will be needed for this course.

TEXT

Precalculus, 2nd Ed., Glencoe and *Calculus*, 10th Ed. Larson, Hostetler, Edwards.

WORK EXPECTATIONS

Higher order thinking skills are stressed in problem-solving. There is substantial exploration of additional related topics at an advanced level. Students must be self-motivated, independent learners.

0338 Statistics

Prerequisite: Advanced Math with Trig or Geo/Trig

Grade: 11, 12

Credit: 1

DESCRIPTION

This is an introductory statistics course. The course is divided into four categories: Exploring Data, Planning a Study, Anticipating Patterns, and Statistical Inference. Students will be introduced to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. **A graphing calculator will be needed for this course.**

TEXT

Stats: Modeling the World, Bock, Velleman, DeVeaux.

WORK EXPECTATIONS

Daily reading and written assignments will be given.

0339 AP Statistics

Prerequisites: Mastery of content taught in Geo/Trig Enhanced Honors or Pre-AP Calc. and Teacher Recommendation

Grade: 11, 12

Credit: 1

DESCRIPTION

This course is equivalent to a one-semester, introductory course at the college level. It is designed to provide an extensive study of the theory of statistics including: data collection and analysis, measures of dispersion, probability distributions, confidence intervals, hypothesis testing, analysis of variance, and regression models. The graphing calculator will be used extensively in this course as both a computational and graphical analysis tool. **A graphing calculator will be needed for this course.**

TEXT

The Practice of Statistics 4th Ed., Yates, Moore and Starnes.

WORK EXPECTATIONS

Higher order thinking skills are stressed in problem-solving. There is substantial exploration of topics at an advanced level. Students must be self-motivated, independent learners.

All students will be required to sit for the Advanced Placement exam in May.

0347 Calculus

Prerequisite: Mastery of content in Pre-Calculus or Pre-AP Calculus and Teacher Recommendation

Grade: 12

Credit: 1

DESCRIPTION

This is a college level course that introduces such topics as limits, differentiation, integration techniques, and applications of differentiation and integration. **A graphing calculator will be needed for this course.**

TEXT

Calculus; 10th Ed., Larson, Hostetler, Edwards

WORK EXPECTATIONS

Daily reading and/or written assignments will be given in order to reinforce the material presented in class. In addition, outside research on supplementary topics may be required.

**Available for Dual Enrollment in College Algebra with St. John's University.*

0330 AP Calculus AB

Prerequisite: Mastery of content taught in Pre-AP Calculus and Teacher Recommendation

Grade: 12

Credit: 1

DESCRIPTION

A college-level course which includes such topics as limits, differentiation, integration techniques, and applications of differentiation and integration, differential equations, and transcendental functions. This course is designed for the able and highly motivated student. **A graphing calculator will be needed for this course.**

TEXT

Calculus; 10th Ed., Larson, Hostetler, Edwards.

WORK EXPECTATIONS

Daily reading and/or written assignments will be given in order to reinforce the material presented in class. In addition, outside research on supplementary topics may be required. Students must be self-motivated, independent learners.

All Students are required to take the Advanced Placement exam in May.

0331 AP Calculus BC

Prerequisite: Mastery of content taught in Pre-AP Calculus Honors and Teacher Recommendation

Grade: 12

Credit: 1

DESCRIPTION

This course is the conclusion of the AB Calculus curriculum with the addition of Euler's Method, logistic growth, advanced integration techniques, sequences and series, and parametric, vector, and polar functions.

A graphing calculator will be needed for this course.

TEXT

Calculus 10th Ed., Larson, Hostetler, Edwards.

WORK EXPECTATIONS

Daily reading and/or written assignments will be given in order to reinforce the material presented in class. In addition, outside research on supplementary topics may be required. Students must be self-motivated, independent learners.

All Students are required to take the Advanced Placement exam in May.

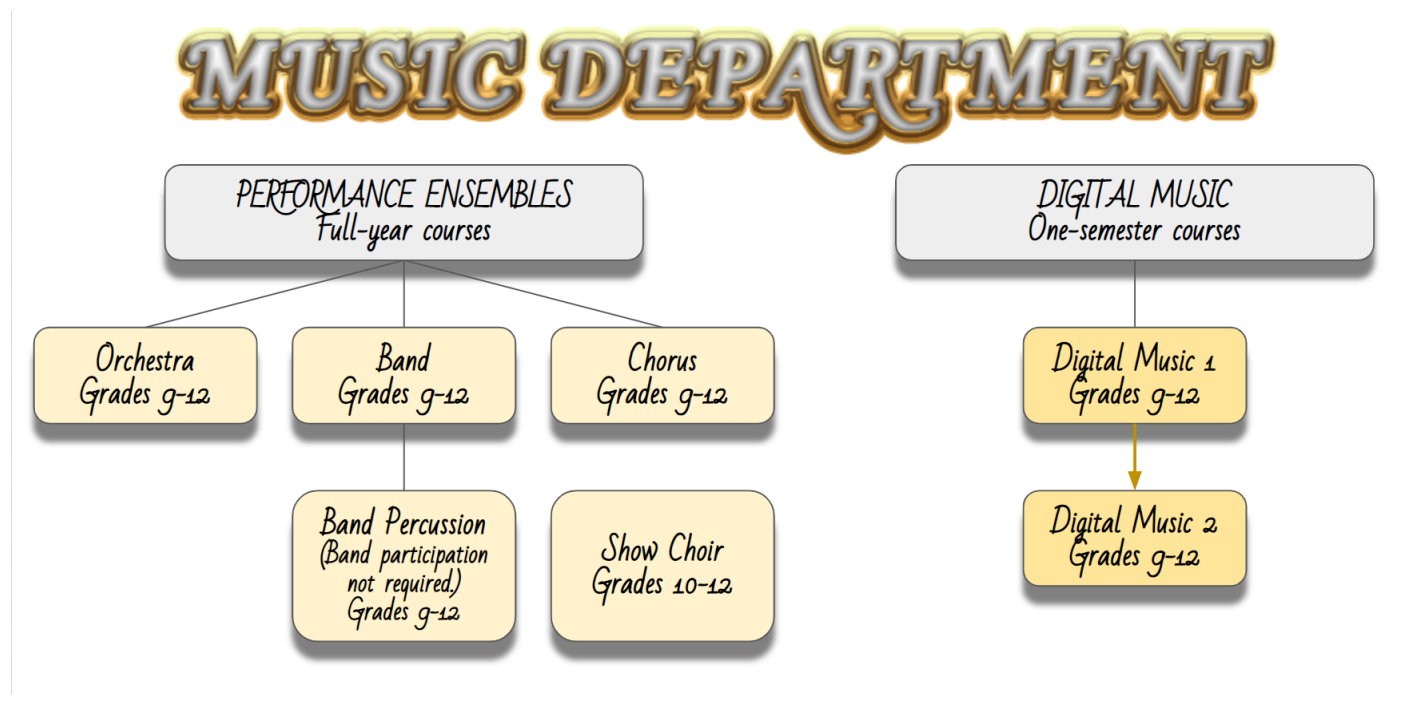
MUSIC DEPARTMENT

Goals of the Music Program

The goals of the Music Department are to help students foster aesthetic sensitivity; develop musical skills through a variety of musical activities; promote their awareness, perception, and understanding of the elements of music; and develop their standard of musical evaluation through exposure to a variety of musical styles.

Credit for Band, Chorus, and Orchestra

A student may participate in two musical performing groups concurrently (Band, Chorus, and Orchestra). Whenever possible, these performance groups are scheduled during the same class period, and students alternate rehearsal days. Students in two performing groups will receive $\frac{1}{2}$ credit for each performance group. Other scheduling options can sometimes be accommodated through openings in student schedules as well.



0932 Band Percussion

Prerequisite: Audition (Teacher recommendation for previous members)

Grades: 9-12

Credit: 1

DESCRIPTION

This course is designed for percussion students in the high school band program. Percussion students in Band may elect to take this course. Students not in Band may enroll in Band Percussion by audition as well. Intermediate and advanced percussion techniques are studied, including mallets, timpani, world percussion, and marching percussion. Percussion ensemble literature is studied for performance. Opportunities to improvise and collaborate on pieces are also encouraged.

TEXTS

Appropriate method books and performance repertoire.

WORK EXPECTATIONS

It is expected that students continue to improve on all instruments and set a regular practice schedule. The class performs as a drumline at home football games and as a percussion ensemble at the winter and spring concerts.

This course meets the New York State required credit for the Arts.

0940 Band (Grade 9)

0940B Band II (Grades 10-12)

Prerequisite: Band 8 or Audition

Grades: 9-12

Credit: 1

DESCRIPTION

Standard as well as contemporary band literature and ensemble techniques are studied. Opportunity for solo and ensemble study/performance is provided for interested students. Students enrolled in this course may have sectional lessons on a regularly scheduled basis.

TEXTS

Appropriately graded/leveled repertoire of musical pieces

WORK EXPECTATIONS

It is expected that students continue to improve on all instruments and set a regular practice schedule. Performances are given in school and publicly throughout the year.

This course meets the New York State required credit for the Arts.

0942 Symphony Orchestra

Prerequisite: Grade 8 Orchestra or Audition

Grades: 9-12

Credit: 1

DESCRIPTION

Orchestra masterworks as well as string ensemble works are studied. Opportunity for solo and ensemble study/performance is provided for interested students. Wind and percussion players admitted by permission of the instructor. Students enrolled in this course may have sectional lessons on a regularly scheduled basis.

TEXTS

Appropriately graded/leveled repertoire of musical pieces

WORK EXPECTATIONS

It is expected that students continue to improve on all instruments and set a regular practice schedule. Performances are given in school and publicly throughout the year.

This course meets the New York State required credit for the Arts.

0944 Chorus

Prerequisite: Chorus 8 or Teacher Recommendation

Grades: 9-12

Credit: 1

DESCRIPTION

Choral literature of a variety of composers is studied. Vocal techniques are stressed and applied to the literature being studied. Statewide vocal competition is encouraged for advanced students. Students will be given the opportunity to attend professional performance(s) as part of the program.

TEXTS

Choral material of the masters and varied styles of modern composers.

WORK EXPECTATIONS

Students are expected to approach the work and material with a serious attitude and attention to choral techniques and vocal production. Performances are given in school and publicly throughout the year.

This course meets the New York State required credit for the Arts.

0943 Show Choir

Prerequisite: 1 year of High School Chorus or teacher recommendation

Grades: 10-12

Credit: 1

DESCRIPTION

This course is designed to teach the student to combine the art of vocal performance with choreographed movement and to use both as vehicles for entertainment. The students will be taught the basics of vocal technique (pronunciation, breathing, tone production, and memorization) as well as basics of dance (fundamental warmup skills, basic dance steps, retention, and execution). This ensemble will have an active performance schedule including concerts, school performances, community engagements, and competition festivals.

TEXTS

Varied vocal material encompassing many genres used to create performances of accompanied and unaccompanied work that allow for the incorporation of movement while maintaining vocal integrity

WORK EXPECTATIONS

Students are expected to approach this ensemble with an interest in creating and performing through vocal performance with physical movement. Each student should continue to use the techniques acquired through previous HS Chorus experience and apply them to this class. Performances are given in school and publicly throughout the year.

This course meets 1 credit of the New York State required credit for the Arts.

0948 Digital Music 1

Prerequisite: None

Grades: 9-12

Credit: ½

DESCRIPTION

An introduction to the limitless possibilities for creating music through technology. Students will work with music production software, music notation software, keyboards, and computers in this hands-on approach to musical exploration. Topics will include music production, MIDI, audio, notation, loops, musical form, basic keyboard skills, simple arranging, and compositional techniques. Students will complete projects, including musical underscores and scripts for podcasts and written pieces, and have the opportunity to explore personal areas of media interest. This course is open to all students; keyboard experience helpful but not required.

WORK EXPECTATIONS

Students are expected to approach the course with a serious interest in content. Students will be responsible for composing their own, digital pieces and will demonstrate their skills through final, published digital works.

This course meets ½ credit of the New York State required credit for the Arts.

