

RYE HIGH SCHOOL

COURSE CATALOG

2025 - 2026





RYE HIGH SCHOOL

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Dear Rye High School Students,

High school is a time to explore your interests and expand your learning. We hope these years help you grow in confidence and develop a love for learning that you can carry with you long after high school. The Rye High School faculty and staff are dedicated to helping you discover your passions, set goals, and develop skills to achieve them.

The RHS Course Catalog is a valuable tool for planning your academic program. Beyond reviewing course descriptions, I encourage you to consult with teachers and counselors to understand your options and what works best for you to maintain a healthy and balanced schedule. We have set up a course selection timeline to provide you with an opportunity to discuss your prospective academic program with teachers, school counselors, and your family, and eventually finalize your course requests in PowerSchool through a meeting with your school counselor. That timeline is as follows:

- **January 13:** 2025-2026 RHS Course Catalog made public on school website
- **January 16:** 8th to 9th Grade Transition Meeting reviewing course selection process
- **January 21-22:** HS Counselors facilitate 8th grade course selections in classes
- **January 27-30:** HS Counselors prep students in grades 9, 10, and 11 by facilitating a draft of PowerSchool course selections in classes (NOTE: All students will have the opportunity to revise their draft when the portal opens for their respective grade level)
- **January 30:** Department Workshops for families to learn about course offerings by department
- **February 3-April 1:** Grades 9, 10, and 11 course selection meetings with HS Counselors
 - **9th Grade:** February 3-14
 - **10th Grade:** February 26-March 12
 - **11th Grade:** March 17-March 28
- **April 21-25:** Students will be informed of any course scheduling conflicts and make new selections with School Counselor
- **June 13:** Students' 2025-2026 course lists will be available in the student portal. Students will be able to meet with their counselor to request schedule changes by June 20th.
- **Late August:** Students' 2025-2026 schedules will be available in the student portal.

Please note that it is important for you to adhere to the timeline above as the PowerSchool portal will only be open for students during their respective grade level course selection window. Course availability and scheduling depend on student demand. There is a possibility that you will not receive all of your requested courses due to low enrollment or scheduling conflicts. Once submitted, your course selections are final, with changes only considered during the add/drop period.

We are here to support you in this exciting process, but the decisions are yours. Let us know how we can assist!

Sincerely,

Andrew Hara, Principal

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GRADUATION REQUIREMENTS

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

Notes:

- One credit is the equivalent of a full-year course, meeting for 6 sessions in an 8-day cycle.
- The Social Studies requirement includes 2 credits of Global History, 1 credit of U.S. History, 0.5 credit of Participation in Government, and 0.5 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.

English Language Arts	Math	Science	Social Studies	Pathway
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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

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.

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 and attend the annual Community Service Fair in October for further information. Students can speak with their counselors with any additional thoughts and questions.

- ***Class of 2026*** - 60 hours
- ***Class of 2027*** - Grade-Level Community Service Project Provided by RHS **PLUS** 10 additional, independent hours.
- ***Class of 2028*** - 40 hours
- ***Class of 2029*** - 60 hours

DIPLOMA DESIGNATIONS

Students at Rye High School may pursue three distinct diploma designations: a College Board Advanced Placement Capstone, New York State Seal of Biliteracy, and/or a New York State Seal of Civic Readiness. An overview of these three distinctions can be found below:

	Advanced Placement Capstone	Seal of Biliteracy	Seal of Civic Readiness
What is it?	An opportunity to complete research within AP courses, along with completing two additional AP courses	NYS seal that recognizes students who have studied and attained proficiency in two or more languages	NYS seal that recognizes students who have attained a high level of proficiency in terms of civic knowledge, civic skills, civic mindset, and civic experiences
Who is it for?	Any student interested in participating in AP courses throughout high school and who is also interested in learning about the research process	Any student who enjoys learning languages and understands the benefits of being bilingual	Any student with an interest in social studies, civics, and in interest in becoming civically ready to participate in our democracy
How is it designed?	• <i>AP Seminar, AP Research</i>, and four other AP courses (weighted) • <i>AP Seminar</i> and <i>AP Research</i> are open to all students, even those not completing AP Capstone • Students must meet prerequisites for other AP courses • Students choose which four AP courses they take, allowing for flexibility • Must receive 3 or higher on AP exams	• Students demonstrate proficiency in English and one other language by earning points on a NYS matrix • Points are earned by getting an 85% or better in English and world language course work and national exams (AP/IB) • Students complete a culminating project which is presented to a panel	• Students demonstrate proficiency in civic knowledge, skills, mindset, and experiences by earning points on a NYS matrix • Points are earned by demonstrating civic knowledge through mastery of social social studies courses and Regents exams and civic participation through civics and service-learning projects • Students may complete an optional Civics Capstone Project
What is the workload?	• Extensive, rigorous assignments in class and out of class • Two performance tasks and essays in AP Seminar • Design, plan, and conduct a year-long independent research project in AP Research	• Classroom assignments and assessments as part of regular English and World Language coursework • Culminating project completed outside of coursework and required meeting with advisor	• Classroom assignments and assessments as part of regular social studies coursework • Participation in and reflection on civics related experiences outside of coursework

SCHEDULING POLICIES

Scheduling 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 (0.5) credit of Composition over the course of one semester. This may be taken during either the Fall or Spring semester.
- 10th graders are required to enroll in one-half (0.5) credit of Health over the course of one semester. 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.

Teacher Recommendation Override Requests:

As you review the Course Catalog, any prerequisites for a given course are listed below the title of that course. Prerequisites include prerequisite courses and/or teacher recommendations. A student cannot override prerequisite courses. Students may, however, elect to override a teacher recommendation request by submitting a Teacher Recommendation Override Request Form signed by a parent as well as their recommending teacher acknowledging that they have met with the student to discuss why they were not recommended. Students can retrieve this form from their School Counselor. It is strongly recommended that your child have signed override forms with them on the date of their course selection meeting with their school counselor. Students should submit any Teacher Recommendation Override Request Forms to their school counselor by the following dates:

- **8th Grade:** January 31, 2025
- **9th Grade:** February 14, 2025
- **10th Grade:** March 12, 2025
- **11th Grade:** March 28, 2025

Any teacher recommendation override request forms received after these above dates does not guarantee a course change for the 2025-2026 school year.

Summer Advancement:

While a student may not override a prerequisite course, there are opportunities for students to take courses over the summer outside of RHS to earn credit for a prerequisite course they are missing. All summer courses must be pre-approved by the School Principal and Department Coordinator and a placement exam is required in August, which will be indicated on a Summer Advancement Form that must be signed by a parent. For more information, students should speak to the corresponding Department Coordinator.

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 Courses:

- Adding/Dropping Classes - Students may add/drop both semester and full-year courses within the first **twenty-four (24)** school days of the year. No classes will be added/dropped beyond these points. In extraordinary circumstances, a course 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 Courses:

No entry will be made on a student's transcript for a course dropped within the first **sixteen (24)** school days. Courses dropped after these dates will be noted on a student's 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.

Extracurricular Eligibility:

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 for **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.

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.

COLLEGE LEVEL COURSES

ADVANCED PLACEMENT (AP) 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 2024-2025 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 2024-2025 school year costing \$460. SUPA does offer a tuition assistance program. Detailed information can be found on the [SUPA website](#).

Westchester Community College Early College:

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 2024-2025 school year, tuition was \$217 per course. Currently, Contemporary Math has been approved for this program.

ACADEMIC 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 Media Center. The Tutoring Center is staffed by Faculty at all times, but students may sign up to serve as a tutor during free time for community service hours. 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.

Writing Lab

The Writing Lab is open from 8 am to 2:50 pm including during Community Lunch. 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.

STUDENT SUPPORT SERVICES

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/they 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.

11th & 12th GRADE ACADEMIC PROGRAMS

In addition to robust course offerings in each department, Rye High School offers two optional academic programs for 11th and 12th grade students: The Academy and the International Baccalaureate (IB) Diploma Programme. These distinct programs offer RHS students an opportunity to pursue programs of study that align with their respective learning styles. Course offerings in these programs are listed at the beginning of this Course Catalog. An overview of both programs can be found below.

	The Academy at RHS	International Baccalaureate (IB) Diploma Programme
What is it?	An RCSD interdisciplinary, project-based program for 11th and 12th grade students focusing on building community connections and real-world experiences	An internationally recognized program that offers a global perspective on learning for 11th and 12th grade students focusing on understanding the nature of knowledge
Who is it for?	The Academy is for any student who is looking for a smaller community of learners learn together, collaboratively create projects, and conduct research	The IB Diploma Programme is for any student who is interested in thinking on a global scale, doing additional research and writing outside of their courses, and engaging in a community service project
How is it designed?	• Application process, 20 students accepted yearly • RCSD developed interdisciplinary courses (not weighted) and taught by two teachers • Action research project completed as part of course work • Students are assessed through projects, rather than traditional exams • Advisory period focused on SEL skills • All courses meet in the morning, freeing up the afternoon for other courses	• No application process • Internationally IB developed courses (weighted) • Courses are available to all students, even those not completing the IB Diploma Programme • Independent research project (extended essay) • Extensive creativity, activity, and service project • Theory of Knowledge • Internal and external IB exams • Strong emphasis on writing • Little flexibility in schedule for DP students
What is the workload?	Students must complete the following courses (only available to Academy students): • U.S. History/English: The American Experiment • Pre-Calculus/Physics: Sustainable Global Design • Writing for Public Speaking and Government: Power of Politics (semester) • Literary Philosophy and Economics: Economics and Ethics (semester) • Action Research: Methods and Statistics Additional Requirement(s): • Symposium presentation at the end of grade 12	Students must complete one course from each of the following disciplines, most of which are two-year courses: • Studies in Language and Literature (Group 1) • Language Acquisition (Group 2) • Individuals and Societies (Group 3) • Sciences (Group 4) • Mathematics (Group 5) • Arts (Group 6) Additional Requirement(s) to complete IB Diploma Programme: • Theory of Knowledge course • Creativity, Activity, and Service project • Extended Essay- (independent research paper of 4,000 words)

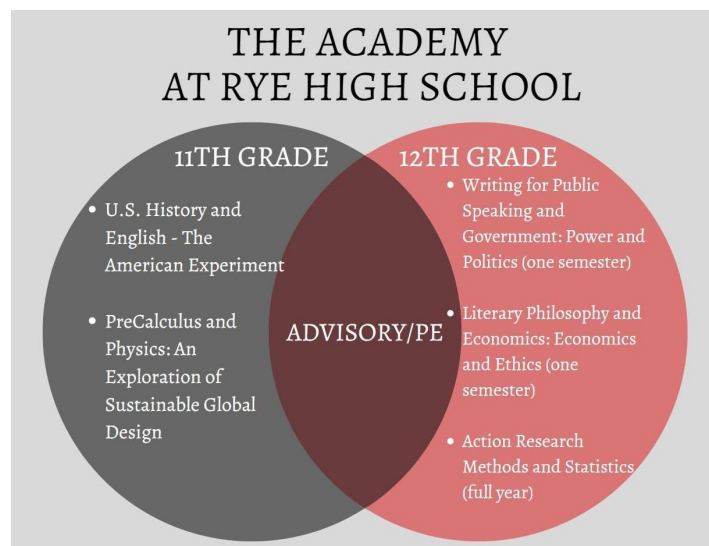
THE ACADEMY AT RYE HIGH SCHOOL

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.



