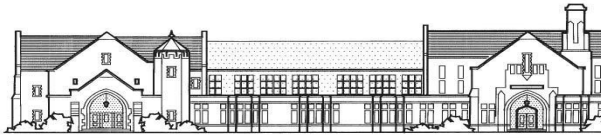


RYE HIGH SCHOOL

***COURSE  
CATALOG***

2024 - 2025





# RYE HIGH SCHOOL

One Parsons Street, Rye, NY 10580

Phone (914) 967-6100

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Dear Rye High School Students,

The four years you have in high school are the perfect opportunity to explore interests and get to know yourself better. These are the years to grow and start to develop your path to what comes next in your specific journey. It is our hope that each year you grow more confident in your strengths and interests and that these years help to shape the options available at the conclusion of your high school program. The faculty and staff at Rye High School are dedicated to helping each of you find your passions, set goals, and ultimately develop skills to achieve them.

This Course Catalog serves as a valuable resource for you to create an academic program for the coming year in alignment with your interests and needs. 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 each area and your overall course load. **It is important that students seek to select a program that balances academic challenge and social and emotional wellness.** We will be sending additional resources from our student body and Department Coordinators to support your family in the discussions and decisions that work best for you as a student and person.

Please take the course selection process seriously as it impacts our offerings and what is ultimately available to students. To provide the best possible foundation in understanding the process and options, we will continue to offer the following:

- *A February 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.*
- *Additional resources sent to families and shared via Google Folders.*
- *Presentations to in classes on all offerings.*
- *Individual student meetings with school counselors to discuss selections.*
- *Course listings released in June for any necessary discussion around potential changes.*

Our course offerings and our yearly master schedule are **entirely** 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 upon availability in courses up until the end of the add/drop period. **Please choose carefully, realizing you may be unable to change the selections.** It is our hope that using a multi-pronged approach will ensure that you have all the necessary information to make an informed decision with which you are comfortable.

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

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**Rye High School**  
One Parsons Street  
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Dr. William Meyer, Assistant Principal

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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
<b>Total</b>	<b><u>22</u></b>

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, 1 credit in a physical science, and 1 additional course in the content.

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](#). Students also have the option to use [Department-Approved Alternatives](#), if needed.

<b>English Language Arts</b>	<b>Math</b>	<b>Science</b>	<b>Social Studies</b>	<b>Pathway</b>
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In the 2024-2025 school year, our school will offer English, Algebra I, Earth and Space Sciences (*formerly Earth Science*), Life Science Biology (*formerly 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 [Diploma/Credential Requirements](#) for information. School Counselors can answer 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
Life Science Biology	Chemistry or Earth and Space Sciences	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 at a time. 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 when available as noted in Course Descriptions.

## 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.

- Class of 2025 - 60 hours
- Class of 2026 - 60 hours
- Class of 2027 - Grade-Level Community Service Project Provided by RHS **PLUS** 10 additional, independent hours.
- Class of 2028 - Grade-Level Community Service Project Provided by RHS

# IMPORTANT INFORMATION

## 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 \$97 for each exam. Please see the Assistant Principals with any specific questions.

## DUAL ENROLLMENT

Dual Enrollment programs are offered to students in qualified courses. Students have an opportunity to earn college credit while still in high school. The programs provide reduced tuition costs to students and parents and serve as an assessment of a student's ability to do college-level work. 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.

### 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. During the 2023-2024 school year, tuition was \$325 per course. Currently, four courses have been approved as part of the College Advantage Program: Calculus, French 7H/AP, Mandarin 5/5H, and Spanish 6/6H. 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.

### Syracuse University Project Advance (SUPA)

The SUPA Program provides qualified students concurrent enrollment in their specific high school courses and comparable, college credit-bearing courses. Currently, two courses have been approved for this program, SUPA Forensics and SUPA Science Research. For the 2023-2024 school year, the 4-credit Forensics course cost \$460. SUPA Science Research offers the opportunity for 11th and 12th grade students to earn 4 credits each year, with each course in the 23-24 school year costing \$460.

### Westchester Community College Early College Experience

Westchester Community College Early College Experience provides qualified students concurrent enrollment in their specific high school courses and comparable, college credit-bearing courses. Students must be on track to complete New York State high school graduation requirements and meet all necessary prerequisites for the college course as defined in the college's course catalog. During the 2023-2024 school year, tuition was \$217 per course. Currently, Contemporary Math has been approved for this program.

## 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.

## **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 **ALL sessions** (periods) that 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. These schedules are also available to students in the grade-level Google Classrooms.

### **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 during free time. All students are welcome in the Tutoring Center for academic support during free periods, lunch, or other times at which the Tutoring Center is open.

### **Peer Tutoring**

Peer Tutoring is available twice weekly with National Honor Society Tutors in Room 150. Reach out to the Assistant Principals with any additional questions for support.

### **Writing Lab**

The Writing Lab is located in Room 166, along the back hallway of the first floor. Open from 8am through 2:50, this resource provides all students the opportunity to meet with RHS English teachers at any point in the writing process. Brainstorming, outlining, discussing ideas, paragraph development, and revision are all options for students who drop-in.

### **Math Lab**

The Math Lab is open during all class sessions throughout the school day and staffed by RHS Math teachers. Students in all levels of math are able and encouraged to drop in for specific questions or some practice on topics of concern in mathematics.

## SCHOOL COUNSELING

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.

## SOCIAL WORK

Located in the suite across from the Main Office at Rye High School, the Social Worker is available for students in distress or who may need additional emotional assistance and support.

## PSYCHOLOGY

The two school psychologists at Rye High School are also located in the suite across from the Main Office. Serving as both CSE chairpeople and counseling support for our students, these individuals provided services throughout the day.

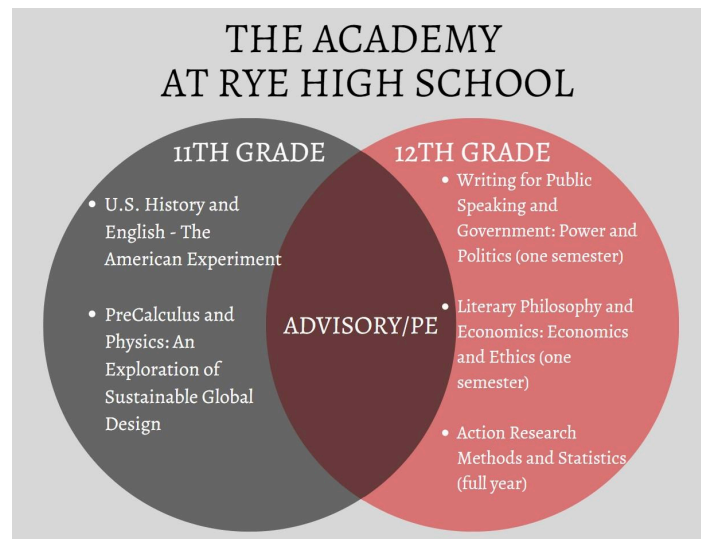
# ACADEMY AT RYE HIGH SCHOOL

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/PE, a student-led investigation of community building and physical/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.

This program is application-based, and students who do not meet all requirements below must reach out to the administrators of the program prior to applying.



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## **0150 U.S. History and English - The American Experiment**

**Prerequisite:** Successful completion of English 10; Global History 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 Physical 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.