0949 Digital Music 2

Prerequisite: Digital Music 1

Grades: 9-12

Credit: ½

DESCRIPTION

Computers and electronic keyboards are used extensively to develop keyboard and musicianship skills through a composition-based course of study. Advanced harmonic concepts and formal techniques, improvisation, composition in both contemporary and historical styles, and advanced sequencing techniques are among the topics covered. Students will complete projects, including musical underscores for podcasts and written pieces, and have the opportunity to explore personal areas of media interest.

WORK EXPECTATIONS

Students will push their content and musical theory knowledge beyond the scope of the basics. Students will be responsible for composing their own, digital pieces that demonstrate an advanced knowledge of both musical progressions and digital tools of composition. Student pieces will be shared via digital publication.

This course meets ½ credit of the New York State required credit for the Arts.

OCCUPATIONAL EDUCATION

0995 Occupational Education

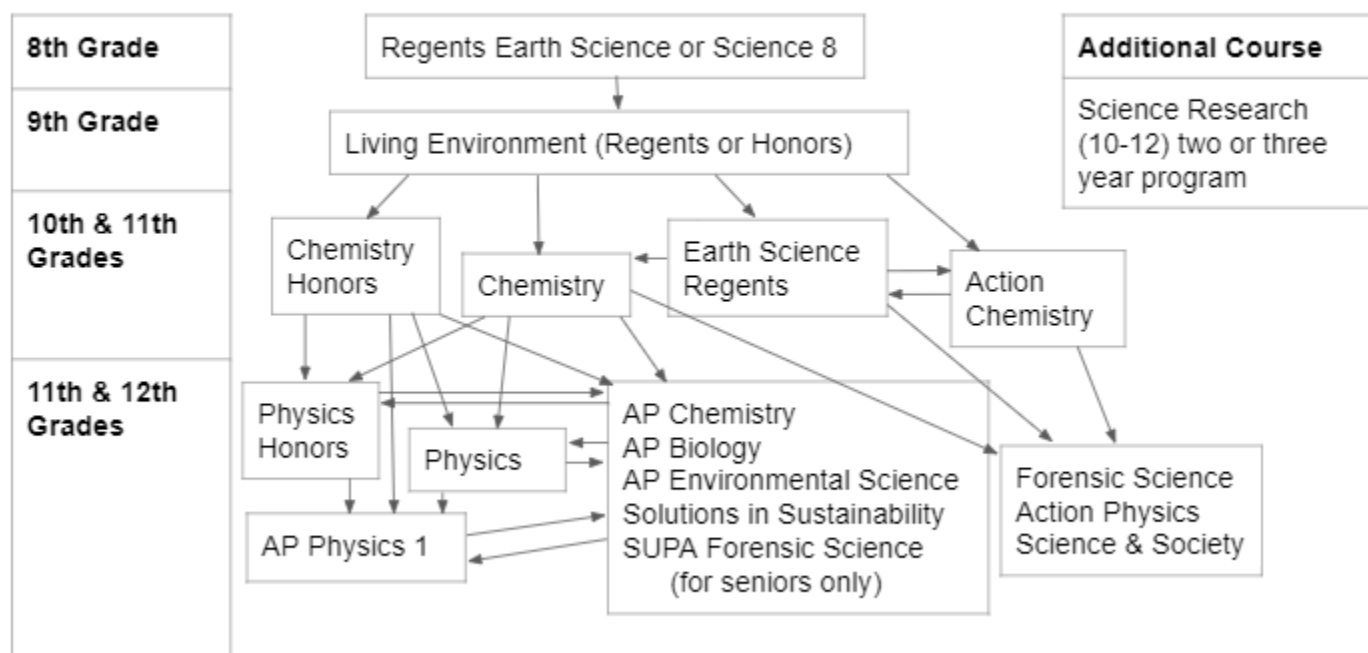
The BOCES Career & Technical Education Program is available to high school students who spend a half-day in their local high school and the other half day at the Southern Westchester Tech Center in Valhalla. In addition to instruction provided by the professional teaching staff, job placement, admissions counseling services, and Spanish language translation services are included. Courses offered in the Secondary Day Programs for 2023-2024 include:

3D Art
Animal Science
Architecture & Interior Design/3D Art Auto
CAD
Automotive Technology Collision
Technology Commercial
Art/Multimedia
Computer Information Systems Medical Administrative Asst.
Construction/Plumbing/Electrical
Cosmetology
Culinary Arts
Electrical Construction Emergency
Medical Services Fashion
Design/Merchandising Multimedia
Intro to CTE Nurse
Assistant
Pre-Engineering
Security, Law and Policing Sound
Production
TV/Video & Sound Production

SCIENCE DEPARTMENT

Our world is becoming even more computerized with increasing technological and environmental concerns. Greater emphasis is being placed on our present and future society to apply scientific knowledge to social directions and decisions. All students are encouraged to enroll in a continuous sequence of science courses befitting their interests and abilities over all the science disciplines. New York State requires that all students complete a total of three credits in Science, at least one in a physical science and one in a life science. These designations can be found within the descriptions that follow.

Rye High School Science Courses



0362 Living Environment Regents

Prerequisite: Science 8 or Regents Earth Science and Teacher Recommendation

Grade: 9

Credit: 1

Science Designation: Life Science

DESCRIPTION

This course follows the New York State curriculum in Living Environment. The major emphasis of this course is the understanding of concepts such as similarities and differences among living organisms, homeostasis, genetics, reproduction and development, evolution, ecology, and scientific inquiry and laboratory skills. Basic ideas are developed through a series of related laboratory experiments. This class meets 8 times in an 8 day cycle.

TEXT

Biology, Miller & Levine, Pearson, Prentice Hall 2014.

WORK EXPECTATIONS

Regular quizzes and unit tests are administered. Projects are an additional component of the course. Homework is given each night, and lab assignments must be completed on a weekly basis. Click here for an [example of student work](#).

All students enrolled in this course will take the NYS Regents Examination in Living Environment in June.

0360 Living Environment Honors

Prerequisite: Recommended 95 in Science 8 or 90 in Regents Earth Science and Teacher Recommendation

Grade: 9

Credit: 1

Science Designation: Life Science

DESCRIPTION

The course covers more advanced and in-depth topics than those described in Living Environment Regents. This class contains a comprehensive study of the biochemical pathways of respiration and photosynthesis, as well as advanced sections on biochemistry, cellular processes, genetics, cellular reproduction, cell physiology, evolution, and human systems. This class meets 8 times in an 8 day cycle.

TEXT

Biology, Miller & Levine, Pearson, Prentice Hall, 2014.

WORK EXPECTATIONS

There is homework each night, plus at least one lab report due each week. Regular quizzes and tests are administered. Projects, advanced laboratory activities, and long-term assignments are an additional component of the course. **Grading and testing reflect a rigorous approach that goes beyond the Regents curriculum.** There will be a focus on critical thinking and real world applications. Students must be self driven, independent learners. The pace moves faster than a Regents course to cover a higher level content. Click here for an [example of student work](#).

All students enrolled in this course will take the NYS Regents Examination in Living Environment in June.

0384 Science & Society

Prerequisite: Completion of Living Environment and Action Chemistry (formerly Chemistry)

Grade: 11 or 12

Credit: 1

Science Designation: Life Science

DESCRIPTION

This course provides an in-depth look at various topics in biology as well as other sciences. The topics covered are determined by the individual teacher after soliciting student input. Topics may include human physiology, anatomy, nutrition, drugs and addictions, food science, environmental science, forensic science, marine biology, astronomy, science of everyday life, science and society, and more.

WORK EXPECTATIONS

This is a predominantly project-based course with a focus on class participation.

0386 AP Biology

Prerequisite: 85 or better in Chemistry (formerly Chemistry Regents) or Chemistry Honors with teacher recommendation

Grade: 11 or 12

Credit: 1

Science Designation: Life Science

DESCRIPTION

This is a rigorous, fast-paced course for students with a strong work ethic and the ability to work independently, analyze information, and interpret readings. This course has an emphasis on enduring conceptual understandings and content that supports those understandings. Each unit combines inquiry and reasoning skills with scientific practices that are fundamental to the discipline of biology. These scientific practices include explaining, analyzing, justifying, evaluating, supporting, predicting, and performing mathematical computations. This class meets 8 times in an 8 day cycle.

TEXT

Biology 12th Edition, Campbell Reece

WORK EXPECTATIONS

As a summer assignment, students are expected to read and answer questions for a few chapters in the textbook. Homework, labs, and tests will be given when appropriate. A minimum of six hours per week of independent work outside of class is required.

All Students are required to take the Advanced Placement exam in May.

0390 Earth Science Regents

Prerequisites: None

Grade: 10, 11, 12

Credit: 1

Science Designation: Physical Science (Earth & Space Science)

DESCRIPTION

Numerous topics in Earth Science are covered. These include, but are not limited to, astronomy, meteorology, surface features of the Earth, geology, and the interpretation of data in different forms. This class meets 8 times in an 8 day cycle. The final Regents Exam includes a performance exam portion, which is approximately 15% of the overall Regents grade.

TEXT

Brief Review Science 2020 New York Earth Science, Callister

WORK EXPECTATIONS

Homework, laboratory work, and tests are required on a regular basis.

All students take the NYS Physical Setting/Earth Science Regents in June.

0399 Solutions in Sustainability

Prerequisite: Living Environment and Chemistry (formerly Chemistry Regents). It is desirable, not required, to have taken Earth Science.

Grades: 11 or 12

Credit: 1

Science Designation: Life Science & Physical Science

DESCRIPTION

Guided by the 17 United Nations Sustainable Development Goals, this course's objective is to dive into these goals. We will investigate problems on a local and global scale in order to combat poverty, fight inequality and injustice, and alleviate climate change for all. Solutions that address current issues are explored, where students seek to understand stakeholders, challenge assumptions, redefine problems, and create innovative solutions.

WORK EXPECTATIONS

Students must be extremely self-motivated, curious, innovative, and capable of working both independently and in large/small groups. Strong organizational skills along with an ability to track self-progress and prioritize tasks will be essential. Course work will include learning the science behind the UN goals along with independent and group investigations and problem-solving. Students can expect assessments on background science content as well as projects, presentations, design challenges, and online investigations. Click here for an [example of a student project](#).

0398 AP Environmental Science

Prerequisite: 85 or better in Chemistry (formerly Chemistry Regents) or Chemistry Honors with teacher recommendation

Grades: 11 or 12

Credit: 1

Science Designation: Life Science & Physical Science

DESCRIPTION

This is a rigorous, fast-paced course for students with a strong work ethic, ability to work independently, ability to analyze and interpret information, and ability to problem-solve. The course has an emphasis on enduring understandings that spiral throughout the year's content, along with the science practices that support them. Big ideas in this course include energy transfer, interconnections between Earth systems, interactions between different species, and the environment and sustainability. This class meets 8 times in an 8 day cycle.

TEXT

Living in the Environment, Principles, Connections and Solutions, Miller

WORK EXPECTATIONS

There will be a strong emphasis on critical thinking, data analysis, and critical analysis of hypothetical problems along with potential solutions. A minimum of six hours per week of independent work outside of class is required. Summer assignments may include mathematical calculations and summarizing online resources. Click here for an [example of student work](#).

All Students are required to take the Advanced Placement exam in May.

0380A Action Chemistry

Prerequisite: Living Environment

Grades: 10 or 11

Credit: 1

Science Designation: Physical Science

DESCRIPTION

This introductory chemistry course includes concepts in matter and energy, atomic structure, the periodic table, bonding, acids and bases, nuclear chemistry, and more. Emphasis will be on real world applications of chemistry.

WORK EXPECTATIONS

Chapter tests and quizzes administered on a regular basis.

0376A Chemistry

Prerequisite: 80 or higher in Living Environment Regents with Teacher Recommendation

Recommendation: Students who are most successful in Chemistry are co-enrolled in Geo/Trig Enhanced or higher and have already completed Algebra 2R.