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.

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: 0.5 Credit English; 0.5 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 grade 11 in The Academy at Rye High School

Grade: 12

Credit: 0.5 Credit English; 0.5 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.

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.

INTERNATIONAL BACCALAUREATE (IB) PROGRAMME

Rye High School is a Candidate School for the Diploma Programme (DP). This school is pursuing authorization as an IB World School. These are schools that share a common philosophy - a commitment to high quality, challenging, international education that Rye High School believes is important for our students.

Only schools authorized by the IB Organization can offer any of its four academic programmes: the Primary Years Programme (PYP), the Middle Years Programme (MYP), the Diploma Programme (DP), or the Career-related Programme (CP). Candidate status gives no guarantee that authorization will be granted.

Anticipated implementation of the IB Programme will be for the 2025-2026 school year. If you have any questions regarding the IB Programme, email the DP Coordinator Cody Blume at blume.cody@ryeschools.org

The International Baccalaureate (IB) Diploma Programme (DP) is a two-year curriculum for students that prepares them for university and life beyond. The program aims to develop students who are intellectually, emotionally, physically, and ethically flourishing. It also encourages students to become active, compassionate, and lifelong learners. Successful completion of the Diploma Programme awards students with an internationally recognized IB Diploma.

Informed by the IB mission to develop active, compassionate and lifelong learners, the IB programmes foster a distinctive set of attributes. These qualities—embodied in the [IB Learner Profile](#)—prepare IB students to make exceptional contributions.

Students will be exposed to six learning groups in addition to three core IB classes. **Courses are designated SL (Standard Level) or HL (Higher Level).** The six learning groups are:

- Group One:** Language and Literature
- Group Two:** Language Acquisition
- Group Three:** Individuals and Societies
- Group Four:** Sciences
- Group Five:** Mathematics
- Group Six:** The Arts

In addition to the six learning groups, there are three core IB classes that all DP students must take to be eligible to receive an IB Diploma. Course options are on the next page along with descriptions.



Rye High School IB Courses for the Classes of 2026 and 2027

All IB courses are weighed the same at AP courses

Group One (English)	Language and Literature (HL) - 2 years
Group Two (World Language)	ab initio Spanish (SL) - 2 years Classical Language (Latin) - 2 years French (HL) - 2 years Spanish (HL) - 2 years
Group Three (Social Studies)	Digital Society (SL) - 1 year

	Business Management (HL) - 2 years
Group Four (Science)	Environmental Systems and Societies (SL) - 1 year (Will be offered 2026-2027) Computer Science (HL) - 2 years
Group Five (Math)	Applications and Interpretations (SL) - 2 years Analysis and Approaches (SL) -2 years
Group Six (Arts)	Visual Arts (SL) - 1 year Theatre (SL) - 1 year
Core (Only Available to Diploma Programme students)	Theory of Knowledge - 2 years Creativity, Activity, and Service Extended Essay

All students, regardless of enrolling in the full Diploma Programme or are course-only students, will participate in their chosen courses for their junior and senior years (except for Environmental Systems and Societies which will be offered only in the 2026-2027 school year) and are required to participate in the internal and external assessments as mandated by the International Baccalaureate to the IB designation on their transcript.

The cost for each of the IB exams are approximately \$123. If a student chooses to not take the exam, the course will be converted to a different title on the student's transcript which will be notated under each course description.

GROUP ONE IB COURSES (ENGLISH)

0277 IB Language and Literature HL 1

Prerequisite: English 10

Recommendation: Students who enjoy reading and writing and who have earned a grade of B+ or higher will be more successful in this course.

Grades: 11

Credit: 1

DESCRIPTION

The [Language A: Language and Literature](#) course introduces the critical study and interpretation of written and spoken texts from a wide range of literary forms and non-literary literary types. The formal analysis of texts is supplemented by the awareness that meaning is not fixed but can change in respect to contexts of production and consumption. The course is organized into three areas of exploration and seven central concepts and focuses on the study of both literary or non-literary texts. Together, the three areas of exploration of the course allow the student to explore the Language A in question through its cultural development and use, its media forms and functions, and its literature. Students develop skills of literary and textual analysis, and also the ability to present their ideas effectively. A key aim is the development of critical literacy.

TEXT

Core literary texts include *Frankenstein*, *An Enemy of the People*, *Tenth of December*, *Medea*, *The Underground Railroad*, and *Persepolis*. Non-literary texts will be selected across a variety of forms (photography, advertisement campaigns, film, podcasts, etc.).

WORK EXPECTATIONS

Students read extensively, and synthesize information from a variety of literary and non-literary texts. Students work independently to prepare and present an individual oral commentary to explain how two texts address a complex global issue. Students write frequently for the course, including two formal IB essay exams, and several process writing essays.

This is the first year of a two-year course. To receive IB credit, students must complete all internal assessments and the IB exam at the end of Year 2.

GROUP TWO IB COURSES (WORLD LANGUAGE)

0284 IB ab initio Spanish SL 1

Grades: 11

Credit: 1

DESCRIPTION

The [ab initio](#) Spanish course is a language acquisition course for students with no prior experience with Spanish, or those students with very limited previous Spanish experience and have experience in LOTE other than Spanish at an Intermediate-Mid proficiency range. Students develop the ability to communicate in Spanish through the study of language, themes, and texts. In doing so, they also develop conceptual understandings of how language works. Communication is evidenced through receptive, productive, and interactive skills across a range of contexts and purposes that are appropriate to the level of the course. Students will achieve an **Intermediate Level of Proficiency across the skills of speaking, listening, reading and writing.**

The language ab initio syllabus is a fast paced course organized into five prescribed themes: identities, experiences, human ingenuity, social organization, and sharing the planet. The language ab initio syllabus prescribes four topics for each of the five prescribed themes for a total of 20 topics that will be addressed in this course.

This is the first year of a two-year course. To receive IB credit, students must complete all internal assessments and the IB exam at the end of Year 2.

0282/0285 IB Language B: French HL and Spanish HL 1

Prerequisite: Year 5H (French or Spanish) and teacher recommendation

Grades: 11

Credit: 1

DESCRIPTION

The IB Diploma Programme [French and Spanish HL](#) courses are designed for students who possess a degree of knowledge and experience in the target language. Students develop the ability to communicate in the target language through the study of language, themes, and texts. In doing so, students will also develop conceptual understandings of how language works in order to construct, analyse and evaluate arguments on a variety of topics relating to course content and the target language culture(s). Communication is evidenced through receptive, productive, and interactive skills across a range of contexts and purposes that are appropriate to the level of the course (and beyond those for language ab initio). Students will achieve an **Advanced-low proficiency** at the end of year 2 and are required to take the IB HL exam in May of Senior year.

The French and Spanish HL syllabus is organized into five prescribed themes: identities, experiences, human ingenuity, social organization, and sharing the planet. In addition, there will be study of two literary works originally written in the target language.

This is the first year of a two-year course. To receive IB credit, students must complete all internal assessments and the IB exam at the end of Year 2.

0283 IB Classical Language: Latin HL 1

Prerequisite: Latin Year 5H and teacher recommendation

Grades: 11

Credit: 1

DESCRIPTION

The IB Diploma Programme [Classical Languages](#) Latin HL course is designed for students who have already been introduced to Latin language and culture. It encourages students to achieve competence in Latin so that they can experience ancient texts in the most immediate way possible. The course focuses on the reading of unadapted Latin literature: but this is complemented by students' examination of other linguistic, historical, archaeological, and art historical evidence, to better understand the classical world.

This is a two-year course. To receive IB credit, students must complete all internal assessments and the IB exam at the end of Year 2.

GROUP THREE IB COURSES (SOCIAL STUDIES)

0278 IB Digital Society SL

Recommendation: Completion of 11th Grade U.S. History/AP United States History

Grades: Diploma Programme Students and 12th grade

Credit: 1

DESCRIPTION

The IB Diploma Programme [Digital Society](#) course is an interdisciplinary course within the Individuals and Societies subject group. The course is designed for young people interested in exploring the impact and importance of digital systems and technologies in the contemporary world. Digital Society is intended to appeal to a broad range of students in the social studies, media, humanities, IT, and related subject areas. Through a blend of theoretical exploration and practical application, students will develop a nuanced understanding of digital culture, online privacy, cybersecurity, artificial intelligence, and the digital divide.

WORK EXPECTATIONS

Students can expect a focus on in-depth research, critical analysis of real-world digital issues, group work, regular discussions, and an individual project where they investigate the impacts of a chosen digital system.

*To receive IB credit, students must complete all internal assessments and the IB exam in May.
This course meets the New York State requirements for Economics and Government.*

0279 IB Business Management HL 1

Grades: 11

Credit: 1

DESCRIPTION

The IB Diploma Programme [Business Management](#) course is designed to meet the current and future needs of students who want to develop their knowledge of business content, concepts, and tools to assist with business decision-making. Future employees, business leaders, entrepreneurs, or social entrepreneurs need to be confident, creative, and compassionate as change agents for business in an increasingly interconnected global marketplace. The business management course is designed to encourage the development of these attributes.

Students examine how business decisions are influenced by factors that are internal and external to an organization and how these decisions impact a range of internal and external stakeholders. Emphasis is placed on strategic decision-making and the operational business functions of human resource management, finance and accounts, marketing, and operations management.

WORK EXPECTATIONS

Students should expect a workload focused on analyzing business theories, applying them to real-world studies, critical thinking, extensive research, and written assignments. In addition, there will be class discussions, group projects, and an in-depth research project on a real-world business issue demonstrating a strong understanding of business operations on local, national, and global scales.

This is a two-year course. To receive IB credit, students must complete all internal assessments and the IB exam at the end of Year 2.