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## **0237 Writing for Public Speaking and Government: Power and Politics**

**Prerequisite:** Successful completion of 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.

*This course meets the New York State Requirement for Government.*

## **0243 Literary Philosophy and Economics: 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.

*This course meets the New York State Requirement for Economics.*

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## **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 (Life or Physical determined based on student research focus and need toward NYS Graduation Requirements); 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	<b>STUDIO ART DIGITAL MEDIA</b> 1/2 CREDIT, 9-12 grade meets NYS Art requirement	<b>AP STUDIO ART 2D DESIGN DIGITAL MEDIA</b> 1 CREDIT, 10-12 grade 1 credit in photography or digital media electives prerequisite	
	<b>STUDIO ART GRAPHIC DESIGN &amp; ANIMATION</b> 1/2 CREDIT, 9-12 grade meets NYS Art requirement	<b>ADVANCED DIGITAL MEDIA</b> 1/2 CREDIT, 10-12 grade Studio Art Digital Media or Graphic Design prerequisite	<b>YEARBOOK/JOURNALISM</b> 1 CREDIT 11-12 grade
2D DESIGN TRACK	<b>STUDIO ART PAINTING &amp; DRAWING</b> 1/2 CREDIT, 9-12 grade meets NYS Art requirement	<b>ADVANCED PAINTING &amp; DRAWING</b> 1/2 CREDIT, 10-12 grade Painting & Drawing prerequisite	<b>AP STUDIO ART DRAWING</b> 1 CREDIT, 11-12 grade 1 credit in Art electives, including an advanced level class prerequisite
	<b>STUDIO ART MIXED MEDIA</b> 1/2 CREDIT, 9-12 grade meets NYS Art requirement	<b>ADVANCED STUDIO ART MIXED MEDIA</b> 1/2 CREDIT, 10-12 grade Studio Art Mixed Media prerequisite	<b>AP STUDIO ART 2D DESIGN</b> 1 CREDIT, 11-12 grade 1 credit in Art electives, including an advanced level class prerequisite
3D DESIGN TRACK	<b>STUDIO 3D DESIGN &amp; ARCHITECTURE</b> 1/2 CREDIT, 9-12 grade meets NYS Art requirement	<b>CERAMICS</b> 1/2 CREDIT, 10-12 grade	<b>ADVANCED CERAMICS</b> 1/2 CREDIT, 10-12 grade Ceramics prerequisite

## **0909A Studio Art Painting and Drawing**

**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.*

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## **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.*

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## **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.*

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## **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.*

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## **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.

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## **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.

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## **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.

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## **0144A/B Yearbook Journalism**

**Prerequisite:** Teacher Recommendation

**Grades:** 11 (A), 12 (B)

**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.

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## **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.*

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## **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.*

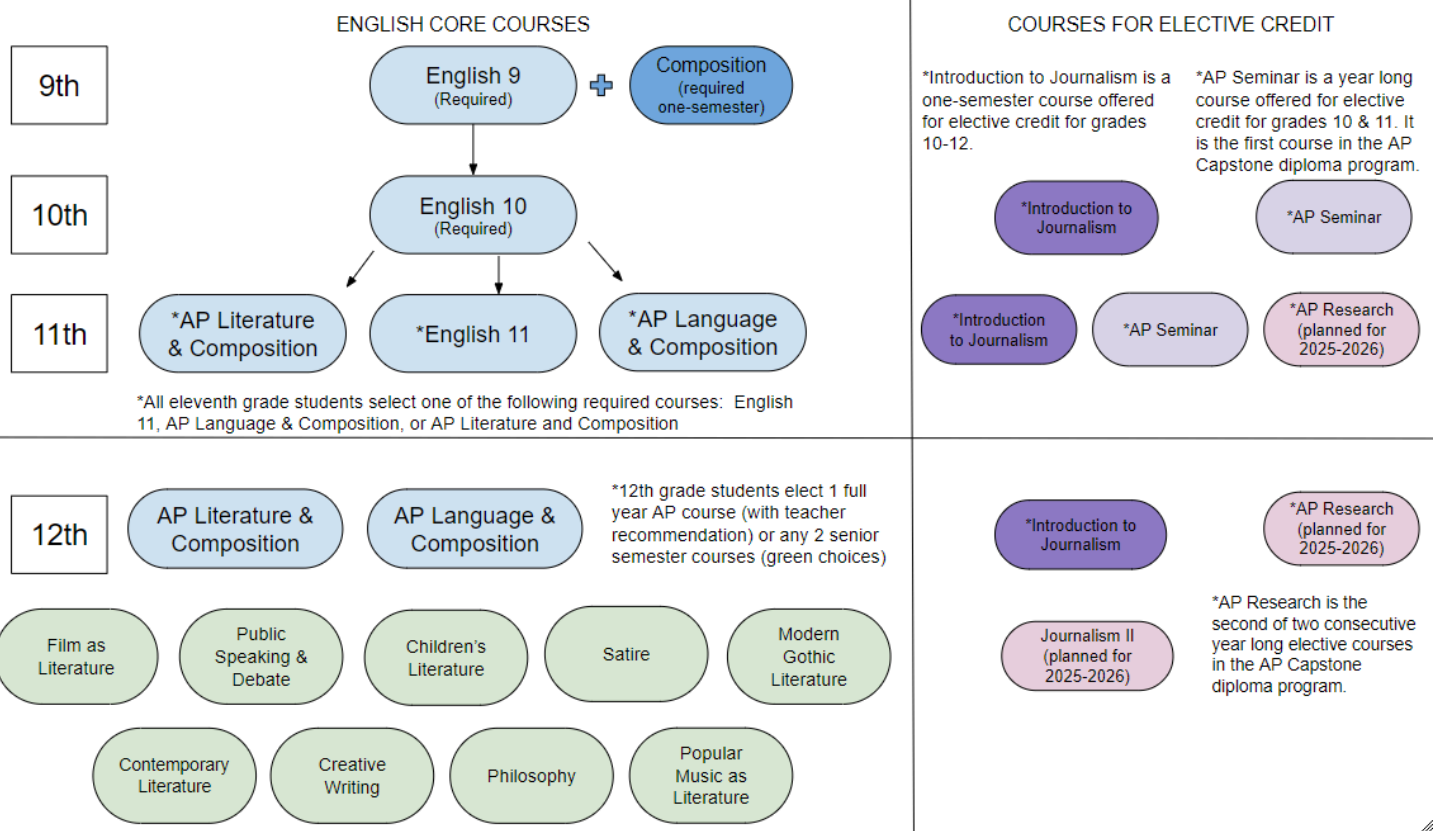
# ENGLISH DEPARTMENT

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 11<sup>th</sup> and 12<sup>th</sup> grade students. A varied menu of semester English courses is offered to 12<sup>th</sup> grade students to fulfill their English requirements

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.

## English Department Pathways 2024-2025



## **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 texts for grade 9 connect to themes regarding personal growth and are selected from the following list: *Romeo and Juliet*, *The Glass Castle*, *The Catcher in the Rye*, *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, poetry, essays, and additional nonfiction. All students read an independent 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 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.

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## **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.

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## **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**

Texts include *The Things They Carried*, *Narrative of the Life of Frederick Douglass*, *The Crucible*, and *The Great Gatsby*. Students also read literature from other genres, including short stories, poetry, essays, and additional nonfiction. All students read an independent reading text per marking period as well.

### **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.

### **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.

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

## **0118 AP Language and Composition**

**Prerequisite:** English 10 or English 11 and Teacher Recommendation

**Grades:** 11, 12

**Credit:** 1

**DESCRIPTION** ([Click here](#) for students speaking about the course.)

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, but are updated with more contemporary texts as well: *In the Heart of the Sea*, *Friday Night Lights*, *In Cold Blood*, *Seabiscuit*, *A Small Place*, and *Narrative of the Life of Frederick Douglass*, *Killers of the Flower Moon*, and *Educated*. 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.