Grade: 10, 11, 12

Credit: 1

Science Designation: Physical Science

DESCRIPTION

This course is designed to expose students to the physical setting of Chemistry. The class will cover topics including: Atoms, The Periodic Table, Matter and Energy, Bonding, Types of Reactions, Stoichiometry, Gases, Solutions, Acids & Bases, Kinetics & Equilibrium, Oxidation & Reduction, Organic Chemistry, and Nuclear Chemistry. Throughout the course of the year, students will learn science content, concepts, and applications through the use of inquiry and hands-on labs and activities. Students will research and design solutions to problems and observe concepts that cross-cut STEM courses in alignment with the NYSSLS. This class meets 8 times in an 8 day cycle. **If a Regents exam is needed for graduation, this course should not be taken.**

TEXT

Holt Chemistry; Myers, Oldham, Tocci, 2004

WORK EXPECTATIONS

Students will be expected to apply skills learned in Math to solve Chemistry problems on a regular basis. Nightly homework/lab work is assigned as well as weekly quizzes. Unit tests and quarterly exams are assigned at the completion of units and quarters respectively. Click here for an [example of student work](#).

0374 Chemistry Honors

Prerequisite: 95 or higher in Living Environment Regents or 90 or higher in Living Environment Honors and Teacher Recommendation

Recommendation: Students who are most successful in Chemistry Honors have completed Algebra 2 Enhanced while co-enrolled in Geo/Trig Enhanced Honors or higher

Grade: 10 or 11

Credit: 1

Science Designation: Physical Science

DESCRIPTION

This is a rigorous course covering theoretical and quantitative aspects of chemistry, such as matter and energy, atomic structure, the periodic table, moles and stoichiometry, chemical bonding, kinetics and equilibrium, acids and bases, oxidation-reduction, organic and nuclear chemistry, and electron configuration. Lectures, discussions, and inquiry-based work are presented in such a way as to foster critical thinking. The scientific method is stressed as a means to solve problems in alignment with the NYSSLS. This class meets 8 times in an 8 day cycle. **If a Regents exam is needed for graduation, this course should not be taken.**

TEXT

Modern Chemistry, Sarquis & Sarquis, Holt, McDougal, 2012

WORK EXPECTATIONS

Application of mathematical skills is required. Students will receive homework each night and tests when appropriate. Grading and testing reflect a rigorous approach that goes beyond the curriculum followed in Chemistry. There will be a focus on critical thinking and real world applications. Click here for an [example of student work](#).

0378 AP Chemistry

Prerequisite: 85 or better in Chemistry (formerly Chemistry Regents) or Chemistry Honors with teacher recommendation

Grade: 11 or 12

Credit: 1

Science Designation: Physical Science

DESCRIPTION

This is a **rigorous, fast-paced**, second-year chemistry course for students who have successfully completed a year of chemistry. The topics covered under the AP Chemistry syllabus are structure of matter, kinetics, thermodynamics, equilibrium, acids and bases, and electrochemistry. This class meets 8 times in an 8 day cycle. There will be a final exam in addition to the AP exam.

TEXT

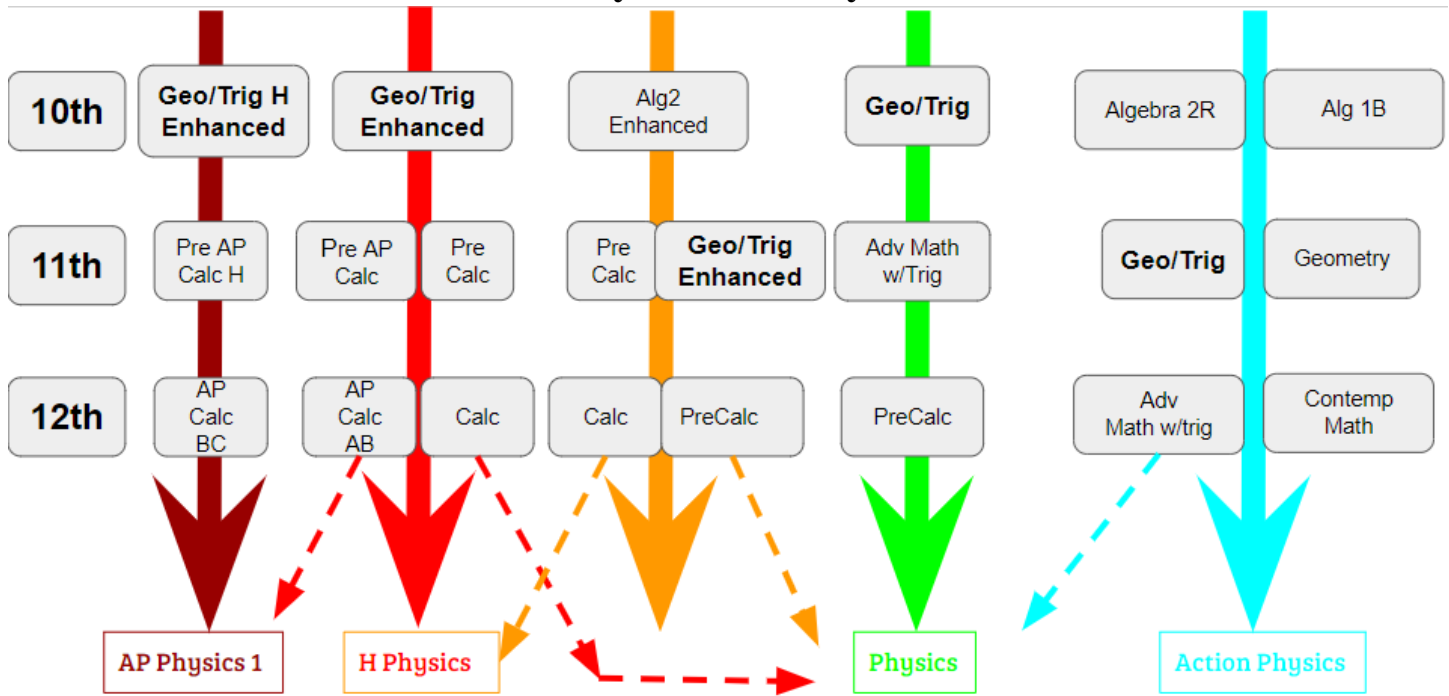
Chemistry (10th Edition), Zumdahl, Zumdahl, and DeCoste, 2018

WORK EXPECTATIONS

There is a strong focus on critical thinking and problem-solving. Students should have strong mathematical skills. For a summer assignment, the students are required to read the first three chapters of the textbook and answer the assigned questions. Students are expected to be independent and self-motivated workers. A minimum of six hours per week of independent work outside of the class is required. Students will receive daily homework and tests when appropriate. Click here for an [example of student work](#).

All Students are required to take the Advanced Placement exam in May.

Physics Pathways



Upon completion of the bolded courses above, students will have been exposed to all the prerequisite material for all physics course offered at RHS. The above 'pathways' are suggestions based on where physics teachers believe students belong.

0369 Action Physics

Prerequisite: Completion of Geometry or higher or concurrent enrollment

Grade: 11 or 12

Credit: 1

Science Designation: Physical Science

DESCRIPTION

This course and course materials are designed to help students increase their knowledge of the physical world. The course will cover areas of motion, mechanics, light, and models of the atom, electromagnetism, and the nucleus. The course will also include some ideas from modern physical theories.

TEXT

Conceptual Physics, Hewitt

WORK EXPECTATIONS

Chapter tests and quizzes are administered on a regular basis. Projects, presentations, and class participation are major components of the course. Click here for an [example of student work](#).

0372 Physics

Prerequisite: Completion of Geo/Trig with Teacher Recommendation

Grade: 11 or 12

Credit: 1

Science Designation: Physical Science

DESCRIPTION

This course follows the New York State curriculum in Physical Setting: Physics. Topics covered are kinematics, dynamics, wave phenomena, physical optics, electrostatics, electromagnetism, nuclear, and quantum physics. This class meets 8 times in an 8 day cycle.

TEXT

Physics, James S. Walker

WORK EXPECTATIONS

Chapter tests, quizzes, and laboratory reports are administered on a regular basis. Projects, presentations, and class participation are major components of the course.

0370 Physics Honors

Prerequisite: Completion of Geo/Trig Enhanced with Teacher Recommendation

Grade: 11 or 12

Credit: 1

Science Designation: Physical Science

DESCRIPTION

This course follows the New York State curriculum in Physical Setting: Physics. Topics covered are kinematics, dynamics, wave phenomena, physical optics, electrostatics, electromagnetism, nuclear, and quantum physics. This class moves at a faster pace, goes into more depth, and covers additional topics (chosen at the discretion of the teacher) compared to Physics. This class meets 8 times in an 8 day cycle.

TEXT

Physics, 5th Edition, Giancoli

WORK EXPECTATIONS

Physics Honors moves at a faster pace, goes into more depth and covers additional topics compared to the Physics (0370) course. Reading and problem-solving assignments are given regularly. Chapter tests, quizzes, and laboratory reports are given on a regular basis. Higher-level critical thinking is required for success in this course.

0366 AP Physics 1

Prerequisite: Completion of Geo/Trig Enhanced with Teacher Recommendation

Recommendation: Seniors likely to be successful in this course have taken Pre-AP Calculus and will be concurrently enrolled in Calculus AB or BC.

Grade: 11 or 12

Credit: 1

Science Designation: Physical Science

DESCRIPTION

This course covers multiple Physics topics with an Algebraic approach. AP Physics is an introductory college-level course that explores topics such as Newtonian mechanics (including rotational motion), work, energy, power, simple circuits, mechanical waves, and sound. This class meets 8 times in an 8 day cycle.

TEXT

College Physics Explore and Apply, Etkina, Planinsic, Van Huevelen

WORK EXPECTATIONS:

This is a rigorous, fast-paced course for students with a strong work ethic and ability to work independently. Critical thinking skills will be further developed through multi-step problem solving. A minimum of eight hours per week of work is required outside of class.

All students will be required to sit for the Advanced Placement exam in May.

0392 Forensic Science

Prerequisite: Living Environment and Action Chemistry or Chemistry

Recommendation: It is not recommended that students from this course continue into SUPA Forensics.

Grades: 11 or 12

Credit: 1

Science Designation: Life Science & Physical Science

DESCRIPTION

Forensic Science is the application of applied science to the laws. This class will explore various aspects of forensic science and criminology. The goal of this class is to gain insight and understanding into the principles and techniques used during investigations. This course will allow the students to gain experience in science through the lens of real world applications.

TEXT

Forensic Science: Fundamentals and Investigations, Bertino & Bertino, Cengage Learning, 2021

WORK EXPECTATIONS

Chapter tests and quizzes are administered on a regular basis. Projects and class participation are major components of the course.

0388 SUPA Forensic Science (Syracuse University Project Advance)

Prerequisites: Living Environment Regents and Chemistry (formerly Chemistry Regents) with Teacher Recommendation

Recommendation: Students having taken Forensic Science should not register for SUPA.

Grade: 12

Credit: 1

Science Designation: Life Science & Physical Science

DESCRIPTION

Syracuse University Project Advance Forensic Science is a dual-enrollment course that provides an introduction to understanding the science behind crime detection. Scientific methods relevant to crime detection and analysis will be presented with emphasis placed upon specific techniques used in evaluating physical evidence. Topics include forensic pathology, crime scene investigation, blood spatter, fingerprints, documents, entomology, anthropology, hair and fiber analysis, DNA, toxicology, firearms, arson investigations, and others. Laboratory exercises will include techniques commonly employed in forensic investigations.

TEXT

Introduction to Forensic Science: The Science of Criminalistics, James T. Spencer

WORK EXPECTATIONS

Students should expect tests, quizzes, laboratory write-ups, as well as group and individual projects. Participation in class projects and labs is imperative. Click here to see an [example of student work](#).

A final exam is given at the end of the year.

Registered Students will receive four undergraduate credits from Syracuse University upon successful completion of the course and payment for the course credit.

TUITION

This is a dual- enrollment college course offered through Syracuse University. Students register with Syracuse University. Many, but not all, colleges accept the transfer credit. Online registration with Syracuse will occur in the first week of the course at RHS, and Syracuse tuition (2023 rate of \$460) is paid directly to the University.

0395 Science Research

Prerequisites: None

Grades: 10, 11, 12 (three year program for sophomores or two year program for juniors).

Credit: 1

Science Designation: Elective Science Course

DESCRIPTION

This course is designed for **a select group of highly-motivated, independent students** seeking a **two or three-year** experience in science research. Students will discover an area of personal interest and be afforded an opportunity to do research in this field under the guidance of working scientists and university professors **who they are required to actively seek out.** Enrollment in the second year class requires teacher approval and is contingent upon the student having a research mentor and/or an approved project. Most student research will be done after school, on weekends, and during vacations.