GROUP FOUR IB COURSES (SCIENCES)

0286 IB Computer Science HL 1

Prerequisite: AP Computer Science Principles or placement exam

Grades: 11

Credit: 1

DESCRIPTION

The IB Diploma Programme [Computer Science HL](#) course requires an understanding of the fundamental concepts of computational thinking as well as knowledge of how computers and other digital devices operate. The course, underpinned by conceptual thinking, draws on a wide spectrum of knowledge, and enables and empowers innovation, exploration and the acquisition of further knowledge. Students study how computer science interacts with and influences cultures, society and how individuals and societies behave, and the ethical issues involved. During the course the student will develop computational solutions. This will involve the ability to:

- identify a problem or unanswered question
- design, prototype and test a proposed solution
- liaise with clients to evaluate the success of the proposed solutions and make recommendations for future developments.

WORK EXPECTATIONS

Students will be expected to not only demonstrate high level content knowledge through research, computational design, programming, exams and performance tasks, but will also be required to individually design and carry out their IB Internal Assessment Computational Solution projects.

This is a two-year course. To receive IB credit, students must complete all internal assessments and the IB exam at the end of Year 2.

GROUP FIVE IB COURSES (MATH)

0280 IB Applications and Interpretations SL 1

Prerequisite: Geometry/Trigonometry Enh or Geometry

Grades: 11

Credit: 1

DESCRIPTION

The IB Diploma Programme [Mathematics: Applications and Interpretation](#) course recognizes the increasing role that mathematics and technology play in a diverse range of fields in a data-rich world. As such, it emphasizes the meaning of mathematics in context by focusing on topics that are often used as applications or in mathematical modeling. To give this understanding a firm base, this course includes topics that are traditionally part of a pre-university mathematics course such as calculus and statistics. Students are encouraged to solve real-world problems, construct and communicate this mathematically and interpret the conclusions or generalizations.

Students should expect to develop strong technology skills, and will be intellectually equipped to appreciate the links between the theoretical and the practical concepts in mathematics. All external assessments involve the use of technology. Students are also encouraged to develop the skills needed to continue their mathematical growth in other learning environments

WORK EXPECTATIONS

Students are expected to demonstrate a strong understanding of core mathematical concepts, apply them to real-world

scenarios, interpret data effectively using statistical tools, and communicate their findings clearly. Students will also be expected to choose a real-world problem, investigate it using mathematical tools and concepts, and present their findings.

This is a two-year course. To receive IB credit, students must complete all internal assessments and the IB exam at the end of Year 2.

0281 IB Analysis and Approaches SL 1

Prerequisite: Geo/Trig Enh or Algebra 2/Trig

Grades: 11

Credit: 1

DESCRIPTION

The IB Diploma Programme [Mathematics: Analysis and Approaches](#) course has a strong emphasis on calculus and on algebraic, graphical, and numerical approaches. In this course, students will develop strong skills in mathematical thinking and become fluent in the construction of mathematical arguments. The Analysis and Approaches course is designed for students who wish to study mathematics as a subject in its own right or to pursue their interests in areas related to mathematics. Topics covered in this course are algebra, calculus, statistics and probability, geometry and trigonometry, and discrete mathematics. It will appeal to students who are interested in exploring real and abstract applications of mathematical concepts.

WORK EXPECTATIONS

Students are expected to focus on developing strong analytical and problem-solving skills through a rigorous study of core mathematical concepts like algebra, functions, calculus, statistics, and geometry. Students will be expected to conduct a self-driven, in-depth exploration of a mathematical concept, demonstrating a strong understanding of the topic by applying it to a real-world scenario.

This is a two-year course. To receive IB credit, students must complete all internal assessments and the IB exam at the end of Year 2.

GROUP SIX IB COURSES (THE ARTS)

0287 IB Theatre SL

Recommendation: 1 credit in Acting

Grades: 11-12

Credit: 1

DESCRIPTION

The IB Diploma Programme [Theatre](#) course is a multifaceted theatre-making course. It gives students the opportunity to make theatre as creators, designers, directors and performers. It emphasizes the importance of working both individually and as part of an ensemble. It offers the opportunity to engage actively in the creative process of inquiring, developing, presenting and evaluating. Students are encouraged to work as inquisitive and imaginative artists, transforming ideas into action and communicating these to an audience. Theatre students learn to apply research and theory to inform and contextualize their work as they experience the course through practical and physical engagement. They understand that knowledge resides in the body and that research can be conducted physically through both action and practice. In this respect, the theatre course encourages students to appreciate that through the processes of researching, creating, preparing, presenting and critically reflecting on theatre—as participants and spectators—they gain a richer understanding of themselves, their community and the world.

WORK EXPECTATIONS

IB Theatre encourages students to be inquisitive, imaginative, and to work both individually and part of a group. Some work expectations include creating an original piece of theatre, presenting their work to others, considering the importance of set design, lighting, props, costumes and sound production.

To receive IB credit, students must complete all internal assessments and the IB exam in May.

0288 IB Visual Arts SL

Recommendation: 1 credit in Studio Art

Grades: 11 and 12

Credit: 1

DESCRIPTION

The IB Diploma Programme [Visual Arts](#) course encourages students to challenge their own creative and cultural expectations and boundaries. It is a thought-provoking course in which students develop analytical skills in problem-solving and divergent thinking, while working towards technical proficiency and confidence as art-makers. In addition to exploring and comparing visual arts from different perspectives and in different contexts, students are expected to engage in, experiment with and critically reflect upon a wide range of contemporary practices and media.

WORK EXPECTATIONS

Each student will prepare three interrelated assessment portfolios throughout the class that are internally assessed and externally moderated. The first is a *process portfolio* documenting the research, visual thinking, and media experiments that lead to their finished work. The second is the *comparative study* presented in slide format that documents the students' research and analysis of two artists from different cultures whose work informs their exploration. The third is the culminating *exhibition* of the students' best finished works from the class.

To receive IB credit, students must complete all internal assessments and the IB exam in May.

CORE IB CLASSES (ONLY DIPLOMA CANDIDATE STUDENTS)

0290 Theory of Knowledge (TOK) is a class that asks students to reflect on the nature of knowledge, and on how we know what we claim to know. As a thoughtful and purposeful inquiry into different ways of knowing, and into different kinds of knowledge, TOK is composed almost entirely of questions. The most central of these is "How do we know?" Other questions include:

- What counts as evidence for X?
- How do we judge which is the best model of Y?
- What does theory Z mean in the real world?

Through discussions of these and other questions, students gain greater awareness of their personal and ideological assumptions, as well as developing an appreciation of the diversity and richness of cultural perspectives.

This course is required for all IB Diploma Candidates. Only DP candidates may enroll in the class.

The Extended Essay (EE) is a pass/fail class that supports the IB Diploma Candidates. The goal of this course is to ensure that students are meeting the school's deadlines for EE work. The extended essay is an independent, self-directed piece of research, finishing with a 4,000-word paper. One component of the International Baccalaureate (IB) Diploma

Programme (DP) core, the extended essay is mandatory for all students attempting to earn an IB Diploma. Students are guided through the process of research and writing by an assigned supervisor (a teacher in the school). Extended essay topics may be chosen from a list of approved DP subjects — normally one of the student's six chosen subjects for the IB diploma or the world studies option.

This course is required for all IB Diploma Candidates during their junior and senior years. There are no credits associated with this course.

Creativity, Activity, Service (CAS) is a pass/fail class that supports the IB Diploma Candidates. It is one of the three essential elements that every student must complete as part of the Diploma Programme (DP). CAS involves students in a range of activities alongside their academic studies. It is not formally assessed. However, students reflect on their CAS experiences as part of the DP, and provide evidence of achieving the eight learning outcomes for CAS. The three strands of CAS, which are often interwoven with particular activities, are characterized as follows:

Creativity – arts, and other experiences that involve creative thinking.

Activity – physical exertion contributing to a healthy lifestyle, complementing academic work elsewhere in the DP.

Service – an unpaid and voluntary exchange that has a learning benefit for the student. The rights, dignity and autonomy of all those involved are respected.

In order to demonstrate these concepts, students are required to undertake a CAS Project. The project challenges students to: show initiative, demonstrate perseverance, and develop skills such as collaboration, problem solving and decision making. This course is required for all IB Diploma Candidates during their junior and senior years. There are no credits associated with this course.

ART AND DESIGN DEPARTMENT

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

THE ART REQUIREMENT

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

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

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

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

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

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

RYE HIGH SCHOOL ART & DESIGN DEPARTMENT COURSE OFFERINGS

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

0909A Studio Art Painting and Drawing

Prerequisite: None

Grades: 9-12

Credit: 0.5

DESCRIPTION

Studio Art in Painting and Drawing 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.

WORK EXPECTATIONS

At the end of each unit, all students will create one or more art pieces that reflect their understanding of the elements of art and principles of design. Throughout the unit, students will engage in a series of projects that begin with activities such as photographing and sketching. For most assignments, students will be required to submit JPEGs of their progress through Google Classroom. Each unit will include a pre-unit critique, a mid-project critique, and a final critique, all of which will contribute to their grades. The culmination of the course involves preparing a personal digital art portfolio. In this portfolio, students will write their own artist statements, customize the presentation of their work, and share their selected pieces with their peers.

This course meets 0.5 of the New York State required credit for the Arts and is a gateway into a sequence in the Arts.

0913 Studio Art Mixed Media

Prerequisite: None

Grades: 9-12

Credit: 0.5

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, linear perspective, assemblage and 3D design, ceramics, printmaking, and both digital (Photoshop) and paper collage. The class culminates in the release of a digital gallery of the student work- designed, curated, and produced by the class.

WORK EXPECTATIONS

At the end of each unit, all students will create one or more art pieces that reflect their understanding of the elements of art and principles of design. Throughout the unit, students will engage in a series of projects that begin with activities such as photographing and sketching. For most assignments, students will be required to submit JPEGs of their progress through Google Classroom. Each unit will include a pre-unit critique, a mid-project critique, and a final critique, all of which will contribute to their grades. The culmination of the course involves preparing a personal digital art portfolio. In this portfolio, students will write their own artist statements, customize the presentation of their work, and share their selected pieces with their peers.

This course meets 0.5 of the New York State required credit for the Arts and is a gateway into a sequence in the Arts.

0914 Studio Art Digital Media

Prerequisite: None

Grades: 9 - 12

Credit: 0.5

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 and additionally, through the use of the *Procreate* application and available iPad technology students will learn techniques in digital illustration.