### **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.

*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.*

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## **0130 AP Literature and Composition**

**Prerequisite:** English 10 or 11 and Teacher Recommendation

**Grade:** 11, 12

**Credit:** 1

**DESCRIPTION** ([Click here](#) for students speaking about the course.)

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.

### **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.

*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.*

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## **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 substantial assigned texts, reading quizzes, frequent 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.

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## **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, structured 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.

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## **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.

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## **0152 Public Speaking and Debate**

**Prerequisite:** English 11, AP Literature, or AP Language

**Grade:** 12

**Credit:** ½

**DESCRIPTION** ([Click here](#) to learn more about the course from a student.)

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 structured papers to analyze speeches and to critique one another's performances. They will read substantial essays and speeches.

### **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 substantial philosophical essays and contemporary non-fiction articles; they will write structured papers..

### **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.

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## **0140 Popular Music 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, Popular Music 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 substantial assigned reading and structured writing assignments 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.

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## **0147 Introduction to Journalism**

**Prerequisite:** None

**Grade:** 10, 11, or 12

**Credit:** ½ elective credit

**DESCRIPTION** ([Click here](#) to learn more about the course from a student.)

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 of structured essays will be expected. Emphasis will be placed on class participation and discussion. Students will compose and edit journalistic writing in a variety of formats.

# AP CAPSTONE

## **0159 AP Seminar**

**Prerequisite:** English or Social Studies Teacher Recommendation

**Grades:** 10, 11

**Credit:** 1 elective credit

### **DESCRIPTION**

AP Seminar is a foundational course that challenges students to explore the complexities of academic and real-world topics and issues by analyzing different perspectives. Students learn to investigate a problem or issue, analyze arguments, compare different perspectives, synthesize information from multiple sources, and work alone and in a group to communicate their ideas orally and in writing. AP Seminar is the first of two year long AP Courses in the AP Capstone diploma program; AP Research is the second course in the Capstone program and we plan to offer it for the 2025-2026 school year. You can learn more about AP Seminar by reviewing the College Board website [here](#). The AP Seminar Course may be taken without intention of taking AP Research in year two.

### **WORK EXPECTATIONS**

Punctual completion of the assigned readings and writing will be expected. Students will collaborate with peers on research projects, and they will also independently conduct research and compose an 8-page research paper submitted to the College Board. Students will create multimedia presentations of their research projects, present their ideas, and orally defend their positions.

### **SUMMER ASSIGNMENTS**

Students taking this course will be required to complete a written assignment in relation to assigned reading.

# ENGLISH AS A NEW LANGUAGE

## **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)

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## **GARNETS Program - Gaining Academic Rigor in a Natural Environment**

### **Teaching (life) Skills**

**Grades:** 9-12

**Prerequisite:** Recommendation through the CSE

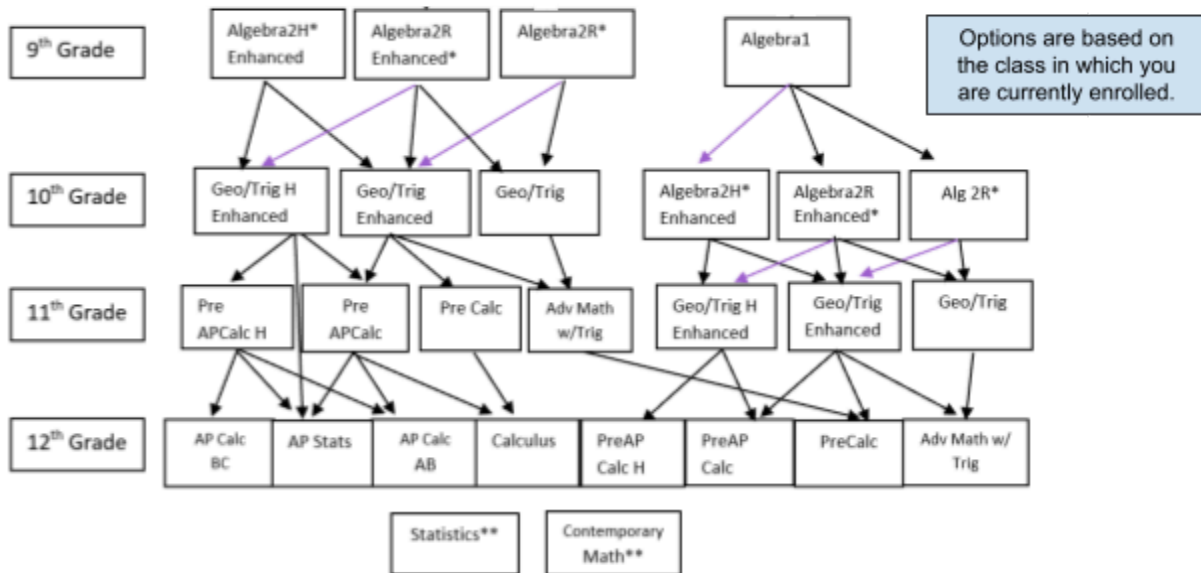
### **DESCRIPTION**

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

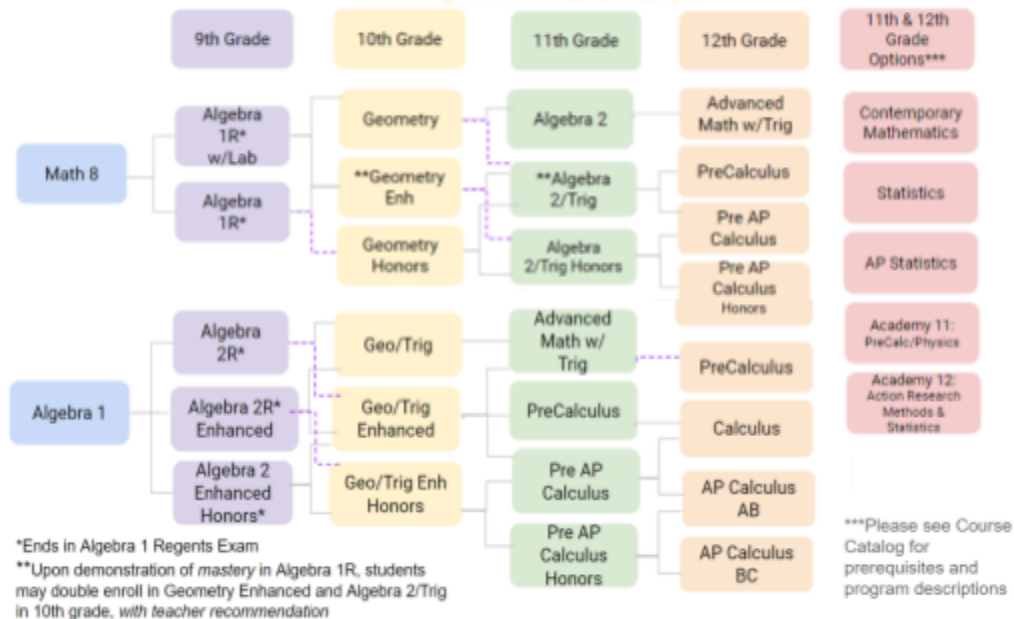
Today's society demands an ever-increasing proficiency in mathematics. Recognizing this need, the Mathematics Department of Rye High School offers a wide variety of courses for students of all ability levels. These courses stress both computational skills and understanding of the basic and underlying 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.

## Math Options for Entering 10, 11, 12th Grade Students



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

## Math Options for Entering 9th Grade Students



----- Indicates that movement is possible, though this is not the usual trajectory.