Students will work towards a complete body of research by senior year. Students are expected to enter a minimum of two (2) competitions before completing their senior year. Along the way, students will present their work at symposia both locally and regionally. Real-world problem-solving will be learned as a byproduct of working in the adult world of scientific and social research.

WORK EXPECTATIONS

Students will be expected to devote at least seven hours per week to activities outside of class meetings.

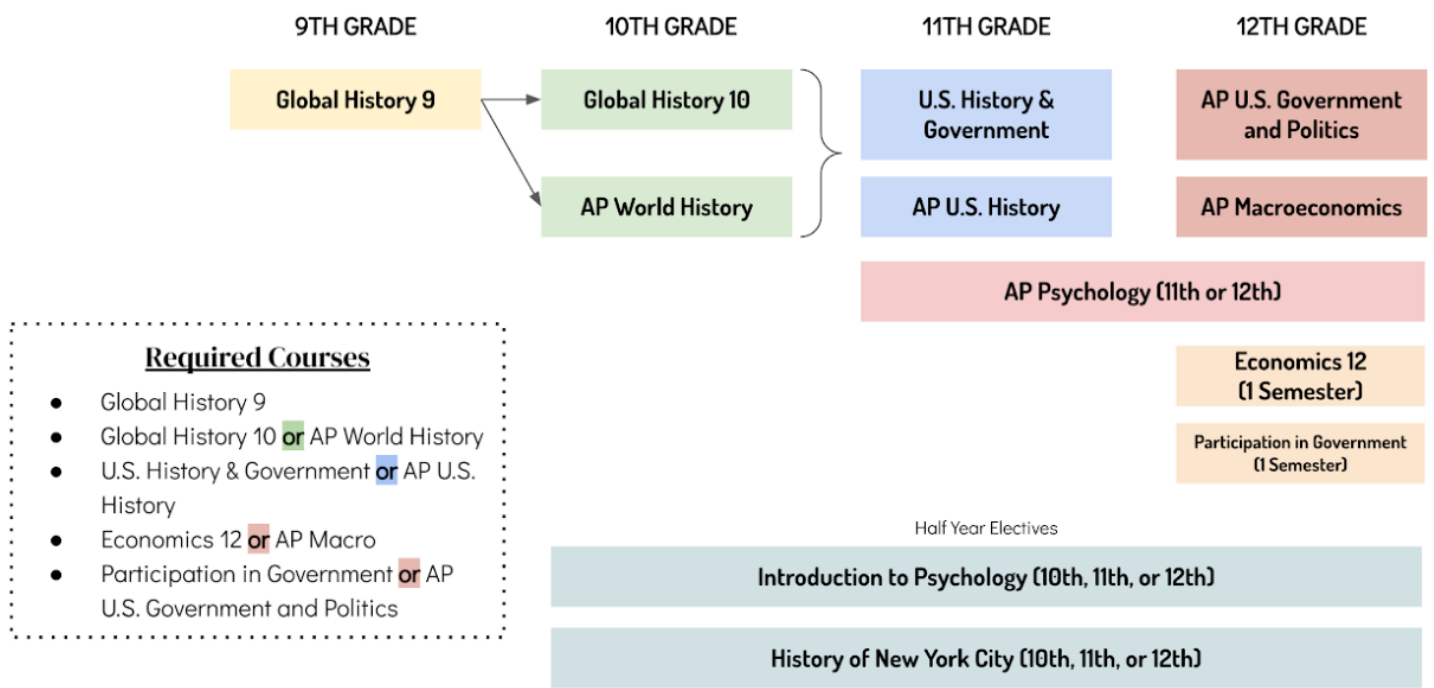
Students should be self-motivated, independent workers with a passion to pursue their interests. Grades in the class depend on the amount of work completed by each student relative to his/her own individual project.

SOCIAL STUDIES DEPARTMENT

Social Studies is at the heart of a civil society. Our primary goal as a department is to empower students to enter our increasingly multicultural, diverse world as active, thoughtful, and passionate citizens. We believe that an understanding of the past is the most important means by which our students will comprehend the complex world they will someday lead.

As such, our department offers a wide variety of courses, both in history and in the social sciences, and incorporates opportunities to experience history and current events throughout our four-year course of study. An emphasis on critical thinking skills and the ability to communicate effectively, both orally and in writing, is crucial in each of our courses. Students will engage in active learning through debates, critical thinking and analysis, and creative projects as they develop the analytical, presentation, and synthesis skills necessary to make an impact on the world. Our curriculum aligns with the Social Studies framework and focuses on global competencies in an interconnected world. It is our belief that an understanding of both past and current events will help students to find both personal and public fulfillment as they embark on their adult lives. As one of our teachers puts it best: we educate the future through the past.

SOCIAL STUDIES PATHWAYS



0201 Global History 9

Prerequisite: Social Studies 8

Grade: 9

Credit: 1

DESCRIPTION

Global History 9 is an in-depth study of world history and themes. The course studies the time-period from the rise of early civilizations to 1750. Class time is devoted to a variety of activities, including discussions and student-centered projects, problem-solving, activities, presentations, and simulations. The course emphasizes the development of such skills through written and oral expression, research, critical thinking, and analysis of primary source documents. The course concludes with a final project, focused on enduring historical issues and their impact on current events.

TEXTS

World History: Patterns of Interaction by Beck, et al.

WORK EXPECTATIONS

Participation in class discussions and activities, daily reading and writing assignments, quizzes, tests, essays, and research projects.

0209 Global History 10

Prerequisite: Global History 9

Grade: 10

Credit: 1

DESCRIPTION

Global History 10 provides an in-depth study of world history and themes. Grade 10 covers the time-period from 1750 to the present. Class time is devoted to a variety of activities, including discussions, student-centered projects, problem-solving activities, presentations, and simulations. The course emphasizes the development of such skills through geographic reasoning, gathering and interpreting evidence, and critical thinking.

TEXT

World History: Patterns of Interaction by Beck, et al.

WORK EXPECTATIONS

Participation in class discussions and activities, daily reading and writing assignments, quizzes, tests, essays, and research projects.

All students enrolled in this course will take the NYS Regents Examination in Global History and Geography II in June.

0235 AP World History

Prerequisite: Global History 9 Teacher Recommendation

Grades: 10

Credit: 1

DESCRIPTION

AP World History is a college-level history course that helps prepare students for the Advanced Placement World History exam and the NYS Global History Regents exam. Students pursue an in-depth study of global history (Europe, North America, South America, the Caribbean, Asia, the Middle East, and Africa) from the post-classical era (1200 CE) to the present. There is a strong emphasis on analytical thinking and writing in this course. By examining primary and secondary sources, students develop greater understanding of the evolution of global societies.

TEXT

Traditions and Encounters by Jeremy Bentley and Herb Ziegler.

WORK EXPECTATIONS

Expectations include participation in class discussions and activities supported by daily college level text reading outside of class (traditionally a minimum of 60 minutes for many students). An assortment of assessments include historical argumentative based writing assignments, stimulus based questions (SBQ), Document Based Questions (DBQ), Long Essay Questions (LEQ), and research projects. All students must complete a summer assignment prior to the course start date, involving the analysis of a scholarly essay as well as a geographic reasoning assignment. Due to the extensive workload, this course is recommended for highly motivated students.

Successful completion of this course will earn students NYS Regents credit for Global History. All students enrolled in this course will be required to take the Global History Regents Exam in June.

All students will be required to take the Advanced Placement exam in May.

0247 History of New York City

Prerequisite: None

Grade: 10, 11, 12

Credit: ½

DESCRIPTION

Students will learn how New York evolved from an ancient landscape of native tribes and peoples, to a tiny Dutch trading post, to a world-class metropolis. They will learn what tribes called this state home, what led so many people from every corner of the world to move to New York, and what their lives were like once they got there. Students will also explore New York today and have an opportunity to learn more about aspects of New York they find most interesting.

0248 Introduction to Psychology

Prerequisite: None

Grades: 10, 11, 12

Credit: ½

DESCRIPTION

This half-year course offers a broad overview of psychology, the study of human behavior, and mental processes. Particular emphasis will be placed upon the brain, abnormal psychology, and social psychology. The course will apply psychological concepts to other fields and disciplines, including ethics, law, health, and education. **Please note, this course is not a prerequisite for the AP Psychology course.** *In fact, it is intended to provide an alternative to students who are seeking exposure to psychology in a less rigorous setting.*

TEXT

Various works, both texts and shorter essays and articles.

WORK EXPECTATIONS

Participation in class discussions, weekly current event assignments, debates, group projects, and individual research projects. There will also be a focus on metacognitive self-reflections and encouraging an intrinsic motivation to learn.

0924 AP Art History and Architecture

Prerequisite: Teacher Recommendation

Grades: 11, 12

Credit: 1

DESCRIPTION

This is an introductory course on the history of art and architecture. A central aim of art history is to determine the original context of works of art in order to understand why they look the way they do and, most importantly, why they were made at all. This course will provide students with a knowledge of the arts from the early Classical Era to the work of living artists today throughout the world. Students who take this course do not have to create art, but need to attend field trips during school to the Metropolitan Museum of Art and the Museum of Modern Art.

TEXT

Gardner's *Art Through the Ages*, enhanced 15th edition, Khan Academy Digital Videos on the History of Art.

WORK EXPECTATION

Projects, Image-Based Multiple Choice Questions, Short Answer Questions, Class Discussions, Project-Based Learning

SUMMER ASSIGNMENTS

Students will be asked to write a 2-page reflection comparing and contrasting two works of art from different time periods on the same topic. A list of suggestions will be provided.

0217 U.S. History and Government

Prerequisite: Global History 10

Grade: 11

Credit: 1

DESCRIPTION

United States History and Government explores important events and themes in the nation's history from the Colonial Era to the present. Class time is devoted to a variety of activities, including discussions, student-centered projects, problem-solving activities, presentations, and simulations. The course emphasizes the development of such skills as written and oral expression, research, and critical thinking.

TEXTS

Berkan et al.'s *American Voices*, Davidson et al.'s *Nation of Nations*

WORK EXPECTATIONS

Participation in discussions/activities, daily reading/writing assignments, quizzes/tests, essays, and research projects.

Successful completion of this course will earn students NYS Regents credit for American History. All students enrolled in this course will take the NYS Regents Examination in U.S. History and Government in June.

0230 AP U.S. History

Prerequisite: Global History 10 and Teacher Recommendation

Grades: 11

Credit: 1

DESCRIPTION

AP United States History is a college-level history course designed, in part, to prepare students for the Advanced Placement United States History Exam and the NYS United States History Regents Exam. Students pursue an in-depth chronological study of major movements, ideas, and events from 1491 to present day. Class time is devoted to a wide variety of activities designed to encourage students to inquire and gain comprehensive knowledge of the nation's past. The course seeks to empower students to analyze and interpret primary and secondary sources, enduring issues, and various other themes. Students will be expected to complete several research-orientated writing assignments and discuss conflicting historical interpretations.

TEXT: *America: The Essential Learning High School Edition*, Shi and Tindall

WORK EXPECTATIONS

Due to the extensive workload, this course is recommended only for highly motivated students. Expectations include participation in Socratic discussions/activities, daily reading/writing assignments, quizzes/tests, essays, and research projects.

Successful completion of this course will earn students NYS Regents credit for American History. All students enrolled in this course will take the NYS Regents Examination in U.S. History and Government in June.

All students are required to sit for the Advanced Placement Examination in May.

0250 AP Psychology

Prerequisite: Teacher Recommendation

Grades: 11, 12

Credits: 1

DESCRIPTION

This full-year course is intended for students who are interested in doing advanced work toward the possible attainment of college credit in psychology. The course is interdisciplinary in nature, drawing heavily on concepts in biological science in addition to the social sciences and history. The course is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. They also learn about the ethics and methods psychologists use in their science and practice.

TEXT: *Psychology*, David G. Myers

WORK EXPECTATIONS

Nightly reading assignments, applied vocabulary quizzes, active research projects, participation in class demonstrations, labs, and oral discussions. Strong writing skills and an ability to work independently are expected.