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 0.5 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: 0.5

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 using clay or assemblage with foam core. Additionally, students will learn to use *Sketchup* software for digital renderings of architectural spaces. The goal of the class is to give students a range of experience in 3D professions and applications, including architecture, industrial design, interior design, and installation art. Prior to the site specific sculpture unit students will attend a field trip to the Storm King Arts Center.

WORK EXPECTATIONS

For each unit, students will be expected to complete a culminating project that creatively displays their understanding of the 3D discipline being explored and the skills and techniques they have practiced. For the interior design unit students will need to take site measurements out of school.

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

0925A Studio Art Graphic Design & Animation

Prerequisite: None

Grades: 9 - 12

Credit: 0.5

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 both *Adobe Photoshop* and the iPad application *Procreate* 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 0.5 of the New York State required credit for the Arts and is a gateway into a sequence in the Arts.

0929A Advanced Digital Media

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

Grades: 10 - 12

Unit: 0.5

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: Either Studio Art Painting & Drawing or Studio Art Mixed Media.

Grades: 9*(semester 2) 10, 11, 12

Credit: 0.5

DESCRIPTION

Advanced painters will explore both classical and contemporary genres of painting and drawing, using a combination of traditional and non-traditional materials. They will be encouraged to take greater creative risks and experiment more freely with various mediums. Students will have the opportunity to exceed the expectations of the Advanced Studio in Painting & Drawing course and begin preparing their AP portfolio earlier. Offered mediums include high-quality academic and professional materials such as oil paints, pencil sets, premium drawing papers, printmaking tools, and digital platforms like Procreate. Class activities will encompass lectures, research, art-making, group critiques, and portfolio preparation. The course will culminate in the creation of a personal art portfolio using Google Sites, showcasing each student's unique style and innovative artistic expression.

WORK EXPECTATIONS

Students are required to arrive prepared to complete in-class assignments. They will conduct extensive research and gather visual resources from various sources, including their own photography, the internet, magazines, posters, and personal writings. These materials will be used to create artworks such as self-portraits, family or friend portraits, landscapes, cityscapes, interiors, abstractions, and works inspired by styles like cubism, surrealism, and expressionism. Each unit will begin with a project proposal based on individual research. Students are expected to make full use of class time and are encouraged to work beyond class hours, with additional support provided during optional "X-time" sessions. Each unit will include a mid-project critique and a final critique, during which students are expected to lead discussions and provide constructive feedback to their peers. At the end of the semester, students will compile images of their artwork into a personal digital portfolio.

0930 Advanced Studio Art Mixed Media

Prerequisite: Either Studio Art Painting & Drawing or Studio Art Mixed Media.

Grades: 9*(semester 2) 10, 11, 12

Credit: 0.5

DESCRIPTION

Advanced Studio Art Mixed Media is a course for students who enjoy deep exploration of art making and mediums, and those who anticipate taking Advanced Placement Studio Art. Students 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. The non-art traditional materials and mediums will be encouraged for students who prefer to create a synthesis with their processes and ideas. This class mirrors the format for producing work in AP Studio where the medium and format are prescribed but the style, medium, 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 will select a theme for their semester-long body of work and write a descriptive paragraph outlining their focus. Each unit will include project proposals and group critiques. Students will complete a series of projects in various media based on their chosen theme, participate in group analyses of professional works, and create independent studio projects inspired by research on artists working in their preferred medium. At the semester's end, all artwork images will be compiled into a personal digital portfolio.

0903 Ceramics

Prerequisite: None

Grades: 10, 11, 12

Credit: 0.5

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.

WORK EXPECTATIONS

Students are expected to come to class in a mindset of creativity and risk taking with a willingness for experimentation, trial and error.

0904 Advanced Ceramics

Prerequisite: Ceramics

Grades: 10, 11, 12

Credit: 0.5

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 sophisticated are encouraged. Advanced students experiment with different approaches to glazing and other surface finishes of clay.

WORK EXPECTATIONS

Students are expected to come to class in a mindset of creativity and risk taking with a willingness for experimentation, trial and error.

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.

0919 AP Studio Art 2D Design Digital Media

Prerequisite: 1 Credit in Photography and Digital Media Track

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 Studio Art 2D Design Digital Media 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. The Sustained Investigation Portfolio is composed of 15 works of art based on a selected theme. The Selected Works Portfolio is composed of five works of art where the art and non art materials are in synthesis with the processes and ideas. At the end of the year, the portfolio is digitally submitted to the College Board for assessment by a panel of AP readers. This class challenges students to push their skills and imagination to new heights. Students learn how to investigate, create growth, and illustrate a theme, construct and deconstruct a successful composition, learn to synthesize materials with processes and ideas, present their work, and digitally format slides. In this course, students are expected to produce a large body of work within strict deadlines.

WORK EXPECTATIONS

For the AP Studio portfolio students must complete a written statement of up to 1,200 characters that provides insight into their inquiry, thinking, and creative process to accompany a collection of 15 art pieces with process documentation, including images that demonstrate practice, experimentation, and revision. This portfolio should showcase the student's visual, technical, and/or conceptual growth. The work must reflect a thoughtful exploration of materials, processes, and ideas or skillful synthesis of these elements. Additionally, students must complete the *Selected Works* section of five art pieces that best demonstrate a skillful synthesis of materials, processes, and ideas. Works can be related, unrelated, or a combination of both, and may overlap with those submitted in the Sustained Investigation Portfolio, but this is not required.

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 at least two 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 digital portfolio for the
Advanced Placement Studio Art Drawing exam in May.*

0918 AP Studio Art 2D Design

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

Grades: 11, 12

Credit: 1

DESCRIPTION

Students develop a 2-D Design portfolio that meets college-level standards, and it is designated for work that focuses on the use of two-dimensional (2-D) elements and principles of art and design. The Sustained Investigation Portfolio is composed of 15 works of art based on a selected theme. The Selected Works Portfolio is composed of five works of art where the art and non art materials are in synthesis with the processes and ideas. Process documentation images included in the portfolio should show evidence of practice, experimentation, and revision using materials, processes, and ideas and/or of skillful synthesis of materials, processes, and ideas, 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

For the AP Studio portfolio students must complete a written statement of up to 1,200 characters that provides insight into their inquiry, thinking, and creative process to accompany a collection of 15 art pieces with process documentation, including images that demonstrate practice, experimentation, and revision. This portfolio should showcase the student's visual, technical, and/or conceptual growth. The work must reflect a thoughtful exploration of materials, processes, and ideas or skillful synthesis of these elements. Additionally, students must complete the *Selected Works* section of five art pieces that best demonstrate a skillful synthesis of materials, processes, and ideas. Works can be related, unrelated, or a combination of both, and may overlap with those submitted in the Sustained Investigation Portfolio, but this is not required.

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. Either by utilizing past works or by completing work over the summer, students are expected to come to class in September with at least two 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 digital portfolio for the Advanced Placement AP Studio Art 2D Design exam in May.

0288 IB Visual Arts SL

Recommendation: 1 Credit in Studio Art

Grades: 11-12

Credit: 1

DESCRIPTION

The IB Diploma Programme [Visual Arts](#) course encourages students to challenge their own creative and cultural expectations and boundaries. It is a thought-provoking course in which students develop analytical skills in problem-solving and divergent thinking, while working towards technical proficiency and confidence as art-makers. In addition to exploring and comparing visual arts from different perspectives and in different contexts, students are expected to engage in, experiment with and critically reflect upon a wide range of contemporary practices and media.

WORK EXPECTATIONS

Each student will prepare three interrelated assessment portfolios throughout the class that are internally assessed and externally moderated. The first is a *process portfolio* documenting the research, visual thinking, and media experiments that lead to their finished work. The second is the *comparative study* presented in slide format that documents the students' research and analysis of two artists from different cultures whose work informs their exploration. The third is the culminating *exhibition* of the students' best finished works from the class.

To receive IB credit, students must complete all internal assessments and the IB exam in May.

CAREER AND TECHNICAL EDUCATION (CTE)

0995 Occupational Education

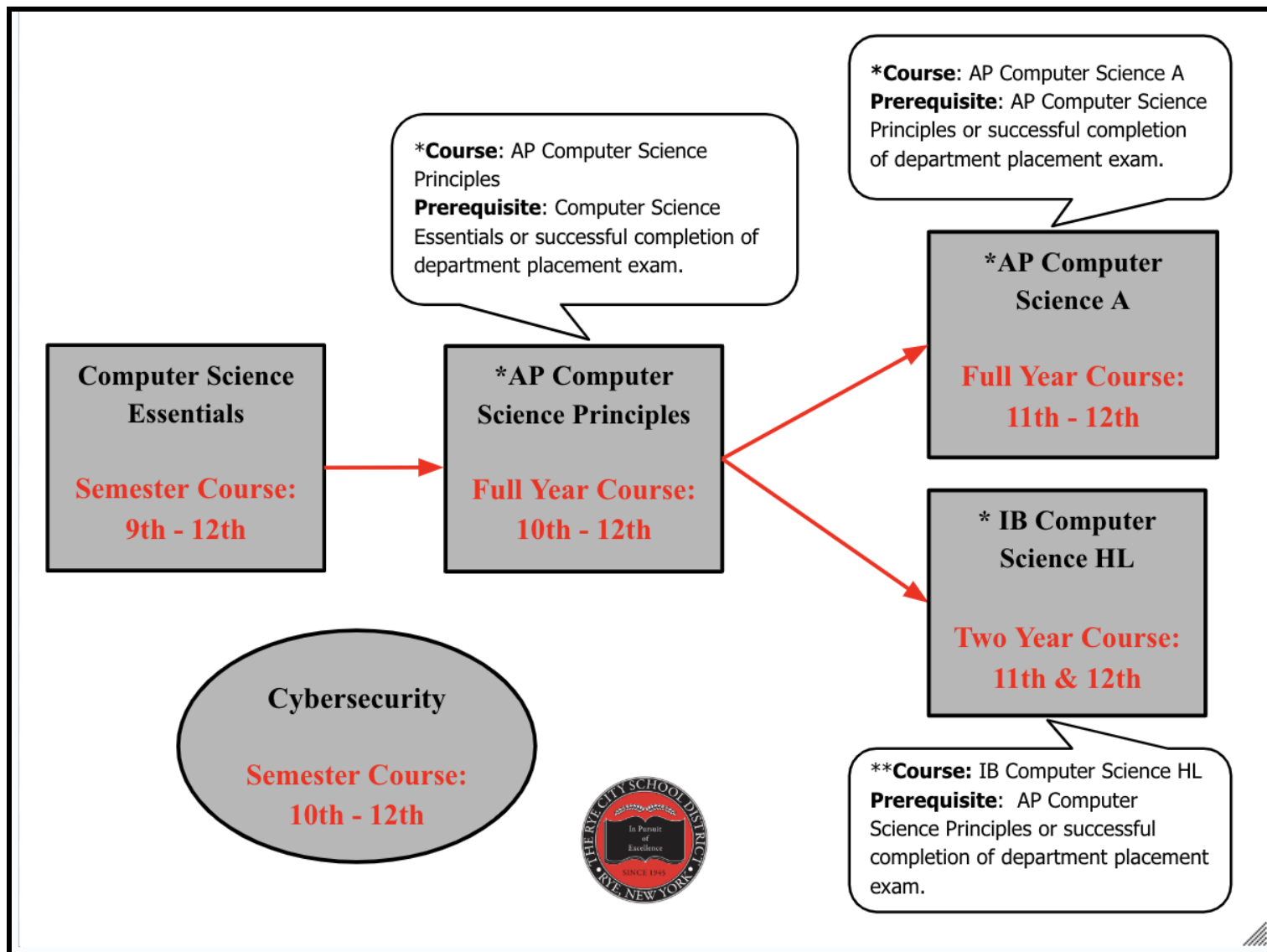
The BOCES Career & Technical Education Program is available to high school students who spend a half-day in their local high school and the other half day at the Southern Westchester Tech Center in Valhalla. In addition to instruction provided by the professional teaching staff, job placement, admissions counseling services, and Spanish language translation services are included. Courses offered in the Secondary Day Programs for 2024-2025 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
DepartmentTV/Video & Sound Production