## **0300 Algebra 1**

**Prerequisite:** Math 8

**Grades:** 9 or as required and approved by Department Coordinator

**Credit:** 1

### **DESCRIPTION**

This course follows the NYS Next Generation Learning Standards. It employs an integrated approach to the study of algebraic relationships. This course provides an in-depth study of introductory algebra with a major emphasis placed on the fundamental laws of algebra; algebraic operations; linear, quadratic, and exponential functions, and their algebra; systems of equations, probability and statistics. Work includes analytical problem solving, involving calculations of both practical and analytical applications. Students will take the NYS Algebra Regents exam in June. **A graphing calculator will be needed for this course.**

### **WORK EXPECTATIONS**

Daily homework will be assigned.

---

## **0301 Algebra 2R**

**Prerequisite:** Algebra 1

**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:** Algebra 1

**Recommendation:** 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:** Algebra 1

**Recommendation:** 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 Enhanced

**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:** Algebra 2R Enhanced

**Recommendation:** Mastery of content taught in Algebra 2R Enhanced and Teacher Recommendation

**Grade:** 10, 11

**Credit:** 1

**DESCRIPTION** ([Click here](#) for students speaking about the course.)

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.

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## **0328 Geometry/Trigonometry Enhanced Honors**

**Prerequisites:** Algebra 2R Enhanced Honors/Algebra 2R Enhanced

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

**Grade:** 10, 11

**Credit:** 1

**DESCRIPTION** ([Click here](#) for students speaking about the course.)

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.

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## **0337 Advanced Mathematics with Trigonometry**

**Prerequisite:** Geo/Trig

**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. **A graphing calculator will be needed for this course.**

### **WORK EXPECTATIONS**

Daily assignments will be given.

---

## **0349 Contemporary Mathematics**

**Prerequisites:** 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.*

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## **0333 Pre-Calculus**

**Prerequisite:** Geo/Trig Enhanced or Advanced Math with Trig

**Recommendation:** 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*, 2<sup>nd</sup> Ed., Glencoe

### **WORK EXPECTATIONS**

Daily homework assignments will be given.

---

## **0334 Pre-AP Calculus**

**Prerequisite:** Geo/Trig Enhanced

**Recommendation:** 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*, 2<sup>nd</sup> Ed., Glencoe.

### **WORK EXPECTATIONS**

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

---

## **0335 Pre-AP Calculus Honors**

**Prerequisite:** Geo/Trig Enhanced Honors

**Recommendation:** Exceptional performance 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*, 2<sup>nd</sup> Ed., Glencoe and *Calculus*, 10<sup>th</sup> 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:** Geo/Trig Enhanced Honors or Pre AP Calculus

**Recommendation:** Mastery of content taught in Geo/Trig Enhanced Honors or Pre-AP Calculus. 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 4<sup>th</sup> 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:** Pre-Calculus/Pre-AP Calculus

**Recommendation:** 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; 10<sup>th</sup> 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:** Pre-AP Calculus

**Recommendation:** 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; 10<sup>th</sup> 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:** Pre-AP Calculus Honors

**Recommendation:** 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. This course is designed for the able and highly motivated student. **A graphing calculator will be needed for this course.**

### **TEXT**

*Calculus 10<sup>th</sup> 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.*

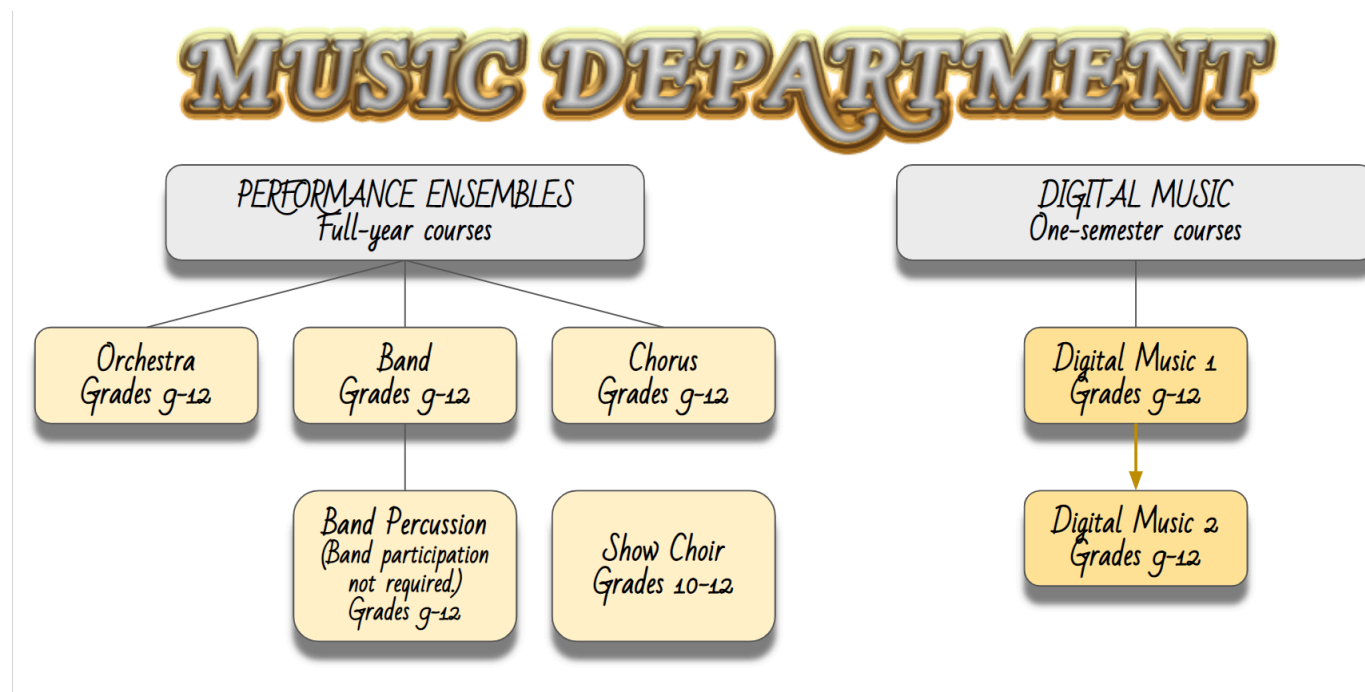
# MUSIC DEPARTMENT

## 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:** Previous percussion experience

**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 will 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 String Orchestra (Grade 9)**

### **0942B Symphony Orchestra (Grades 10–12)**

**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** ([Click here](#) for students speaking about the course.)

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.*

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## **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**