All students will be required to take the Advanced Placement Exam in May.

0236 Economics

Prerequisite: U.S. History

Grades: 12

Credit: ½

DESCRIPTION

A one-semester course intended to acquaint students with the role of economics in American society. Students study those forces which affect economic decision-making, including the role of government, the role of society, and their own personal roles. Basic concepts such as scarcity, supply and demand, productivity, and opportunity cost are examined. Other economic systems are also studied and compared.

TEXT: *Economics, Institutions and Analysis* by Antell

WORK EXPECTATIONS

Class discussion, daily homework assignments, and tests.

0240 Participation in Government

Prerequisite: U.S. History

Grade: 12

Credit: ½

DESCRIPTION

Participation in Government is a one-semester course designed to prepare students with the skills needed to become responsible citizens. Units include interconnections between the local, state, and national government, the rights and responsibilities of citizenship, political parties, the voting process, the jury system, and lobbying, as well as current events related to the political process and citizenship.

TEXT

National Issues Forum

WORK EXPECTATIONS

Participation in class discussions and activities, daily homework assignments, essays, quizzes, tests.

0234 AP U.S. Government & Politics

Prerequisite: U.S. History and Teacher Recommendation

Grade: 12

Credit: 1

DESCRIPTION

AP United States Government and Politics is a college-level, political science course designed to help students gain a greater understanding of contemporary American politics and the workings of the American Government. It is reading and writing intensive; great emphasis is placed on analytical thinking and the development of strong writing skills. The course begins with an examination of the American political culture. Students then explore the political and ideological roots of the U.S. Constitution, with a special focus on federalism and civil liberties. The primary focus of the course is an investigation of the relationships between the formal and informal institutions of government and their effects on the development of public policy in the United States.

TEXTS

American Government: Continuity and Change, Karen O'Connor and Larry J. Sabato

WORK EXPECTATIONS

Expectations include participation in class discussions/activities, daily reading/writing assignments, quizzes/tests, essays, and research projects.

All students are required to sit for the Advanced Placement Examination in May.

0238 AP Macroeconomics

Prerequisite: U.S. History and Teacher Recommendation

Grade: 12

Credit: 1

DESCRIPTION

This course is an introductory college-level course in macroeconomics. This course will give students a thorough understanding of the principles of economics that apply to the functions of individual decision-makers, both consumers and producers, within the larger economic system. Macroeconomics will give students a thorough understanding of the principles of economics that apply to an economic system as a whole. Particular emphasis will be placed on the study of national income and price determination, economic performance measures, banking and money supply, economic growth, and international economics. Students are also encouraged to pursue microeconomics topics.

TEXT:

Foundations of Economics, 7th Edition, by Bade and Parkin

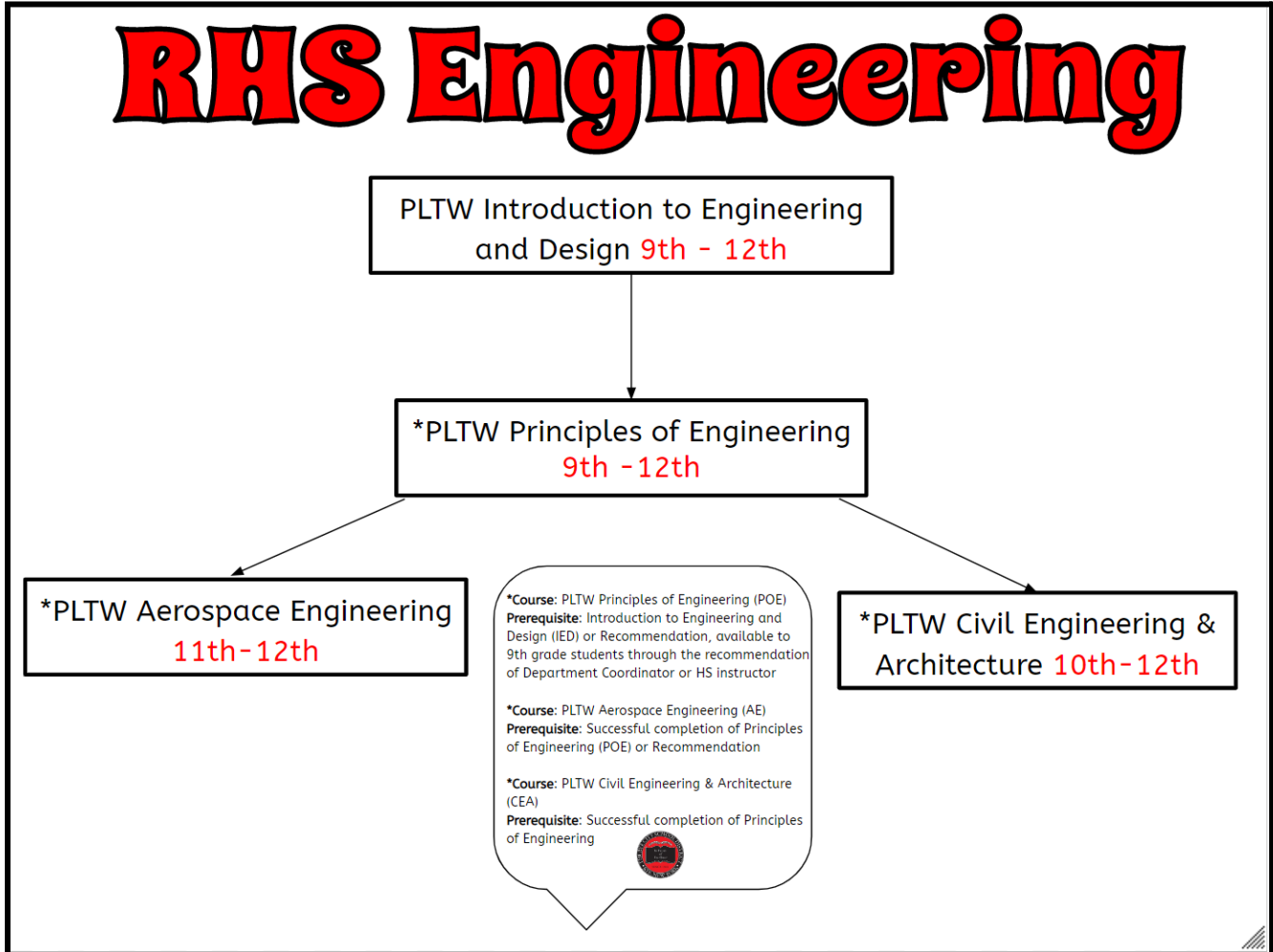
WORK EXPECTATIONS

Daily homework, periodic quizzes and tests, current economic newspaper articles, and research projects.

All students will be required to take the Advanced Placement exam in May.

ENGINEERING

The courses offered by the Technology Education/STEM (Science, Technology, Engineering and Math) Department promote learning between and among the STEM subject areas. The courses seek to increase technological literacy among students and develop integrative STEM thinking and analysis. Classroom and laboratory experiences will be used to help students make future use of tools and materials, better understand the role of technology in society, and develop an appreciation of proper design and construction techniques using engineering principles.



0547 Project Lead the Way (PLTW) Introduction to Engineering and Design (IED)

Prerequisite: None

Grades: 9, 10, 11, 12

Credit: 1

DESCRIPTION

The major focus of IED is the design process and its application. This is the first class of a technology and engineering elective program called “Project Lead the Way.” Through hands-on projects, students apply engineering standards and document their work. Students use industry-standard, 3D-modeling software to help them design solutions to solve proposed problems, document their work using an engineer’s notebook, and communicate solutions to peers and members of the professional community.

WORK EXPECTATIONS

Students will be using a hands-on approach, 3D-modeling software, 3D printers, and various other tools to bring their ideas to prototype and then to life. Students also learn how to properly document their work and communicate solutions. Students will have a final exam through the program as well as multiple 3D-modeling projects on the computer.

GRADING

Grades are based on activities, assignments, projects, and presentations.

0548 Project Lead the Way (PLTW) Principles of Engineering (POE)

Prerequisite: Introduction to Engineering and Design (IED) or Recommendation, available to 9th grade students through the recommendation of Department Coordinator or HS instructor

Grades: 9, 10, 11, 12

Credit: 1

DESCRIPTION

Students explore a broad range of engineering topics, including mechanisms, the strength of structures and materials, and automation. Students develop skills in problem-solving, research, and design while learning strategies for design process documentation, collaboration, and presentation. Principles of Engineering (POE) is a Project Lead the Way course designed to provide students with an understanding of the field of engineering and engineering technology. The course also includes concerns about social and political consequences of technological changes.

WORK EXPECTATIONS

Students will be using a hands-on approach, VEX kits, and programming with Robot-C, incorporating all of these tools to understand multiple engineering areas.

GRADING

Grades are based on quizzes, projects, presentations, and many building activities.

0544 Project Lead the Way (PLTW) Civil Engineering and Architecture (CEA)

Prerequisite: Successful completion of Principles of Engineering (POE)

Grades: 10, 11, 12

Credit: 1

DESCRIPTION

This course includes an introduction to various factors in building design and construction, including building components and systems, structural design, stormwater management, site design, utilities and services, cost estimation, energy efficiency, and careers in the design and construction industry. Students will be exposed to the design and construction of residential and commercial building projects, design teams and teamwork, communication methods, engineering standards, and technical documentation. The students will use Rivet, a state of the art 3-D design software package from Autodesk, to help them design solutions to solve their major course project.

WORK EXPECTATIONS

Students will be using a hands-on approach, materials, and 3-D design software to understand concepts in civil engineering and architecture.

GRADING

Grades are based on activities, assignments, projects, and presentation

0546 Project Lead the Way (PLTW) Aerospace Engineering (AE)

Prerequisite: Successful completion of Principles of Engineering (POE) or Recommendation

Grades: 11, 12

Credit: 1

DESCRIPTION

This course propels students' learning in the fundamentals of atmospheric and space flight. As they explore the physics of flight, students bring the concepts to life by designing an airfoil, propulsion system, and rockets. They learn basic orbital mechanics using industry-standard software. They also explore robot systems through projects such as remotely operated vehicles. Curriculum provided by Project Lead the Way (PLTW).