COMPUTER SCIENCE AND ENGINEERING DEPARTMENT

The Computer Science/Engineering Department offers courses designed to foster learning across STEM disciplines. These courses aim to enhance students' technological literacy and cultivate integrative STEM thinking and analytical skills. Through classroom and laboratory experiences, students will gain hands-on practice with tools and materials, deepen their understanding of technology's role in society, and develop an appreciation for engineering principles, including proper design and construction techniques.

Computer Science



0541 Computer Science Essentials

Prerequisite: None

Grades: 9-12

Credit: 0.5

DESCRIPTION

Computer Science Essentials (CSE) 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 to hone their critical thinking and computational skills. CSE introduces students to coding fundamentals through the use of text based programming in the programming environment Processing, a flexible software sketchbook and a language for learning how to code. The intentional connections to widely accepted standards will help students gain confidence and reinforce fundamental knowledge needed regardless of a student's ultimate field of study or occupation. CSE will lay the foundation toward life-long success for those who chose to follow a computer science pathway.

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

AP Computer Science Principles introduces students to the breadth of the field of computer science. In this course, students will learn to design and evaluate solutions and to apply computer science to solve problems through the development of algorithms and programs. They will incorporate abstraction into programs and use data to discover new knowledge. Students will also explain how computing innovations and computing systems, including the Internet, work, explore their potential impacts, and contribute to a computing culture that is collaborative and ethical.

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

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.

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.

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

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.

0542 Computer Science Cybersecurity

Prerequisite: None

Grades: 10-12

Credit: 0.5

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. 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. 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.

WORK EXPECTATIONS

Daily assignments, including both written and online activities, will be provided to reinforce the material discussed in class. Additionally, students will engage in outside research to explore supplementary topics.

0286 IB Computer Science Year 1 - HL

Prerequisite: AP Computer Science Principles or placement exam

Grades: 11

Credit: 1

DESCRIPTION

The IB DP computer science HL course is a two year course that requires an understanding of the fundamental concepts of computational thinking as well as knowledge of how computers and other digital devices operate. The course, underpinned by conceptual thinking, draws on a wide spectrum of knowledge, and enables and empowers innovation, exploration and the acquisition of further knowledge. Students study how computer science interacts with and influences cultures, society and how individuals and societies behave, and the ethical issues involved. During the course the student will develop computational solutions. This will involve the ability to:

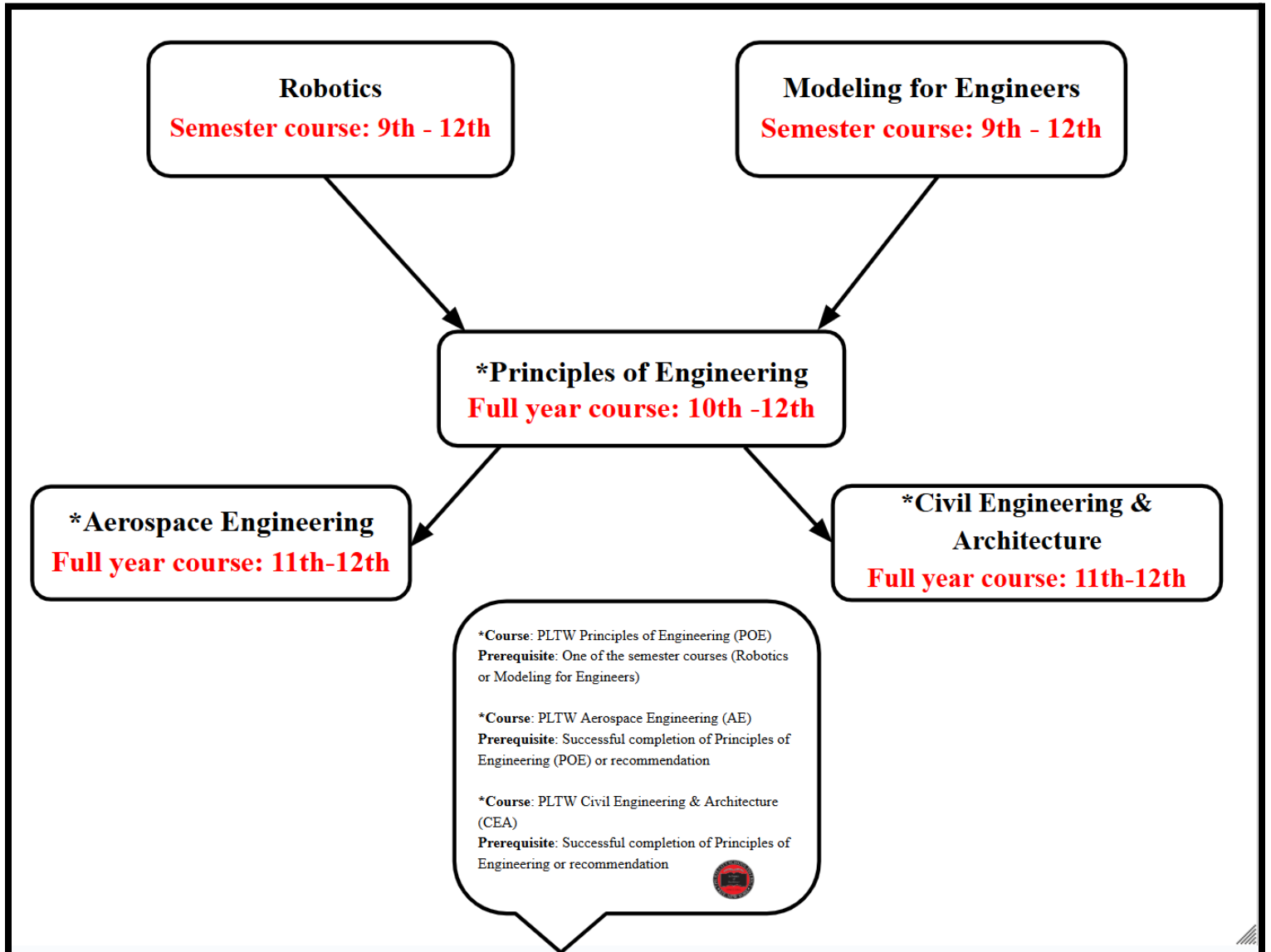
- identify a problem or unanswered question
- design, prototype and test a proposed solution
- liaise with clients to evaluate the success of the proposed solutions and make recommendations for future developments.

This is the first year of a two-year course. To receive IB credit, students must complete all internal assessments and the IB exam at the end of Year 2.

WORK EXPECTATIONS

Students can expect daily programs along with reading and/or written assignments.

Engineering



0560 Robotics

Prerequisite: None

Grades: 9, 10, 11, 12

Credit: 0.5

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.

0561 Modeling for Engineers

Prerequisite: None

Grades: 9, 10, 11, 12

Credit: 0.5

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.

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.

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.

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).