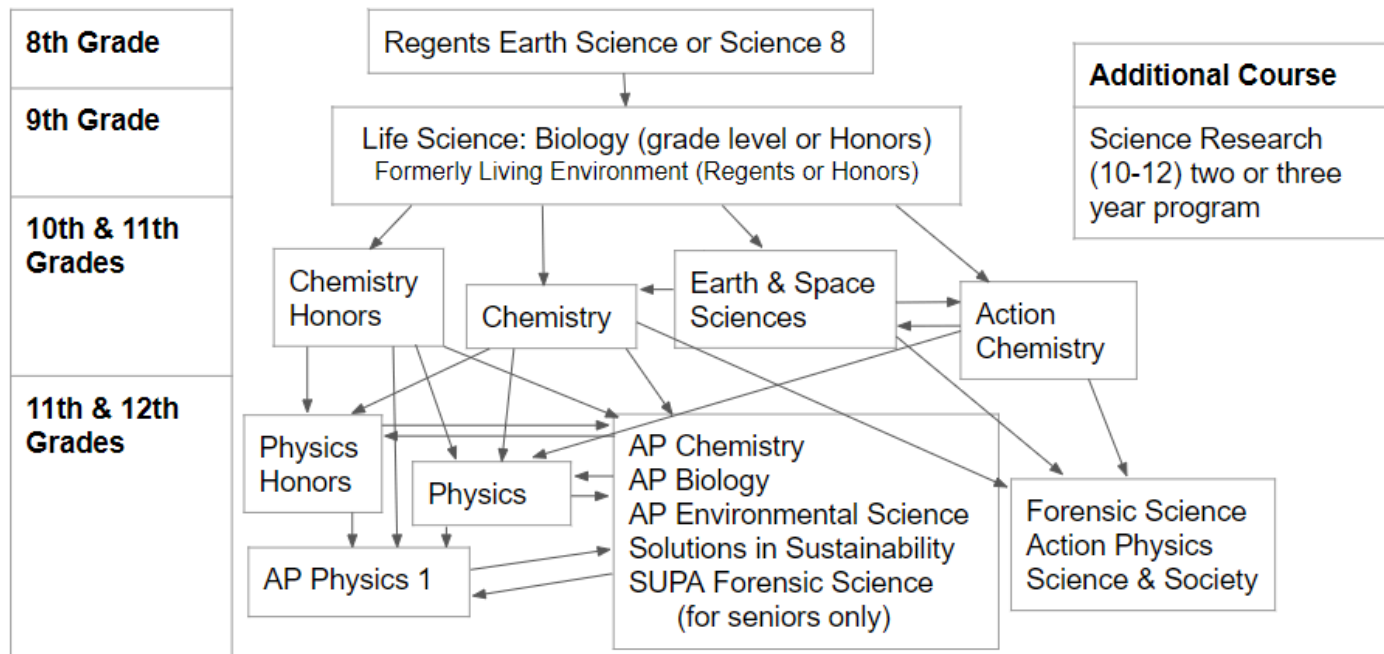
The BOCES Career & Technical Education Program is available to high school students who spend a half-day in their local high school and the other half day at the Southern Westchester Tech Center in Valhalla. In addition to instruction provided by the professional teaching staff, job placement, admissions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

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; the third may be in either life or physical science. These designations can be found within the descriptions that follow.

## Rye High School Science Courses



## 0362A Life Science: Biology

**Prerequisite:** Science 8 or Regents Earth Science

**Grade:** 9

**Credit:** 1

**Science Designation:** Life Science

### DESCRIPTION

This course meets the New York State Science Learning Standards for high school Life Science: Biology. These standards reflect the importance of every student's engagement with natural scientific phenomena using three dimensions of learning: Science and Engineering Practices, Disciplinary Core Ideas, and Crosscutting Concepts. The major emphasis of this course is the understanding of concepts such as similarities and differences among living organisms, homeostasis, genetics, photosynthesis and cellular respiration, reproduction and development, evolution, ecology, and scientific inquiry along with laboratory skills. Basic ideas are developed through investigating phenomena and a series of related laboratory experiments. This class meets 8 times in an 8 day cycle.

### WORK EXPECTATIONS

Unit assessments are administered and quizzes can be expected. Projects are an additional component of the course. Homework is given as needed, 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 High School Life Science: Biology Exam in June.*

## **0360A Life Science: Biology Honors**

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

**Grade:** 9

**Credit:** 1

**Science Designation:** Life Science

### **DESCRIPTION**

This course meets the New York State Science Learning Standards for high school Life Science: Biology. These standards reflect the importance of every student's engagement with natural scientific phenomena using three dimensions of learning: Science and Engineering Practices, Disciplinary Core Ideas, and Crosscutting Concepts. The course covers more advanced and in-depth topics than those described in Life Science: Biology Regents, and utilizes more mathematical and computational thinking. This class contains a comprehensive study of the biochemical pathways of respiration and photosynthesis, as well as advanced sections on biochemistry, cellular processes, cellular reproduction, cell physiology, genetics, evolution, ecology, as well as reproduction and development. This class meets 8 times in an 8 day cycle.

### **WORK EXPECTATIONS**

There is homework each night, plus at least one lab report due each week. Regular quizzes and assessments 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 Life Science: Biology Regents curriculum.** There will be a focus on critical thinking, real world applications and problem solving utilizing several Engineering Practices, Cross Cutting Concepts and Disciplinary Core Ideas simultaneously. Students must be self driven, independent learners. The pace moves faster to cover a deeper level of content. Click here for an [example of student work](#).

*All students enrolled in this course will take the NYS High School Life Science: Biology Exam in June.*

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## **0384 Science & Society**

**Prerequisite:** Completion of Life Science: Biology (formerly Living Environment) and Action 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, 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:** 90 or better in Chemistry or 85 or better in Chemistry Honors with teacher recommendation

**Grade:** 11 or 12

**Credit:** 1

**Science Designation:** Life Science

**DESCRIPTION** ([Click here](#) for students speaking about the course.)

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 12<sup>th</sup> 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.*

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## **0390A Earth & Space Sciences**

**Prerequisites:** 75 or better in Life Science: Biology (formerly Living Environment) and Teacher Recommendation

**Recommendations:** Students who are most successful in Earth and Space Sciences are co-enrolled in Geo/Trig Enhanced or higher and have already completed Algebra 2R or higher.

**Grade:** 10, 11, 12

**Credit:** 1

**Science Designation:** Physical Science

### **DESCRIPTION**

This course meets the New York State Science Learning Standards for high school Earth & Space Sciences. 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. Basic ideas are developed through a series of related laboratory experiments. This class meets 8 times in an 8 day cycle.

### **WORK EXPECTATIONS**

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

*All students enrolled in this course will take the NYS High Earth & Space Sciences Exam in June.*

## **0399 Solutions in Sustainability**

**Prerequisite:** Life Science: Biology (formerly 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:** 90 or better in Chemistry (formerly Chemistry Regents) or 85 or better in Chemistry Honors with teacher recommendation

**Grades:** 11 or 12

**Credit:** 1

**Science Designation:** Life Science & Physical Science

**DESCRIPTION** ([Click here](#) for students speaking about the course.)

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:** Life Science: Biology (formerly 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.

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## **0376A Chemistry**

**Prerequisite:** 75 or higher in Life Science: Biology (formerly Living Environment) Regents or Honors and 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 or higher.

**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.

### **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 are assigned at the completion of units. Click [here](#) for an [example of student work](#).

## **0374 Chemistry Honors**

**Prerequisite:** 95 or higher in Life Science: Biology (formerly Living Environment) or 90 or higher in Life Science: Biology Honors (formerly Living Environment Honors) and Teacher Recommendation

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

**Grade:** 10 or 11

**Credit:** 1

**Science Designation:** Physical Science

### **DESCRIPTION**

This is a **rigorous, fast-paced** 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.

### **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. Each exam is cumulative throughout the course of the year. There will also be a midterm and a final exam administered during class time. Click here for an [example of student work](#).