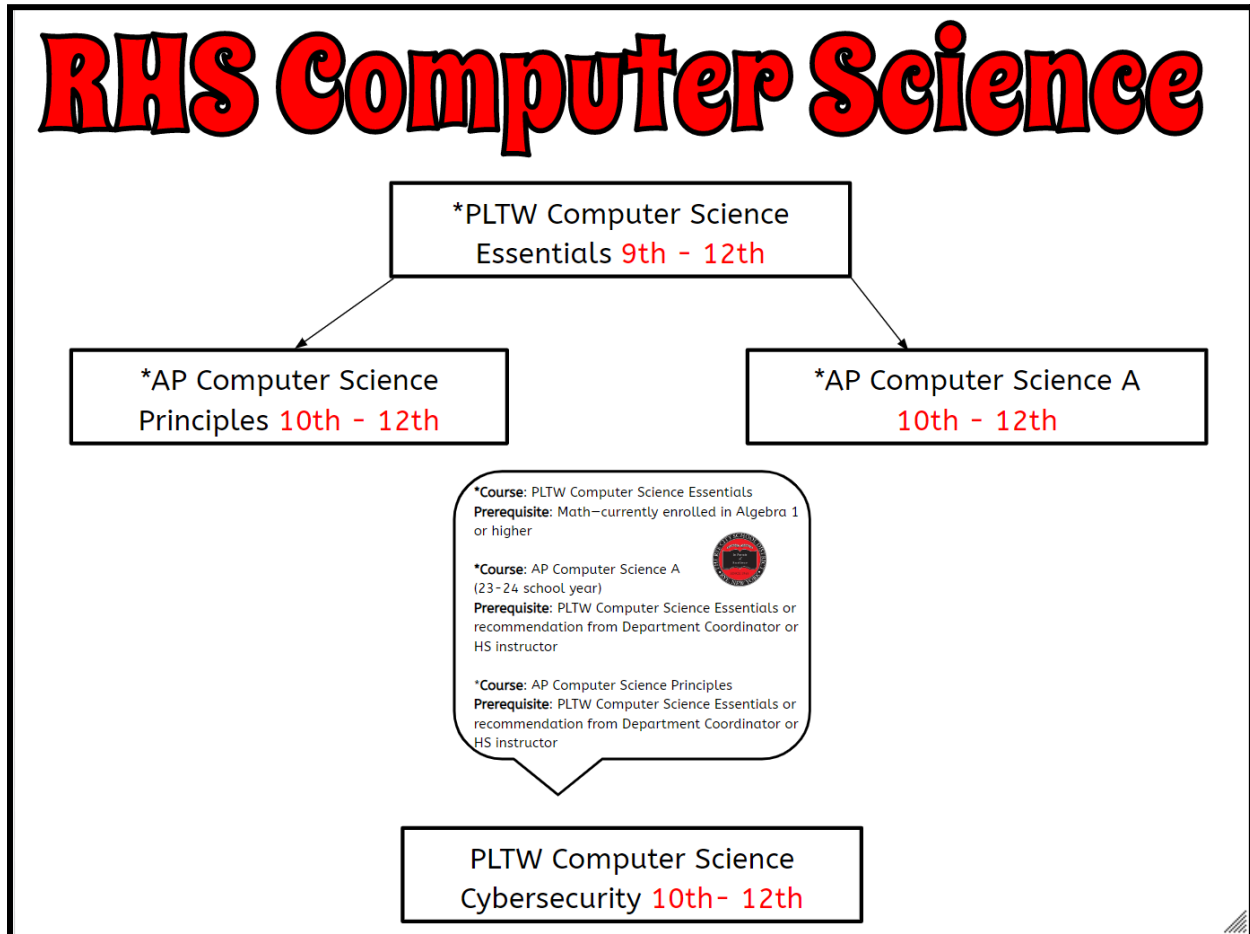
GRADING

Grades are based on activities, assignments, projects, and presentation

WORK EXPECTATIONS

There will be written assignments, computer projects, quizzes, and tests.

COMPUTER SCIENCE



0542 PLTW Computer Science Cybersecurity

Prerequisite: N/A

Grades: 10-12

Credit: 1/2

DESCRIPTION

The design of the course exposes high school students to the ever-growing and far-reaching field of cybersecurity. Students accomplish this through problem-based learning, where students role-play and train as cybersecurity experts. PLTW Cybersecurity strongly connects to the National Cybersecurity Workforce Framework (NICE Framework or NCWF). Created by the National Institute of Standards and Technology (NIST), the framework identifies standards developed by numerous academic, industry, and government organizations. The framework objectives address topics that span K-12 education and guide learning progressions.

The objectives also incorporate many of the big ideas and learning objectives outlined by the College Board and addressed in AP CSP and AP CSA. In addition, the course integrates Computer Science Teachers Association (CSTA) standards. PLTW Cybersecurity gives students a broad exposure to the many aspects of digital and information security while encouraging socially responsible choices and ethical behavior. It inspires algorithmic thinking, computational thinking, and “outside-the-box” thinking. Students explore the many educational and career paths available to cybersecurity experts, as well as other careers that comprise the field of information security.

GRADING

Grades are based on activities, assignments, projects, tests, and presentation.

0541 PLTW Computer Science Essentials

Prerequisite: Math—currently enrolled in Algebra 1 or higher

Grades: 9-12

Credit: 1/2

DESCRIPTION

This course is an excellent entry point for new high school computer science (CS) learners. Students who have prior CS experiences will find ample opportunity to expand upon those experiences in this course. All students who take CSE will have many opportunities for creative expression and exploration in topics of personal interest, whether it be through app development or connecting computing with the physical world.

These intentional connections to widely accepted standards will help students gain confidence and reinforce essential concepts and skills that build toward life-long success in the computer science pathways beyond just PLTW courses. PLTW CSE introduces students to coding fundamentals through an approachable, block-based programming language where they will have early success in creating usable apps. As students sharpen their computational thinking skills, they will transition to programming environments that reinforce coding fundamentals by displaying block programming and text-based programming side-by-side. Finally, students will learn the power of text-based programming as they are introduced to the Python® programming language.

GRADING - Grades are based on activities, assignments, projects, tests, and presentation

WORK EXPECTATIONS - There will be written assignments, computer projects, quizzes, and tests.

0396 AP Computer Science A

Prerequisite: PLTW Computer Science Essentials or recommendation from Department Coordinator or HS instructor

Grades: 10, 11, 12

Credit: 1

DESCRIPTION

This course emphasizes programming methodology and includes the study of algorithms, data structures, and data abstraction. The purpose of this course is to train students in the use of the JAVA programming language. Students will create high-quality, computer-based solutions to real problems. Students electing to take this course will experience computer programming applications in the fields of mathematics, science, business, and engineering.

TEXT - *JAVA Software Solutions*, Lewis/Loftus/Cocking

WORK EXPECTATIONS

Students can expect daily programs along with reading and/or written assignments. In addition, outside-of-class projects will be required, and a minimum of eight hours of outside class work per week is required.

GRADING - Grades are based on activities, assignments, projects, tests, and presentation

All Students are required to take the Advanced Placement exam in May.

0348 AP Computer Science Principles

Prerequisite: PLTW Computer Science Essentials or recommendation from Department Coordinator or HS instructor

Grade: 10, 11, 12

Credit: 1

DESCRIPTION

The curriculum includes inquiry-based activities, videos, and assessments, and computing tools for students to discover core computing concepts. This course will challenge students by having them solve problems individually and collaboratively.

WORK EXPECTATIONS

Daily assignments, both written and online, will be given to help reinforce the material covered in class. In addition, outside research on supplementary topics will be covered.

GRADING - Grades are based on activities, assignments, projects, tests, and presentation.

All students will be required to sit for the Advanced Placement exam in May.

THEATER ARTS

Our Dramatic Arts course of study combines skill-building with conceptual analysis. In each class, theoretical concepts are studied, and corresponding skill-based exercises are prepared for presentation. Both the skills practiced and the concepts studied are specifically ordered in a sequence. Students of all experience levels are encouraged to begin their exploration of the Dramatic Arts with Acting I, where the skills and concepts learned will build a foundation for subsequent learning. Play reading and analysis is at the core of each course.

Theater Arts

Acting 1

Available to grades 9-12



Acting 2

Available to grades 10-12
½ year course

Stagecraft

Available to grades 10-12
½ year course

0583 Acting I

Prerequisite: None

Grades: 9-12

Credit: 1

DESCRIPTION

Acting I is a year-long course in which students will explore the creative process of the professional actor. No prior experience is required; however, students are expected to develop a willingness to perform in front of the class, as this is essential to the acting process. The first quarter focuses on improvisational Theater exercises and scene work to help students acclimate themselves to being in front of an audience as well as to explore the concepts and practices of theatrical presentation, culminating in an in-class performance of a short form improv-comedy show, along the lines of TV's *Whose Line is It Anyway?*

In-class performances/presentations are frequent, and all students are expected to perform. In subsequent quarters, acting techniques are applied to scripted scene-work: monologues, two-person scenes, and multi-person scenes from sources of notable artistic merit. Common performance frustrations are also addressed, and students will develop strategies to solve them. A typical class will involve performance, feedback, and group discussion.

This course meets the New York State required credit for the Music and Art.

0584A Acting II

Prerequisite: Acting I

Grade: 10, 11, 12

Credit: ½

DESCRIPTION

Acting II is a one-semester course in which students will apply the skills they have acquired in Acting I to the time-honored classics of the Theater cannon. The course will follow the development of Theater throughout history, exploring the contexts and styles of several major periods of theatrical development. The tragedies of Ancient Greece and Rome, the dramas of Shakespeare's greatest plays, and modern theater including August Wilson, Lorraine Hansberry, Garcia Lorca and Tennessee Williams will be explored. Coveted roles such as Medea, Lady MacBeth, Blanche DuBois, Stanley Kowalski, Hamlet, Tartuffe, Oedipus, and many others will be available to the students for exploration. The course will study various authors based on the interests of students in the class.

WORK EXPECTATIONS

Students will be expected to have a strong familiarity with the skills developed in Acting I. Students will memorize and perform a scene from famous dramatic works for the class. They will create a portfolio of their work for presentation.

0587 Stagecraft

Prerequisite: None

Grade: 10-12

Credit: ½

DESCRIPTION

Stage Production is a one-semester course that takes a look at major components of a theatrical production from a design perspective. Stage lighting, sound design, costume design, stage make-up, scenic painting, and set construction will all be explored through the lens of a designer's perspective. The first half of the course examines a variety of stage and Theater settings and how each influences the design decisions. Set design and set model building will be the focus. In the second half of the course, students will be exposed to the equipment of the school's Theater facility. Hands-on experience in stage make-up, lighting, and sound equipment will be the focus.

WORK EXPECTATIONS

Satisfactory completion of assigned projects, including a variety of set, costume, lighting, sound and make-up designs.

WORLD LANGUAGE DEPARTMENT

One important asset provided by a well-rounded education is the ability to communicate in more than one language. American Sign Language, French, Latin, Mandarin, and Spanish are offered in grades 9–12. In accordance with the New York State World Language and ACTFL World Readiness standards, the World Language Department strives to develop caring and communicative global citizens. World Language courses prepare students to be successful in a variety of contexts and for multiple purposes in school and in local and global communities. Our courses meet the requirements for a Regents diploma and for admission to a four-year college or university.

SEAL OF BILITERACY

An opportunity afforded to the students of the Rye City School District is the Seal of Biliteracy. This prestigious distinction is available to students who attain a high level of proficiency in two or more languages. Students who demonstrate proficiency in reading, writing, speaking, and listening in two or more languages can be recommended by the Seal of Biliteracy Committee to earn this diploma seal. Interested students complete a student application and work with an advisor to fulfill the New York State requirements. Students who complete a portfolio/project in both languages and successfully present at the Seal of Biliteracy Showcase are awarded this distinction.

TRAJECTORY

Each World Language course focuses on student proficiency objectives, specifically, proficiency targets. To become proficient in the language, students must practice reading, writing, listening and speaking (speaking= signing for ASL) with a predominant focus on speaking. Through benchmarks and progress indicators, students are able to identify their levels of language proficiency. Benchmarks are specific statements of what students should know and be able to do communicatively. Communication focuses on interpersonal, presentational, and the interpretive modes. The chart below shows the proficiency target levels.

Proficiency Targets

Novice Low	Novice Mid	Novice High	Intermediate Low	Intermediate Low/Mid	Intermediate Mid/High	Intermediate High	Intermediate High/Advanced Low	Advanced Low
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World Language Course Sequence



Often Taken in...	*ASL	French	Latin	Mandarin	Spanish		ASL	French	Spanish
6th	Year 1	Year 1	Year 1	Year 1	Year 1	6th	N/A	N/A	N/A
7th	Year 2	Year 2	Year 2	Year 2	Year 2	7th	N/A	N/A	N/A
8th	Year 3	Year 3	Year 3	Year 3	Year 3	8th	N/A	N/A	N/A
9th	Year 4	Year 4	Year 4	Year 4	Year 4	9th	Year 1	Year 1	Year 1
10th	Year 5	Year 5/H	Year 5/H	Year 5/H	Year 5/H	10th	Year 2	Year 2	Year 2
11th	Year 6	Year 6/H	Year 6/H	Year 6/H	Year 6/H	11th	Year 3	Year 3	Year 3
12th		Year 7/H/AP	Year 7/H/AP	Year 7/H/AP	Adv. Com./AP	12th	Year 4	Year 4	Year 4

This chart represents the World Language sequence for the majority of students who begin in Rye Middle School.

This chart represents the World Language sequence for students who begin a new language in Rye HS.

*Students who took ASL Novice will transition into ASL Year 2.

AMERICAN SIGN LANGUAGE

*****ASL 1 will not be offered in the 2023-2024 School Year.*****

0504A American Sign Language Year 2

Prerequisite: American Sign Language Year 1 or ASL Novice and teacher recommendation

Grades: 9-12

Credit: 1

DESCRIPTION

This course is for students who completed ASL 1. In this course, students will learn vocabulary and grammatical structures to be able to express and understand signed language in order to communicate effectively in ASL. This course will explore the products, practices, and perspectives of the target culture. Students will achieve an **Intermediate Low Level of Proficiency**. Students will be able to use ASL for communication and develop cross-cultural understanding.