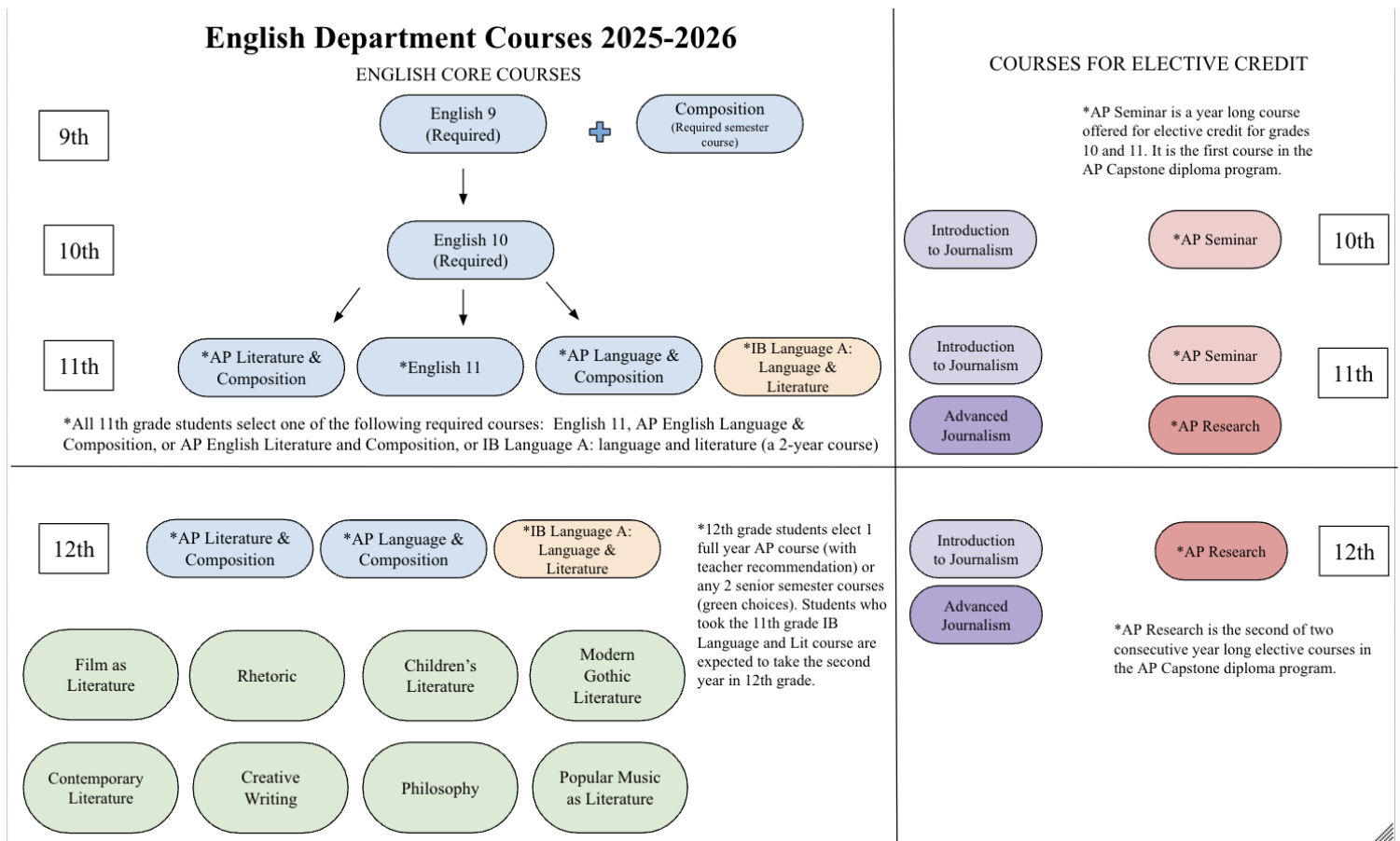
WORK EXPECTATIONS

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

ENGLISH DEPARTMENT

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. 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 differentiate instruction to meet the needs of individual students throughout the four-year sequence of study. 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 a study of grammar and an exposure to key modes of writing required throughout high school. The Advanced Placement English courses are offered to 11th and 12th grade students. A varied menu of semester English courses is offered to 12th grade students to fulfill their English requirements.



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 in formal analytical, 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*, *Twelve Angry Men*, *The Catcher in the Rye*, *Lord of the Flies*, *Antigone*, *Speak* and *The House on Mango Street*. 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.

0104 Composition

Prerequisite: English 8

Grade: 9

Credit: 0.5

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. 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

The texts for grade 10 connect to themes of how the world shapes individuals and are selected from the following list: *Of Mice and Men*, *Night*, *“Master Harold”...and the boys*, *The Kite Runner*, *The Odyssey*, *1984*, *Fahrenheit 451*, *Proof*, and *Macbeth*. 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.

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

TEXTS

The texts for grade 11 connect to themes related to the American experience and are selected from the following list: *The Things They Carried*, *Narrative of the Life of Frederick Douglass*, *The Crucible*, *The Great Gatsby*, *Hole in My Life*, *Small Great Things*, *Everything I Never Told You*, *The Book of Unknown Americans*, *Brain on Fire*, and *The Patron Saints of Nothing*. 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

AP Language and Composition is a year-long course that focuses predominantly on non-fiction. 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 essays requiring an understanding of authors' techniques, the concerns of the rhetorical situation, and an understanding of how complex rhetorical strategies develop authorial intent. 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.

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.

0130 AP Literature and Composition

Prerequisite: English 10 or 11 and Teacher Recommendation

Grade: 11, 12

Credit: 1

DESCRIPTION

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

TEXTS

The specific texts studied vary from year to year, but works by authors such as the following are typical: McCarthy, 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.

0128 Children's Literature

Prerequisite: English 11, AP Literature, or AP Language

Grade: 12

Credit:0.5

DESCRIPTION

Students read classic and contemporary children's books across many genres that offer a variety of perspectives. Students will reflect upon the books and stories that made an impression on them during childhood and consider how these texts translate into adulthood. Students will determine the noteworthy qualities of picture books and traditional tales, exploring how the written text and illustrations work together to create a meaningful reading experience. Students 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

0136 Contemporary Literature

Prerequisite: English 11, AP Literature, or AP Language

Grade: 12

Credit: 0.5

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: 0.5

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 craft creative nonfiction personal narratives, short stories, poetry, and film scripts during classroom writing workshop sessions. The class becomes a community of writers who publish their imaginative works, reflecting on the power of writing during the process.

TEXTS

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

WORK EXPECTATIONS

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

SUMMER ASSIGNMENT

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

0139 Modern Gothic Literature

Prerequisite: English 11, AP Literature, or AP Language

Grade: 12

Credit: 0.5

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 *The Running Man*; 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: 0.5

DESCRIPTION

Students will leave this course with a basic understanding of film terms and techniques – the “language” of film. 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.

TEXTS

A variety of films, which may include: *Hugo*, *Citizen Kane*, *Stagecoach*, *Psycho*, *Get Out*, *Dog Day Afternoon*, *The Shining*, *Fantastic Mr. Fox*, 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, presentations, quizzes, a student-directed short film, and an independent director's study. 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.

0153 Rhetoric: The Art of Persuasive Writing and Public Speaking

Prerequisite: English 11, AP Literature, or AP Language

Grade: 12

Credit: 0.5

DESCRIPTION

This course is designed as an introduction to the theory and practice of rhetoric, and is focused on guiding students to build compelling arguments in writing and public address. 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. Throughout the course, students will critique famous speeches and analyze how the speakers effectively persuade audiences. Students will compose their own original persuasive and argumentative essays and speeches. By participating in this course, students will be better able to participate in high-level discussions in college and beyond.

TEXTS

Speech Craft by Joshua Gunn, and a collection of essays and speeches

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: 0.5

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.

0140 Popular Music as Literature

Prerequisite: English 11, AP Literature, or AP Language

Grade: 12

Credit: 0.5

DESCRIPTION

An English class that spills over into history, music, anthropology, performing arts, and more, Popular Music as Literature focuses on modern raps and song lyrics as hip-hop as a culture, a practice, and a form of literature – not just as music. We go back hundreds of years to understand the roots of where hip-hop and other American genres come from, investigate the

rules and aesthetics that govern the artform, and look at the current social issues that pop music hip-hop confronts. Yes, we'll bob our heads to some great music, but we'll also take hip-hop, rock, and pop music seriously as an art form 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.

0147 Introduction to Journalism

Prerequisite: None

Grade: 10, 11, or 12

Credit: 0.5 elective credit

DESCRIPTION

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

WORK EXPECTATIONS

Punctual completion of the assigned readings and writing 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.

0151 Advanced Journalism

Prerequisite: Introduction to Journalism

Grade: 11 or 12

Credit: 0.5 elective credit

DESCRIPTION

This course offers students an opportunity to build on what they learned in Intro to Journalism and put it into practice through real-world publishing and editorial leadership. Advanced Journalism students will be co-seated with Intro students but will pursue an entirely separate and complementary curriculum. First, Advanced students will apply their knowledge of journalistic principles to serve as mentors, advisers, and editors for the Intro students. In addition, Advanced students will create their own work designed to inform and entertain fellow students as well as the Rye community, through articles appearing in the *Garnet & Black* school newspaper, a school-centric podcast, and video news program. The class offers the opportunity to mentor, edit, and collaborate to create original fact-based works with a real-world purpose.

WORK EXPECTATIONS

Punctual completion of assignments will be expected. Emphasis will be placed on class participation, collaboration, leadership, and discussion. Students will compose and edit journalistic writing in a variety of formats.

0277 IB Language and Literature HL 1

Prerequisite: English 10

Recommendation: Students who enjoy reading and writing and who have earned a grade of B+ or higher will be more successful in this course.

Grades: 11

Credit: 1

DESCRIPTION

The [Language A: Language and Literature](#) course introduces the critical study and interpretation of written and spoken texts from a wide range of literary forms and non-literary literary types. The formal analysis of texts is supplemented by the awareness that meaning is not fixed but can change in respect to contexts of production and consumption. The course is organized into three areas of exploration and seven central concepts and focuses on the study of both literary or non-literary texts. Together, the three areas of exploration of the course allow the student to explore the Language A in question through its cultural development and use, its media forms and functions, and its literature. Students develop skills of literary and textual analysis, and also the ability to present their ideas effectively. A key aim is the development of critical literacy.

TEXT

Core literary texts include *Frankenstein*, *An Enemy of the People*, *Tenth of December*, *Medea*, *The Underground Railroad*, and *Persepolis*. Non-literary texts will be selected across a variety of forms (photography, advertisement campaigns, film, podcasts, etc.).

WORK EXPECTATIONS

Students read extensively, and synthesize information from a variety of literary and non-literary texts. Students work independently to prepare and present an individual oral commentary to explain how two texts address a complex global issue. Students write frequently for the course, including two formal IB essay exams, and several process writing essays.

This is the first year of a two-year course. To receive IB credit, students must complete all internal assessments and the IB exam at the end of Year 2.

AP CAPSTONE

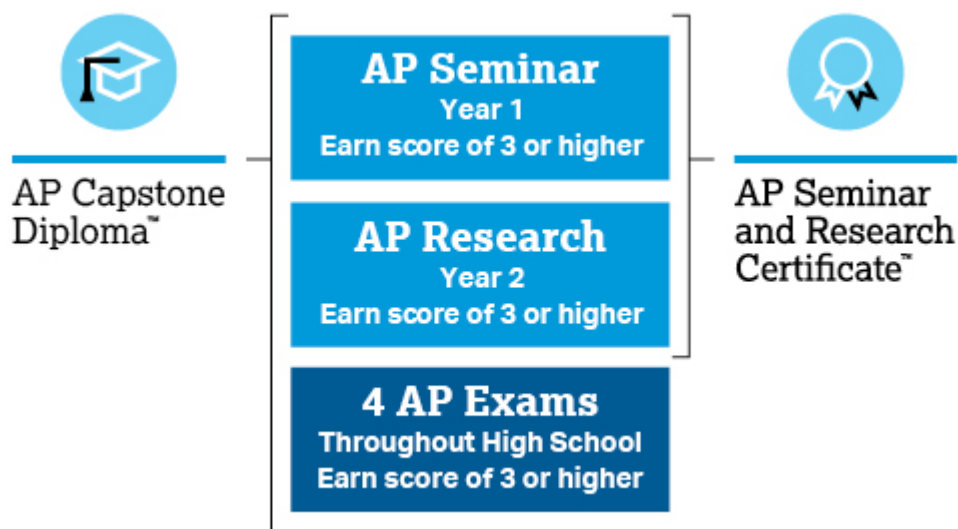
The College Board AP Capstone diploma program is based on two year long AP courses: AP Seminar and AP Research. These courses are designed to complement other AP courses that the AP Capstone student may take. Instead of teaching specific subject knowledge, AP Seminar and AP Research use an interdisciplinary approach to develop the critical thinking, research, collaboration, time management, and presentation skills students need for college-level work. College Board developed the AP Capstone Diploma program at the request of higher education professionals, who saw a need for a systematic way for high school students to begin mastering these skills before college.