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## **0378 AP Chemistry**

**Prerequisite:** 90 or better in Chemistry (formerly Chemistry Regents) or 85 or better in 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**

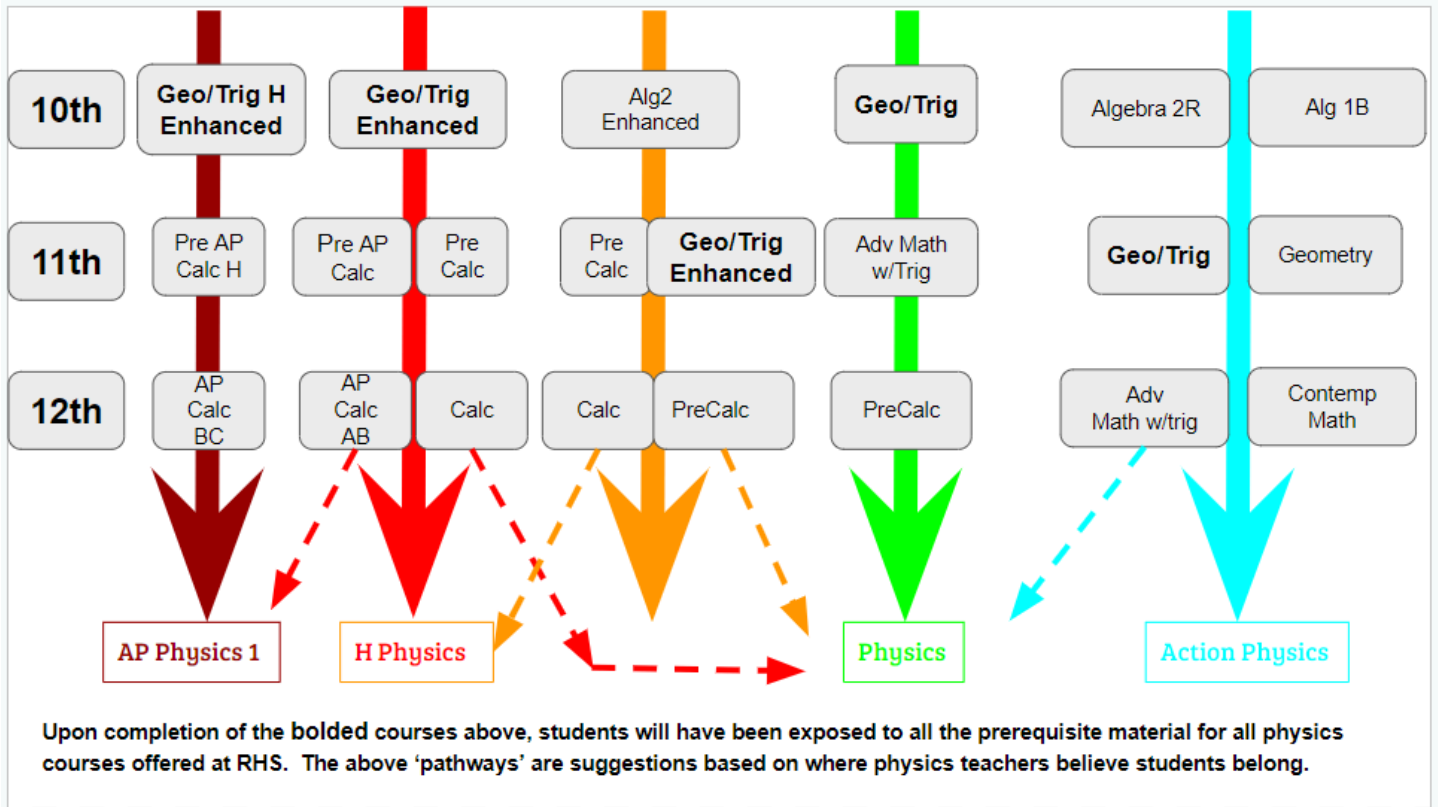
*Chemistry (10<sup>th</sup> Edition)*, Zumdahl, Zumdahl, and DeCoste, 2018

### **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



## **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

**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.

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## **0370 Physics Honors**

**Prerequisite:** Completion of Geo/Trig Enhanced

**Grade:** 11 or 12

**Credit:** 1

**Science Designation:** Physical Science

**DESCRIPTION** (Click [here](#) to hear more about the course from a student.)

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.

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## **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.

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## **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**

*Criminalistics: An Introduction to Forensic Science*, Richard Saferstein

### **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 (2024 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**. 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 the summer.

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.

### **SUPA OPTION**

During the second year for those in a two year program and during the second and third years for those in a three year program, there is an option for students to earn college credit through 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 (2024 rate of \$460) is paid directly to the University.

### **WORK EXPECTATIONS**

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

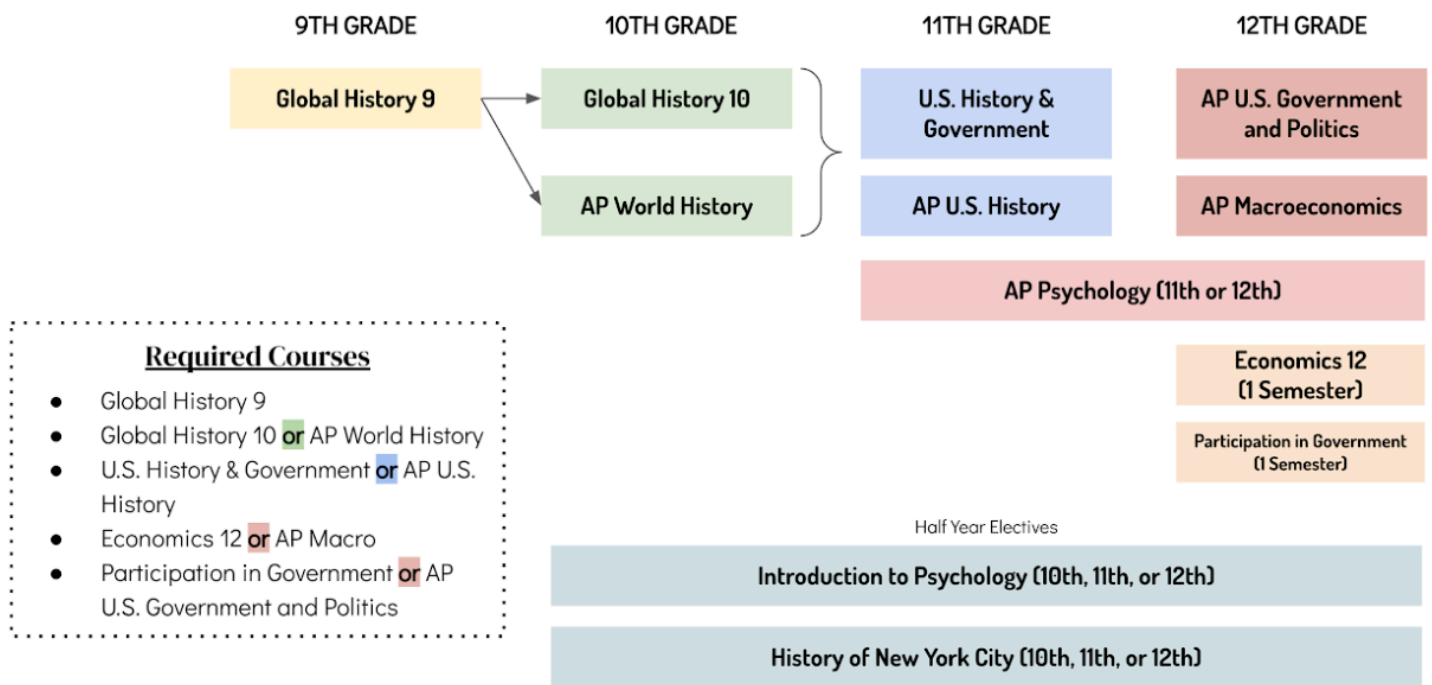
Students should be self-motivated, independent workers with a passion to pursue their interests. Grades in the class depend on the amount of work completed by each student relative to his/her own individual project.

# 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. Students who complete all four years of high school in New York State are required to take one unit of credit in American history, one half unit of credit in participation in government and one half unit of credit in economics, and two units of credit in global history and geography.

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.C

### **WORK EXPECTATIONS**

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

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## **0209 Global History 10**

**Prerequisite:** Global History 9

**Grade:** 10

**Credit:** 1

**DESCRIPTION** ([Click here](#) to learn more about the class from a student.)

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, upon student request

### **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

**Grade:** 10

**Credit:** 1

**DESCRIPTION** ([Click here](#) for students speaking about the course.)

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. See details about the course [here](#).