0502A American Sign Language Year 3

Prerequisite: American Sign Language Year 2 and teacher recommendation

Grades: 9-12

Credit: 1

DESCRIPTION

This course is for students who completed ASL Year 2. In this course, students will learn vocabulary and grammatical structures to be able to express and understand signed language in order to communicate effectively in ASL. This course will explore the products, practices, and perspectives of the target culture. Students will achieve an **Intermediate Mid (I-3) Level of Proficiency**. Students will be able to use ASL for communication and develop cross-cultural understanding.

0516A American Sign Language Year 4

Prerequisite: American Sign Language Year 3 and teacher recommendation

Grades: 9-12

Credit: 1

DESCRIPTION

This course is for students who completed ASL Year 3. In this course, students will continue to develop their ability to communicate in ASL. Students will learn advanced vocabulary and grammatical structures to be able to express and understand signed language in order to communicate effectively in ASL. This course will explore the products, practices, and perspectives of the target culture. Students will achieve an **Intermediate Mid (I-4) Level of Proficiency**. Students will be able to use ASL for communication and develop cross-cultural understanding.

0517 American Sign Language Year 5

Prerequisite: American Sign Language Year 4 and teacher recommendation

Grades: 9-12

Credit: 1

DESCRIPTION

This course is for students who completed ASL Year 4. In this course, students will continue to develop their ability to communicate in ASL. Students will learn advanced vocabulary and grammatical structures to be able to express and understand signed language in order to communicate effectively in ASL. This course will explore the products, practices, and perspectives of the target culture. Students will achieve an **Intermediate Mid-High Level of Proficiency**. Students will be able to use ASL for communication and develop cross-cultural understanding.

All students enrolled in this course will take the Checkpoint B exam, the assessment for the second level of proficiency in NYS.

0518 American Sign Language Year 6

Prerequisite: American Sign Language Year 5 and teacher recommendation

Grades: 9-12

Credit: 1

DESCRIPTION

This course is for students who completed ASL Year 5. In this course, students will continue to develop their ability to communicate in ASL. Students will learn advanced vocabulary and grammatical structures to be able to express and understand signed language in order to communicate effectively in ASL. This course will explore the products, practices, and perspectives of the target culture. Students will achieve an **Intermediate High Level of Proficiency**. Students will be able to use ASL for communication and develop cross-cultural understanding.

FRENCH

0400 French Year 1

Prerequisite: None

Grades: 9-12

Credit: 1

DESCRIPTION

This course is an introduction to the French language. In this course, students will learn vocabulary and grammatical structures to be able to speak, understand, read, and write in order to communicate effectively in French. This course will explore the products, practices, and perspectives of the target culture. Students will achieve a **Novice High Level of Proficiency**. Students will be able to use the French language for communication and develop cross-cultural understanding.

0406A French Year 2

Prerequisite: French Year 1 and teacher recommendation

Grades: 9-12

Credit: 1

DESCRIPTION

In this course, students will learn vocabulary and grammatical structures to be able to speak, understand, read, and write in order to communicate effectively in French. This course will explore the products, practices, and perspectives of the target culture. Students will achieve an **Intermediate Low Level of Proficiency**. Students will be able to use French for communication and develop cross-cultural understanding.

*****French Year 3 will not be offered in the 2023-2024 School Year.*****

0422A French Year 4

Prerequisite: French Year 3 and teacher recommendation

Grades: 9-12

Credit: 1

DESCRIPTION

In this course, students will learn vocabulary and grammatical structures to be able to speak, understand, read, and write in order to communicate effectively in French. This course will explore the products, practices, and perspectives of the target culture. Students will achieve an **Intermediate Mid (I-4) Level of Proficiency**. Students will be able to use French language for communication and will develop cross-cultural understanding.

0519 French Year 5

Prerequisite: French Year 4 and teacher recommendation

Grades: 9-12

Credit: 1

DESCRIPTION

In this course, students will learn vocabulary and grammatical structures to be able to speak, understand, read, and write in order to communicate effectively in French. This course will explore the products, practices, and perspectives of the target culture. Students will achieve an **Intermediate High-Low Level of Proficiency**. Students will be able to use the French language for communication and develop cross-cultural understanding.

All students enrolled in this course will take the Checkpoint B exam, the assessment for the second level of proficiency in NYS.

0520 French Year 5H

Prerequisite: French Year 4 and teacher recommendation

Grades: 9-12

Credit: 1

DESCRIPTION

In this course, students will learn vocabulary and grammatical structures to be able to speak, understand, read, and write in order to communicate effectively in French. This course will explore the products, practices, and perspectives of the target culture. Students will achieve an **Intermediate High-Low Level of Proficiency**. Students will be able to use the French language for communication and develop cross-cultural understanding. Tasks such as reading, writing, listening, and speaking prompts are more challenging at the Honors level.

All students enrolled in this course will take the locally developed Checkpoint B exam, the assessment for the second level of proficiency in NYS.

0521 French Year 6

Prerequisite: French Year 5 and teacher recommendation

Grades: 9-12

Credit: 1

DESCRIPTION

Students will continue to develop their ability to communicate in French. In this course, students will learn vocabulary and grammatical structures to be able to speak, understand, read, and write in order to communicate effectively in French. This course will explore the products, practices, and perspectives of the target culture. Students will achieve an **Intermediate High Level of Proficiency**. Students will be able to use the French language for communication and develop cross-cultural understanding.

0522 French Year 6 Honors

Prerequisite: French Year 5H and teacher recommendation and teacher recommendation

Grades: 9-12

Credit: 1

DESCRIPTION

In this fast-paced, rigorous course, students will learn vocabulary and grammatical structures to be able to speak, understand, read, and write in order to communicate effectively in French. This course will explore the products, practices, and perspectives of the target culture. Students will achieve an **Intermediate High level of Proficiency**. Students will be able to use the French language for communication and develop cross-cultural understanding. Tasks such as reading, writing, listening, and speaking prompts are more challenging at the Honors level.

0432A French Year 7

Prerequisite: French Year 6 and teacher recommendation

Grades: 9-12

Credit: 1

DESCRIPTION

Students will continue to develop their ability to communicate in French. In this course, students will continue to learn vocabulary and grammatical structures to be able to speak, understand, read, and write in order to communicate effectively in French. This course will explore the products, practices, and perspectives of the target cultures. Students will achieve an **Advanced Low Level of Proficiency**. Students will be able to use French language for communication and will develop cross-cultural understanding.

This course is available for dual enrollment with St. John's University. Students may earn up to 3 college credits per semester.

0430A French Year 7 Honors

Prerequisite: French Year 6H and teacher recommendation

Grades: 9-12

Credit: 1

DESCRIPTION

In this fast-paced, rigorous course, students will continue to develop their ability to communicate in French. In this course, students will learn vocabulary and grammatical structures to be able to speak, understand, read, and write in order to communicate effectively in French. This course will explore the products, practices, and perspectives of the target cultures. Students will achieve an **Advanced Low level of Proficiency**. Students will be able to use the French language for communication and develop cross-cultural understanding. Tasks such as reading, writing, listening, and speaking prompts are more challenging at the Honors level.

This course is available for dual enrollment with St. John's University. Students may earn up to 3 college credits per semester.

0436 AP French Language and Culture

Prerequisite: French Year 6 and teacher recommendation

Grade: 9-12

Credit: 1

DESCRIPTION

In this fast-paced, rigorous course, students will continue to develop their ability to communicate in French. Students will learn vocabulary and grammatical structures to be able to speak, understand, read, and write in order to communicate effectively in French. This course will explore the products, practices, and perspectives of the target culture. Students will achieve an **Advanced Low level of Proficiency**. Students will be able to use the French language for communication and develop cross-cultural understanding. Tasks such as reading and writing are timed. The tasks are more challenging, and the benchmark for communication is higher than French 5H.

This course is available for dual enrollment with St. John's University. Students may earn up to 3 college credits per semester.

All students are required to take the Advanced Placement exam in May.

LATIN

0490 Latin Year 1

Prerequisite: None

Grades: 9-12

Credit: 1

DESCRIPTION

This course is an introduction to the grammar, vocabulary, and syntax of ancient Latin. In this course, students will begin to read and translate Roman texts. Students will also study Greek and Roman myths, the most important gods, goddesses, and heroes, as well as the early kings of Rome.

TEXTS

Ecce Romani 1, 4th Edition

*****Latin Years 2 and 3 will not be offered in the 2023-2024 School Year.*****

0492A Latin Year 4

Prerequisite: Latin Year 3 and teacher recommendation

Grades: 9-12

Credit: 1

DESCRIPTION

This course will increase the student's ability to read original Roman texts. Formal study of grammar will continue with emphasis on participles and on the usage of the subjunctive mood. Through reading, students will enlarge their vocabulary, consolidate their grammar, and deepen their understanding of Roman culture. Continuing attention is given to Latin derivatives in English and Romance languages.

TEXTS

Ecce Romani, Book II by Lawall and Tafe; additional readings selected by teacher

0494A Latin Year 5

Prerequisite: Latin Year 4 and teacher recommendation

Grades: 9-12

Credit: 1

DESCRIPTION

This course surveys the history and literature of Rome from its founding until A.D. 100, with particular emphasis on the change from the Republican form of government to the Empire. Readings are drawn from a variety of Roman authors, including: Eutropius, Cicero, Caesar, Catullus, and Ovid. All grammar from Latin 1 and 2 is reviewed, and additional advanced topics are presented.

TEXTS

Ecce Romani, Book III by Palma & Perry

All students enrolled in this course will take the Checkpoint B exam, the assessment for the second level of proficiency in NYS.

0496A Latin Year 5 Honors

Prerequisite: Latin Year 4 and teacher recommendation

Grades: 9-12

Credit: 1

DESCRIPTION

This course has the same goals and format as the Latin 5. Students will be required to do extra readings and writing assignments beyond those expected of Latin 5 students.

TEXTS

Ecce Romani, Book III by Palma & Perry

All students enrolled in this course will take the Checkpoint B exam, the assessment for the second level of proficiency in NYS.

0497A Latin Year 6

Prerequisite: Latin Year 5 and teacher recommendation

Grades: 9-12

Credit: 1

DESCRIPTION

In this course, students study in-depth, selected masterpieces of Roman literature written between 200 B.C. and A.D. 100. Both prose and poetry are covered. In addition to reading the assigned texts, students study the cultural and historical background necessary to understand and examine the influence these works have exercised in subsequent centuries. Grammar review and vocabulary development are encouraged in order to improve reading skills.

TEXTS

Love and Betrayal: A Catullus Reader by Aronson, Arnold, and Lawall; *The Metamorphoses* by Ovid; *Cicero and Sallust: On the Conspiracy of Catiline* by Barnes and Ramsey; *A Call to Conquest* by Perry

0498A Latin Year 6 Honors

Prerequisite: Latin Year 5 Honors and teacher recommendation

Grades: 9-12

Credit: 1

DESCRIPTION

This course has the same goals and format as Latin 6. Students will be required to do extra readings and writing assignments beyond those expected of Latin 6 students.

TEXTS

Love and Betrayal: A Catullus Reader by Aronson, Arnold, and Lawall; *The Metamorphoses* by Ovid; *Cicero and Sallust: On the Conspiracy of Catiline* by Barnes and Ramsey; *A Call to Conquest* by Perry.

0499A Latin Year 7

Prerequisite: Latin Year 6 and teacher recommendation

Grade: 9-12

Credit: 1

DESCRIPTION

This course has the same goals and format as Advanced Placement Latin, but students will not sit for the Advanced Placement Exam. Assessments are differentiated from those of Advanced Placement Students.

TEXTS

A Song of War: Readings from Vergil's Aeneid by LaFleur and McKay; *A Call to Conquest* by Perry

0500A Latin Year 7 Honors

Prerequisite: Latin Year 6 or Year 6H and teacher recommendation

Grade: 9-12

Credit: 1

DESCRIPTION

This course has the same goals and format as Advanced Placement Latin, but students will not sit for the Advanced Placement Exam. Assessments are differentiated from those of Advanced Placement Students. Students will be required to do extra readings and writing assignments beyond those expected of Latin 7 students.