Students typically take AP Seminar in grade 10 or 11, followed by AP Research. Each course is yearlong, and AP Seminar is a prerequisite for AP Research. In both courses, students investigate a variety of topics in multiple disciplines. Students may choose to explore topics related to other AP courses they're taking. Both courses guide students through completing a research project, writing an academic paper, and making a presentation on their project.

Over the course of the two-year program, students are required to:

- Analyze topics through multiple lenses to construct meaning or gain understanding.
- Plan and conduct a study or investigation.
- Propose solutions to real-world problems.
- Plan and produce communication in various forms.
- Collaborate to solve a problem.
- Integrate, synthesize, and make cross-curricular connections.

Students who earn scores of 3 or higher in AP Seminar and AP Research and on four additional AP Exams of their choosing receive the AP Capstone Diploma. Students who earn scores of 3 or higher in AP Seminar and AP Research but not on four additional AP Exams receive the AP Seminar and Research Certificate.



Note: The AP Capstone Diploma and AP Seminar and Research Certificate are reported to colleges and universities by the College Board as AP Scholar Awards and appear in Scholar Roster reports.

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. The AP Seminar Course may be taken without intention of taking AP Research in year two.

WORK EXPECTATIONS

AP Seminar is a dynamic course that encourages students to explore a wide range of topics through research and collaboration. Students are expected to complete assigned readings punctually and engage actively in group discussions. Throughout the course, they will research topics of personal interest and write two research papers which will be submitted to the College Board. Additionally, students will create two multimedia presentations to share their findings, showcasing their ability to communicate their ideas effectively. This course culminates in an AP Exam.

SUMMER ASSIGNMENTS

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

All students are required to take the AP Seminar Examination in May.

0161 AP Research

Prerequisite: AP Seminar and Teacher Recommendation

Grades: 11, 12

Credit: 1 elective credit

DESCRIPTION

AP Research is an interdisciplinary course that fosters critical thinking and academic research skills. Students will select a topic that interests them and conduct a year-long research project where their end goal is to write an extensive paper that contributes to the already-existing scholarship on their topic and to fill a gap in the academic conversation. AP Research is the second course in the AP Capstone series, and AP Seminar is a prerequisite.

WORK EXPECTATIONS

Students are expected to actively work on their research project both in and out of class. This work includes accessing academic databases, creating and revising their research question, completing an annotated bibliography, and composing a comprehensive literature review. Subsequently, students will select an appropriate research method that aligns with their question and conduct their own research, analyze their data, and explain their findings in a 4,000-5,000-word essay that functions as the AP Exam for this course. In addition to the written research paper, students must deliver a 20-minute multimedia presentation to a panel to explain their findings.

SUMMER ASSIGNMENTS

Students will complete a summer assignment to familiarize themselves with the research paper structure and begin their own research.

All students are required to take the AP Research Examination in May.

ENGLISH AS A NEW LANGUAGE (ENL)

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: 0.5

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.

0961A/0961B Physical Education 9

Prerequisite: None

Grades: 9

Credit: 0.5

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: 0.5

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

Students are expected to participate regularly in order to enhance their knowledge in the above activities, improve their physical skills, and promote personal fitness. In order to gain proficiency in a variety of activities, students are expected to give their full effort, cooperate, and demonstrate sportsmanship.

LIFE SKILLS

0950 Managing Your Future

Prerequisite: None

Grades: 11

DESCRIPTION

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

TEXTS

Counselor-developed materials, *Naviance*

WORK EXPECTATIONS

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

0952 Senior Internship

Grade: 12

DESCRIPTION

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

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

Grades: 9-12

Prerequisite: Recommendation through the CSE

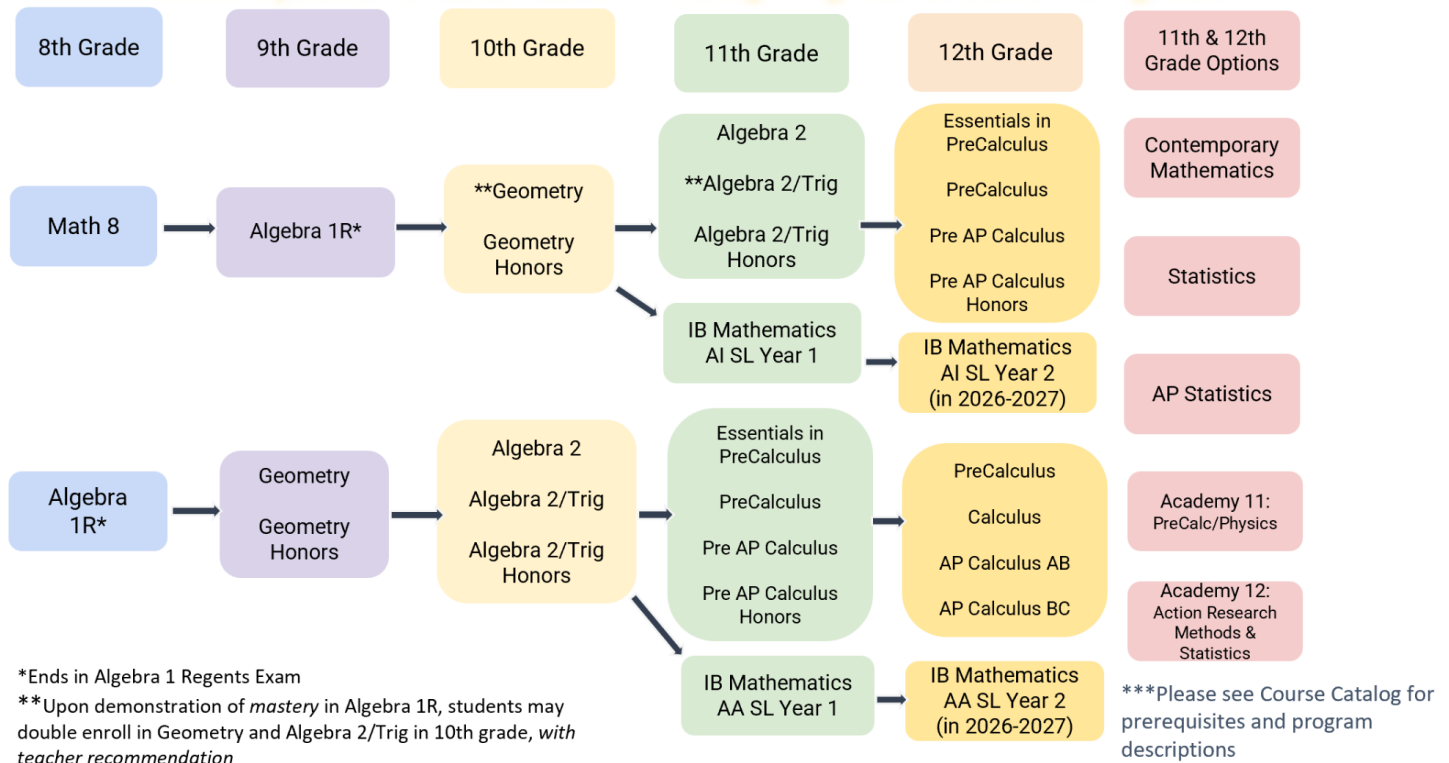
DESCRIPTION

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

MATHEMATICS DEPARTMENT

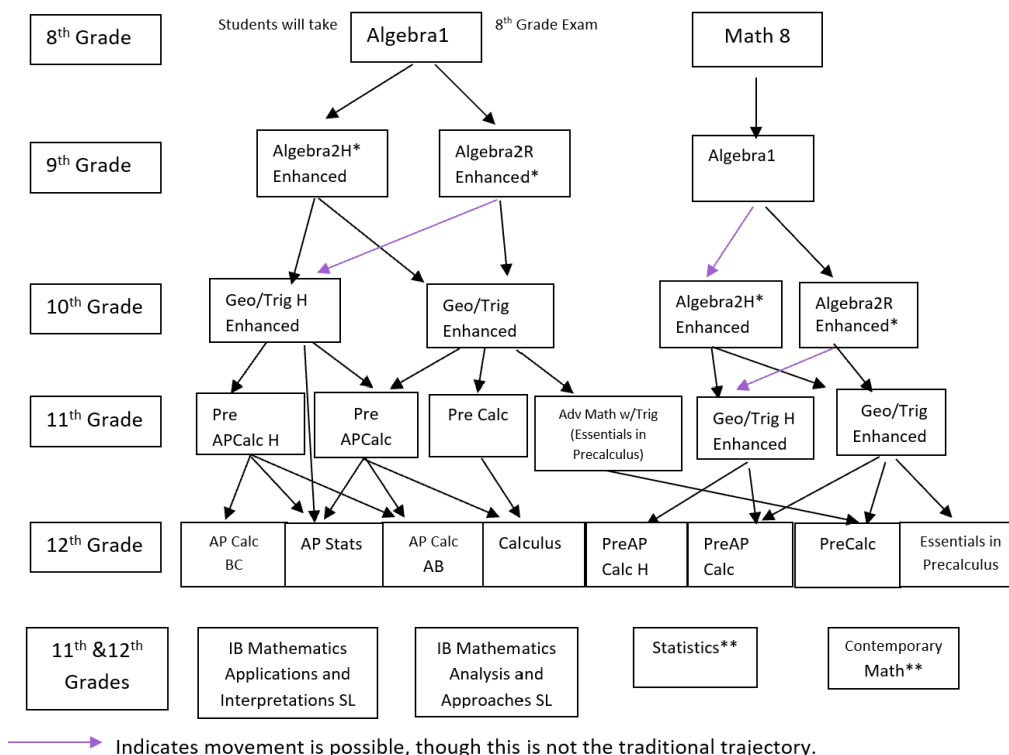
Today's society demands an ever-increasing proficiency in mathematics. Recognizing this need, the Mathematics Department of Rye High School offers a wide variety of courses for students of all ability levels. These courses stress both computational skills and understanding of the basic and underlying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

Math Options for 2025-2026 – Rising 9th grade & some 10th grade



Options are based on the class in which you are currently enrolled.