### **TEXT**

*Traditions and Encounters* by Jeremy Bentley and Herb Ziegler.

### **WORK EXPECTATIONS**

Expectations include:

- Strong, intrinsic motivation to learn about world history in depth
- Completion of a summer assignment prior to course start date; assignment involves analysis of a scholarly essay and a geographic reasoning assignment
- 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, including historical argumentative-based writing assignments, stimulus-based questions (SBQ), Document Based Questions (DBQ), Long-Essay Questions (LEQ), and research projects.

*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.*

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## **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.

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## **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, 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.

## **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.***

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## **0230 AP U.S. History**

**Prerequisite:** Global History 10 and Teacher Recommendation

**Grade:** 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.***

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## **0250 AP Psychology**

**Prerequisite:** None

**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:** *Myers's Psychology For The AP Course*, Third Edition, David G. Myers

### **WORK EXPECTATIONS**

Nightly reading assignments, applied vocabulary quizzes, active research projects, participation in class demonstrations, labs, and oral discussions. An ability to work independently is expected.

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

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## **0236 Economics**

**Prerequisite:** U.S. History

**Grade:** 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:** *Macroeconomics: Principles, Applications, and Tools*, Ninth Edition, O'Sullivan, Sheffrin, Perez

### **WORK EXPECTATIONS**

Class discussion, daily homework assignments, and tests.

*This course meets the New York State Requirement for Economics.*

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## **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.

### **WORK EXPECTATIONS**

High level of in-class participation and engagement

*This course meets the New York State Requirement for Government.*

## **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.

### **TEXT:**

*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.*

*This course meets the New York State Requirement for Government.*

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## **0238 AP Macroeconomics**

**Prerequisite:** U.S. History and Teacher Recommendation

**Grade:** 12

**Credit:** 1

**DESCRIPTION** (Click here for students speaking about the course.)

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:**

*Macroeconomics: Principles, Applications, and Tools*, Ninth Edition, O'Sullivan, Sheffrin, Perez

### **WORK EXPECTATIONS**

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

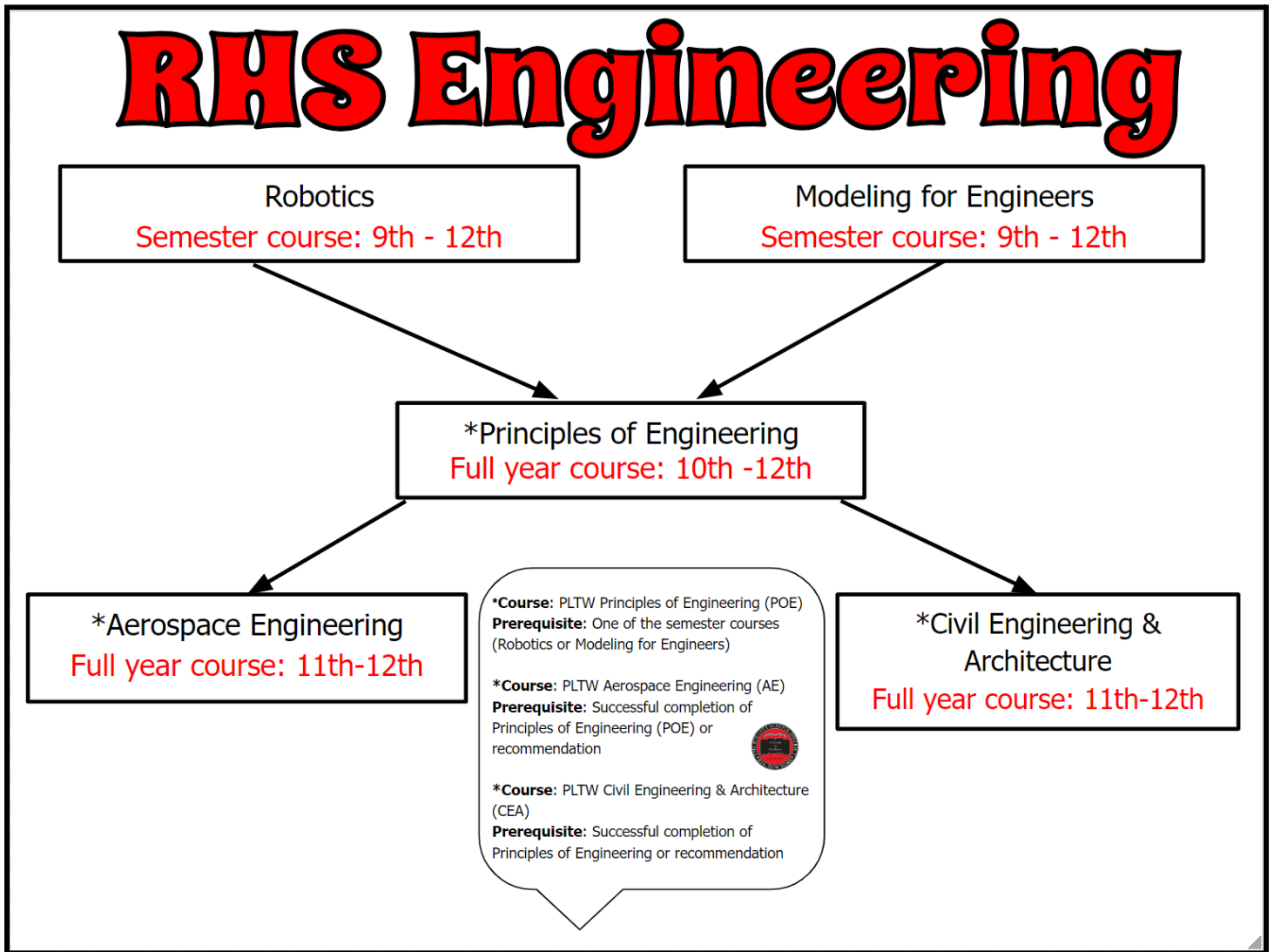
*All students will be required to take the Advanced Placement exam in May.*

*This course meets the New York State Requirement for Economics.*

# STEM (Science, Technology, Engineering, Math)

The courses offered by the STEM 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.

## ENGINEERING



## **0560 Robotics**

**Prerequisite:** None

**Grades:** 9, 10, 11, 12

**Credit:** 1/2

### **DESCRIPTION**

This course will involve building robots with VEX structural parts and Robot-C programming language. There will be two projects - one for each quarter of the semester. Robotics will allow students to work in a team environment while designing, building and programming robots to solve a particular problem, while engaging in competition with their class peers.

### **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 activities, assignments, projects, and presentations.

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## **0561 Modeling for Engineers**

**Prerequisite:** None

**Grades:** 9, 10, 11, 12

**Credit:** 1/2

### **DESCRIPTION**

Students will learn Fusion 360 developed by Autodesk. This course will allow students to learn how to sketch, model, and manufacture items with the 3-D printers. This program is cloud based and will allow students to work from anywhere (with internet access) as long as their computer can run the software. Fusion 360 is utilized by many colleges and universities that offer engineering degrees.

### **WORK EXPECTATIONS**

Students will be using a hands-on approach, Fusion 360 software, incorporating all of these tools to understand multiple engineering areas.