TEXTS

A Song of War: Readings from Vergil's Aeneid by LaFleur and McKay; *A Call to Conquest* by Perry

0501 AP Latin Literature

Prerequisite: Latin Year 6 or Year 6H and teacher recommendation

Grade: 9-12

Credit: 1

DESCRIPTION

This course prepares students to take the new Advanced Placement Latin Literature Examination. In this course, students will receive extensive practice in writing analytical essays in the style used on the Advanced Placement Latin exam. Through vocabulary development and grammar review, students will increase their ability to read Latin.

TEXTS

A Song of War: Readings from Vergil's Aeneid by LaFleur and McKay; *A Call to Conquest* by Perry

All students are required to take the Advanced Placement exam in May.

MANDARIN

0505 Mandarin Year 1

Prerequisite: None

Grades: 9-12

Credit: 1

DESCRIPTION

This course is designed to introduce students to the basics of Mandarin. The four major language skills of speaking, listening, writing, and reading will be emphasized. Students will learn the pinyin system of writing Chinese phonetically before moving on to Chinese characters. Initially, students will learn to write and read simplified Chinese characters while being exposed to characters. The course provides communicative activities to develop proficiency. Emphasis is placed on structure, reading and writing. Students will achieve a **Novice Mid Level of Proficiency** and use the Mandarin language for communication and develop cross-cultural understanding.

TEXT

Discovering Chinese textbook, workbook, and character book; *Integrated Chinese Level 1 Part 1* textbook, workbook, and character book

*****Mandarin Years 2 and 3 will not be offered in the 2023-2024 School Year.*****

0506A Mandarin Year 4

Prerequisite: Mandarin Year 3 teacher recommendation

Grades: 9-12

Credit: 1

DESCRIPTION

This course builds upon skills learned the previous year. The students will be expected to understand Mandarin in greater depth and speak with more fluency and comfort. More complex sentence structures will be introduced. Selected readings will be used to expand vocabulary. Students will achieve an **Intermediate Mid- Level of Proficiency** and use the Mandarin language for communication and develop cross-cultural understanding.

TEXT

Integrated Chinese Level 1 Part 1 & Part 2 textbook, workbook, and character book

0508A Mandarin Year 5

Prerequisite: Mandarin Year 4 and teacher recommendation

Grades: 9-12

Credit: 1

DESCRIPTION

This course builds upon skills learned the previous year. The students will be expected to understand Mandarin in greater depth and speak with more fluency and comfort. The students will be expected to be able to write paragraphs using Chinese characters. There will be more opportunities for students to participate in diverse and creative role-play situations. More complex sentence structures will be introduced. Selected readings will be used to expand vocabulary. Students will achieve an **Intermediate Mid Level of Proficiency** and use the Mandarin language for communication and develop cross-cultural understanding.

TEXT

Integrated Chinese Level 1, Part 2 textbook, workbook and character book

All students enrolled in this course will take the Checkpoint B exam, the assessment for the second level of proficiency in NYS.

0509A Mandarin Year 5 Honors

Prerequisite: Mandarin Year 4 and teacher recommendation

Grades: 9-12

Credit: 1

DESCRIPTION

This course builds upon skills learned the previous year. The students will be expected to understand Mandarin in greater depth and speak with more fluency and comfort. They will also be expected to write descriptive and persuasive paragraphs using only Chinese characters. More complex sentence structures will be introduced. Selected readings will be used to expand vocabulary. Students will achieve an **Intermediate Mid Level of Proficiency** and use the Mandarin language for communication and develop cross-cultural understanding.

TEXT

Integrated Chinese Level 1, Part 2 textbook, workbook and character book.

All students enrolled in this course will take the Checkpoint B exam, the assessment for the second level of proficiency in NYS.

0510A Mandarin Year 6

Prerequisite: Mandarin Year 5 and teacher recommendation

Grades: 9-12

Credit: 1

DESCRIPTION

This course builds upon skills learned the previous year. The students will be expected to understand Mandarin in greater depth and speak with more fluency and facility. The students will be expected to write paragraphs using only Chinese characters. There will be more opportunities for students to participate in diverse and creative role-play situations. More complex and sophisticated sentence structures will be introduced. Selected readings will be used to expand vocabulary. Students will achieve an **Intermediate High- Level of Proficiency** and use the Mandarin language for communication and develop cross-cultural understanding.

TEXT

Integrated Chinese Level 1, Part 2 textbook, workbook and character book

0511A Mandarin Year 6 Honors

Prerequisite: Mandarin Year 5H and teacher recommendation

Grades: 9-12

Credit: 1

DESCRIPTION

This course builds upon skills learned the previous year. In addition to the content covered in Mandarin 4, the students will be expected to understand Mandarin in greater depth and speak with more fluency and facility. They will write Chinese compositions with richer vocabulary and more sophisticated syntax, and further develop their oral and written presentation skills. Selected readings will be used to expand vocabulary. Students will achieve an **Intermediate High-Level of Proficiency** and use the Mandarin language for communication and develop cross-cultural understanding.

TEXT

Integrated Chinese Level 1, Part 2 textbook, workbook and character book

0512A Mandarin Year 7

Prerequisite: Mandarin 6 and teacher recommendation

Grades: 9-12

Credit: 1

DESCRIPTION

Mandarin 5 has the same goals and format as Mandarin 5H, but students will write shorter paragraphs and dialogues in Mandarin. Students will enhance their levels of proficiency in speaking, reading, writing and understanding. Students will achieve an Intermediate **High Level of Proficiency** and use the Mandarin language for communication and develop cross-cultural understanding.

Available for dual enrollment with St. John's University. Students may earn up to 3 college credits per semester.

TEXT

Integrated Chinese Level 2 Part 1 Textbook, workbook and character book

0513A Mandarin Year 7 Honors

Prerequisite: Mandarin Year 6H and teacher recommendation

Grades: 9-12

Credit: 1

DESCRIPTION

This course builds upon skills learned the previous years. Students must use their expanded vocabulary in class discussion. Grammar points will be reviewed and expanded. Students will learn idiomatic expressions and proverbs. Students will analyze, debate, and give potential solutions or advice in different situations. Students will write paragraphs and dialogues in Mandarin. Students will be expected to have a higher level proficiency in speaking, reading, writing, and understanding Mandarin than those in Mandarin 5. Selected cultural topics will be presented. Students will achieve an Intermediate **High Level of Proficiency** and use the Mandarin language for communication and develop cross-cultural understanding.

TEXT

Integrated Chinese Level 2 Part 1 Textbook, workbook and character book

Available for dual enrollment with St. John's University. Students may earn up to 3 college credits per semester.

SPANISH

0440A Spanish Year 1

Prerequisite: None

Grades: 9-12

Credit: 1

DESCRIPTION

This course is an introduction to the Spanish language. In this course, students will learn vocabulary and grammatical structures to be able to speak, understand, read, and write in order to communicate effectively in Spanish. This course will explore the products, practices, and perspectives of the target culture. Students will achieve a **Novice High Level of Proficiency**. Students will be able to use the Spanish language for communication and develop cross-cultural understanding.

0454A Spanish Year 2

Prerequisite: Spanish Year 1 and teacher recommendation

Grades: 9-12

Credit: 1

DESCRIPTION

In this course, students will learn vocabulary and grammatical structures to be able to speak, understand, read, and write in order to communicate effectively in Spanish. This course will explore the products, practices, and perspectives of the target culture. Students will achieve an **Intermediate Low Level of Proficiency**. Students will be able to use Spanish language for communication and develop cross-cultural understanding.

0462A Spanish Year 3

Prerequisite: Spanish Year 2 and teacher recommendation

Grades: 9-12

Credit: 1

DESCRIPTION

This course will enhance students' language proficiency. In this course, students will learn vocabulary and grammatical structures to be able to speak, understand, read, and write in order to communicate effectively in Spanish. This course will explore the products, practices, and perspectives of the target culture. Students will achieve an **Intermediate Low-Mid Level of Proficiency**. Students will be able to use Spanish language for communication and develop cross-cultural understanding.

0472A Spanish Year 4

Prerequisite: Spanish Year 3 and teacher recommendation

Grades: 9-12

Credit: 1

DESCRIPTION

In this course, students will learn vocabulary and grammatical structures to be able to speak, understand, read, and write in order to communicate effectively in Spanish. This course will explore the products, practices, and perspectives of the target culture. Students will achieve an **Intermediate Mid (I-4) Level of Proficiency**. Students will be able to use Spanish language for communication and develop cross-cultural understanding.

0523 Spanish Year 5

Prerequisite: Spanish Year 4 and teacher recommendation

Grades: 9-12

Credit: 1

DESCRIPTION

Students will continue to develop their ability to communicate in Spanish. In this course, students will learn vocabulary and grammatical structures to be able to speak, understand, read, and write in order to communicate effectively in Spanish. This course will explore the products, practices, and perspectives of the target culture. Students will achieve an **Intermediate High-Low level of Proficiency**. Students will be able to use Spanish language for communication and develop cross-cultural understanding.

All students enrolled in this course will take the Checkpoint B exam, the assessment for the second level of proficiency in NYS.

0523A Spanish Year 5 Honors

Prerequisite: Spanish Year 4 and teacher recommendation

Grades: 9-12

Credit: 1

DESCRIPTION

In this fast-paced, rigorous course, students will learn vocabulary and grammatical structures to be able to speak, understand, read, and write in order to communicate effectively in Spanish. This course will explore the products, practices, and perspectives of the target culture. Students will achieve an **Intermediate High-Low level of Proficiency**. Students will be able to use Spanish language for communication and develop cross-cultural understanding. In this honors level course, students will learn and apply more vocabulary at a deeper level. There are additional grammatical concepts as well.

All students enrolled in this course will take the Checkpoint B exam, the assessment for the second level of proficiency in NYS.

0484A Spanish Year 6

Prerequisite: Spanish Year 5 and teacher recommendation

Grades: 9-12

Credit: 1

DESCRIPTION

Students will continue to develop their ability to communicate in Spanish. Students will continue to learn vocabulary and grammatical structures to be able to speak, understand, read, and write in order to communicate effectively in Spanish. This course will explore the products, practices, and perspectives of the target cultures. Students will achieve an **Intermediate High Level of Proficiency**. Students will be able to use Spanish language for communication and develop cross-cultural understanding.

Available for dual enrollment with St. John's University. Students may earn up to 3 college credits per semester.

0482A Spanish Year 6 Honors

Prerequisite: Spanish Year 5H and teacher recommendation

Grades: 9-12

Credit: 1

DESCRIPTION

In this fast-paced, rigorous course, students will continue to develop their ability to communicate in Spanish. Students will learn vocabulary and grammatical structures to be able to speak, understand, read, and write in order to communicate effectively in Spanish. This course will explore the products, practices, and perspectives of the target cultures. Students will achieve an **Intermediate High Level of Proficiency**. In this honors level course, students will learn and apply more vocabulary at a deeper level. There are additional grammatical concepts as well. Students will be able to use Spanish language for communication and develop cross-cultural understanding.

Available for dual enrollment with St. John's University. Students may earn up to 3 college credits per semester.

0486 Advanced Spanish Communication

Prerequisite: Spanish 6 or 6H and teacher recommendation

Grades: 9-12

Credit: 1

DESCRIPTION

This course will help students enhance their language proficiency with a focus on cultural competence. Students will learn vocabulary and grammatical structures to be able to speak, understand, read, and write in order to communicate effectively in Spanish. This course will explore the products, practices, and perspectives of the target cultures. Students will achieve an **Advanced Low level of Proficiency**. Students will be able to use Spanish language for communication and develop cross-cultural understanding.

0488 AP Spanish Language and Culture

Prerequisite: Spanish 6H and teacher recommendation

Grade: 12

Credit: 1

DESCRIPTION

In this fast-paced, rigorous course, students will continue to develop their ability to communicate in Spanish. Students will learn vocabulary and grammatical structures to be able to speak, understand, read, and write in order to communicate effectively in Spanish. This course will explore the products, practices, and perspectives of the target culture. Students will achieve an **Advanced Low level of Proficiency**. Tasks such as reading and writing are timed. Students will be able to use Spanish language for communication and develop cross-cultural understanding.

All students are required to take the Advanced Placement exam in May.