### **GRADING**

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

---

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

**Prerequisite:** One of the semester courses (Robotics or Modeling for Engineers)

**Grades:** 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:** 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

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

**Prerequisite:** Successful completion of Principles of Engineering

**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

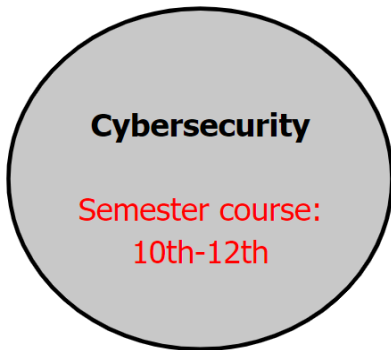
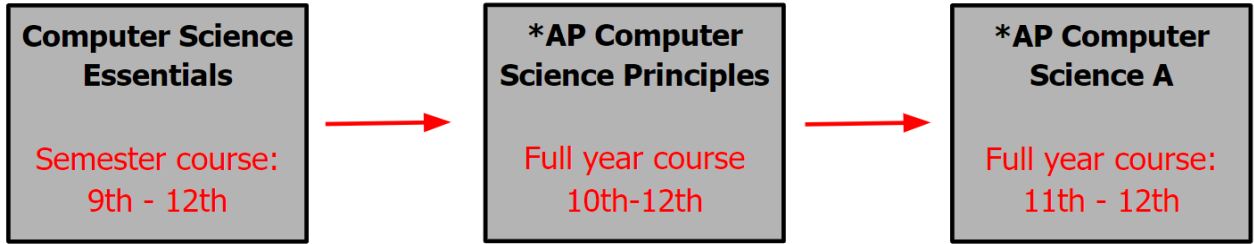
### **WORK EXPECTATIONS**

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

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# COMPUTER SCIENCE

## RHS Computer Science



**\*Course:** AP Computer Science Principles  
**Prerequisite:** Computer Science Essentials or successful completion of approved coding experience and department placement exam.

**\*Course:** AP Computer Science A  
**Prerequisite:** AP Computer Science Principles or successful completion of approved coding experience and department placement exam



### 0541 Computer Science Essentials

**Prerequisite:** None

**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.

## **0348 AP Computer Science Principles**

**Prerequisite:** Computer Science Essentials or successful completion of approved coding experience and department placement exam.

**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 to 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.

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## **0396 AP Computer Science A**

**Prerequisite:** AP Computer Science Principles or successful completion of approved coding course and department placement exam.

**Grades:** 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.*

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## **0542 Computer Science Cybersecurity**

**Prerequisite:** None

**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.

*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 I**  
Available to grades  
9-12  
Full Year Course



**Acting 2**  
Available to grades  
10-12  
1/2 Year Course



**Acting 3**  
Available to grades  
10-12  
1/2 Year Course



**Stagecraft**  
Available to grades  
10-12  
1/2 Year Course

## **0500 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.*

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## **0500 Acting II and Acting III**

**Prerequisite:** Acting I (for Acting II) and Acting II (for Acting III)

**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.

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## **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

<b>Novice Low</b>	<b>Novice Mid</b>	<b>Novice High</b>	<b>Intermediate Low</b>	<b>Intermediate Low/Mid</b>	<b>Intermediate Mid/High</b>	<b>Intermediate High</b>	<b>Intermediate High/Advanced Low</b>	<b>Advanced Low</b>
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# World Language Course Sequence



Often Taken in...	<u>*ASL</u>	<u>French</u>	<u>Latin</u>	<u>Mandarin</u>	<u>Spanish</u>		<u>ASL</u>	<u>French</u>	<u>Spanish</u>
<b>6th</b>	Year 1	Year 1	Year 1	Year 1	Year 1	<b>6th</b>	N/A	N/A	N/A
<b>7th</b>	Year 2	Year 2	Year 2	Year 2	Year 2	<b>7th</b>	N/A	N/A	N/A
<b>8th</b>	Year 3	Year 3	Year 3	Year 3	Year 3	<b>8th</b>	N/A	N/A	N/A
<b>9th</b>	Year 4	Year 4	Year 4	Year 4	Year 4	<b>9th</b>	Year 1	Year 1	Year 1
<b>10th</b>	Year 5	Year 5/H	Year 5/H	Year 5/H	Year 5/H	<b>10th</b>	Year 2	Year 2	Year 2
<b>11th</b>	Year 6	Year 6/H	Year 6/H	Year 6/H	Year 6/H	<b>11th</b>	Year 3	Year 3	Year 3
<b>12th</b>	Year 7	Year 7/H/AP	Year 7/H/AP	Year 7/H/AP	Adv. Com./AP	<b>12th</b>	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 Intermediate will transition into ASL Year 4.*

# AMERICAN SIGN LANGUAGE

## 0515A American Sign Language Year 1

**Prerequisite:** None

**Grades:** 9-12

**Credit:** 1

### **DESCRIPTION**

This course is an introduction to American Sign Language. 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 a **Novice High Level of Proficiency**.

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## 0504A American Sign Language Year 2

*(\*\*Will not be offered in the 2024-25 School Year)*

**Prerequisite:** American Sign Language Year 1 or ASL Novice

**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.

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## 0502A American Sign Language Year 3

*(\*\*Will not be offered in the 2024-25 School Year)*

**Prerequisite:** American Sign Language Year 2

**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.

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## 0516A American Sign Language Year 4

**Prerequisite:** American Sign Language Year 3

**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

**Grades:** 10-12

**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.*

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## **0518 American Sign Language Year 6**

**Prerequisite:** American Sign Language Year 5

**Grades:** 11-12

**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.

---

## **0530 American Sign Language Year 7**

**Prerequisite:** American Sign Language Year 6

**Grades:** 12

**Credit:** 1

### **DESCRIPTION**

This course is for students who completed ASL Year 6. 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 **Advanced Low 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

*(\*\*Will not be offered in the 2024-2025 School Year.)*

**Prerequisite:** French Year 1

**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.

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## 0412A French Year 3

**Prerequisite:** French Year 2 or 2H

**Grades:** 9-12

**Credit:** 1

### **DESCRIPTION**

This course is for students who completed French 2/2H. 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-3] Level of Proficiency**.

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## 0422A French Year 4

**Prerequisite:** French Year 3

**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.

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## **0519 French Year 5**

**Prerequisite:** French Year 4

**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.*

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## **0520 French Year 5H**

**Prerequisite:** French Year 4H 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.*

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## **0521 French Year 6**

**Prerequisite:** French Year 5

**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

**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.

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## **0432A French Year 7**

**Prerequisite:** French Year 6

**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.

---

## **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.*

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## **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

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***\*\*Latin Years 2 and 3 will not be offered in the 2024-2025 School Year.\*\****

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## **0492A Latin Year 4**

**Prerequisite:** Latin Year 3

**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

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## **0494A Latin Year 5**

**Prerequisite:** Latin Year 4

**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.*

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## **0497A Latin Year 6**

**Prerequisite:** Latin Year 5

**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

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## **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.

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## **0499A Latin Year 7**

**Prerequisite:** Latin Year 6

**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

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## **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

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***\*\*Mandarin Years 2 and 3 will not be offered in the 2024-2025 School Year.\*\****

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## **0506A Mandarin Year 4**

**Prerequisite:** Mandarin Year 3

**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

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## **0508A Mandarin Year 5**

**Prerequisite:** Mandarin Year 4

**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.*

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## **0510A Mandarin Year 6**

**Prerequisite:** Mandarin Year 5

**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

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## **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

**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.

### **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.*

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## **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.

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## **0454A Spanish Year 2**

**Prerequisite:** Spanish Year 1

**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.

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## **0462A Spanish Year 3**

**Prerequisite:** Spanish Year 2

**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.

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## **0472A Spanish Year 4**

**Prerequisite:** Spanish Year 3

**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

**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.*

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## **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.*

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## **0484A Spanish Year 6**

**Prerequisite:** Spanish Year 5

**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.*

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## **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

**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 **Intermediate High - Advanced low level of Proficiency**. Students will be able to use Spanish language for communication and develop cross-cultural understanding.

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## **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.*