Mathematics Options 2025-2026 (Rising 11th, 12th, some 10th grade)



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

0300A Algebra 1R

Prerequisite: Math 8 and Teacher Recommendation

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.

A graphing calculator will be needed for this course.

WORK EXPECTATIONS

Daily homework will be assigned.

Students will take the NYS Algebra Regents exam in June.

0300E Algebra Lab

Requirement: Simultaneously enrolled Algebra 1R

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

DESCRIPTION

Algebra1 Lab is designed to support and reinforce concepts taught in Algebra 1. The lab time allows for a deeper exploration of content and helps students connect theoretical concepts to practical applications. The primary goal of the Lab is to provide students the opportunity for a more robust understanding of the material. The concepts will be explored

through group and/or individual activities.

0324 Geometry

Prerequisite: Algebra 1R

Grade: 9, 10

Credit: 1

DESCRIPTION:

This course is designed to provide extended study of geometric topics allowing for the reinforcement of algebraic techniques. This course employs an integrated approach to the study of geometric relationships. Through a consideration of Euclidean, transformational and coordinate approaches, students will investigate situations in order to justify geometric relationships and properties of geometric figures. Major emphasis will be placed on: Quadratics, Coordinate Geometry, Polygons, Transformations, Right Triangles, Trigonometry, and Proofs. Problem solving techniques and precise written and oral work are also stressed. Work includes analytical problems involving work with linear and quadratic equations. *This course will prepare students for a cumulative final exam in June.*

A graphing calculator will be needed for this course.

WORK EXPECTATIONS:

Daily homework assignments will be given.

0324E Geometry Lab

Requirement: Simultaneously enrolled in Geometry

Grade: 9, 10

DESCRIPTION

Lab is designed to support and reinforce concepts taught in Geometry. The lab time allows for a deeper exploration of content and helps students connect theoretical concepts to practical applications. The primary goal of the Lab is to provide students the opportunity for a more robust understanding of the material. The concepts will be explored through group and/or individual activities.

0324H Geometry Honors

Prerequisite: Algebra 1R and Teacher Recommendation.

Recommendation: 95 or better in Algebra 1R

Grade: 9, 10

Credit: 1

DESCRIPTION

This is an advanced Geometry course in which topics covered are done so in a rigorous and rapid setting. It is designed for students with a strong interest and persistence in mathematics. We will be covering Euclidean proofs, advanced algebraic skills such as manipulating radical and rational expressions, solving rational, radical and quadratic equations, congruence, constructions, similarity, trigonometry, and three-dimensional geometry. This course stresses the ability to reason logically and to think critically, using spatial sense. Students will engage in activities that allow them to create geometric understanding. This course will formalize and extend students' geometric experiences from the middle grades. The course culminates with a local final exam in June.

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.*

0345 Algebra 2/Trigonometry (only available to transfer students in 25-26)

Prerequisite: Geometry and Teacher Recommendation

Recommendation: Y1 average of 88 or better in Geometry

Grade: 10, 11

Credit: 1

DESCRIPTION

This is a rigorous full year course which provides an in-depth study in advanced algebra and trigonometry. There is an extensive number of topics included in the curriculum of this course resulting in the course being very fast paced. Major emphasis will be placed on: numeracy, the real number system, factoring, rational expressions/equations, simplification/operations of radicals and radical equations, solving quadratic equations/inequalities, relations and functions, solving systems of equations, exponential and logarithmic properties/equations and introductory trigonometry, trigonometric equations and identities.

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 and Teacher Recommendation

Recommendation: Y1 average at time of recommendation of 88 or higher Algebra 2R Enhanced

Grade: 10, 11

Credit: 1

DESCRIPTION:

This course comprehensively covers topics in the geometry/trigonometry curriculum. Students will explore geometric terms, theorems, and formal and informal proofs. Students will receive periodic reviews of algebra during this course of study. Students will receive an introduction to trigonometric functions including the Unit Circle, Law of Sines, Law of Cosines, trigonometric identities, trigonometric graphs, trigonometric inverses, and solutions of triangles. Topics include

additional exploration of each topic in depth, thus covering more material on each topic over the course of the year. **A graphing calculator will be needed for this course.**

WORK EXPECTATION

Daily homework assignments will be given.

0328 Geometry/Trigonometry Enhanced Honors

Prerequisites: Algebra 2R Enhanced Honors/Algebra 2R Enhanced and Teacher Recommendation

Recommendation: Y1 average of 90 or higher in Algebra 2R Enhanced Honors or Y1 average of 95 or higher in Algebra 2R Enhanced

Grade: 10, 11

Credit: 1

DESCRIPTION

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

A graphing calculator will be needed for this course.

WORK EXPECTATIONS

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

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.*

0351 Essentials in PreCalculus

Prerequisite: Geo/Trig Enhanced

Grades: 11, 12

Credit: 1

DESCRIPTION

This is a foundational mathematics class that is designed to prepare students for the study of higher level mathematics. This course provides a comprehensive review of advanced algebra concepts, including functions, graphing, transformations, exponential and logarithmic functions, along with an extensive study of trigonometry.

A graphing calculator will be needed for this course.

WORK EXPECTATIONS

Daily assignments will be given.

0333 PreCalculus

Prerequisite: Geo/Trig Enhanced or Advanced Math with Trig and Teacher Recommendation

Recommendation: Y1 average of 88 Geo/Trig Enhanced or Y1 average of 95 Advanced Math w/Trig

Grade: 11, 12

Credit: 1

DESCRIPTION

This course includes functions, conic sections, limits, solutions of higher degree equations, matrices, and trigonometry, logarithmic and exponential functions.

A graphing calculator will be needed for this course.

TEXT

Precalculus, 2nd Ed., Glencoe

WORK EXPECTATIONS

Daily homework assignments will be given.

0334 Pre-AP Calculus

Prerequisite: Geo/Trig Enhanced and Teacher Recommendation

Recommendation: Y1 average of 95 in Geo/Trig Enhanced

Grades: 11, 12

Credit: 1

DESCRIPTION

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

A graphing calculator will be needed for this course.

TEXT

Precalculus, 2nd Ed., Glencoe.

WORK EXPECTATIONS

Daily reading and/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 and Teacher Recommendation

Recommendation: Y1 average of 95 in Geo/Trig Enhanced Honors

Grade: 11

Credit: 1

DESCRIPTION

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

A graphing calculator will be needed for this course.

TEXT

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

WORK EXPECTATIONS

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

0338 Statistics

Prerequisite: Advanced Math with Trig or Geo/Trig Enhanced

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 and Teacher Recommendation

Recommendation: Y1 average of 90 in Geo/Trig Enhanced Honors or Pre-AP Calculus.

Grade: 11, 12

Credit: 1

DESCRIPTION

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

A graphing calculator will be needed for this course.

TEXT

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

WORK EXPECTATIONS

Higher order thinking skills are stressed in problem-solving. There is substantial exploration of topics at an advanced

level. Students must be self-motivated, independent learners.

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

0347 Calculus

Prerequisite: Pre-Calculus/Pre-APCalculus and Teacher Recommendation

Recommendation: Y1 average of 88 in Pre-Calculus

Grade: 12

Credit: 1

DESCRIPTION

This is a college level course that introduces such topics as limits, differentiation, integration techniques, and applications of differentiation and integration.

A graphing calculator will be needed for this course.

TEXT

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

WORK EXPECTATIONS

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

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

0280 IB Applications and Interpretations SL 1

Prerequisite: Geometry/Trigonometry Enh or Geometry

Grades: 11

Credit: 1

DESCRIPTION

The IB DP [Mathematics: Applications and Interpretation](#) course recognizes the increasing role that mathematics and technology play in a diverse range of fields in a data-rich world. As such, it emphasizes the meaning of mathematics in context by focusing on topics that are often used as applications or in mathematical modeling. To give this understanding a firm base, this course includes topics that are traditionally part of a pre-university mathematics course such as calculus and statistics. Students are encouraged to solve real-world problems, construct and communicate this mathematically and interpret the conclusions or generalizations.

Students should expect to develop strong technology skills, and will be intellectually equipped to appreciate the links between the theoretical and the practical concepts in mathematics. All external assessments involve the use of technology. Students are also encouraged to develop the skills needed to continue their mathematical growth in other learning environments

WORK EXPECTATIONS

Students are expected to demonstrate a strong understanding of core mathematical concepts, apply them to real-world scenarios, interpret data effectively using statistical tools, and communicate their findings clearly. Students will also be expected to choose a real-world problem, investigate it using mathematical tools and concepts, and present their findings.

This is a two-year course. To receive IB credit, students must complete all internal assessments and the IB exam at the end of Year 2.

0281 IB Analysis and Approaches SL 1

Prerequisite: Geo/Trig Enh or Algebra 2/Trig

Grades: 11

Credit: 1

DESCRIPTION

The IB Diploma Program [Mathematics: Analysis and Approaches](#) course has a strong emphasis on calculus and on algebraic, graphical, and numerical approaches. In this course, students will develop strong skills in mathematical thinking and become fluent in the construction of mathematical arguments. Analysis and Approaches course is designed for students who wish to study mathematics as a subject in its own right or to pursue their interests in areas related to mathematics. Topics covered in this course are algebra, calculus, statistics and probability, geometry and trigonometry, and discrete mathematics. It will appeal to students who are interested in exploring real and abstract applications of mathematical concepts.

WORK EXPECTATIONS

Students are expected to focus on developing strong analytical and problem-solving skills through a rigorous study of core mathematical concepts like algebra, functions, calculus, statistics, and geometry. Students will be expected to conduct a self-driven, in-depth exploration of a mathematical concept, demonstrating a strong understanding of the topic by applying it to a real-world scenario.

This is a two-year course. To receive IB credit, students must complete all internal assessments and the IB exam at the end of Year 2.

0330 AP Calculus AB

Prerequisite: Pre-AP Calculus and Teacher Recommendation

Recommendation: Y1 average of 90 in Pre-AP Calculus

Grade: 12

Credit: 1

DESCRIPTION

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

TEXT

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

WORK EXPECTATIONS

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

All Students are required to take the Advanced Placement Calculus AB Exam in May.

0331 AP Calculus BC

Prerequisite: Pre-AP Calculus Honors and Teacher Recommendation

Recommendation: Y1 average of 90 in Pre-AP Calculus Honors

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 10th Ed., Larson, Hostetler, Edwards.

WORK EXPECTATIONS

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

All Students are required to take the Advanced Placement Calculus BC Exam in May.

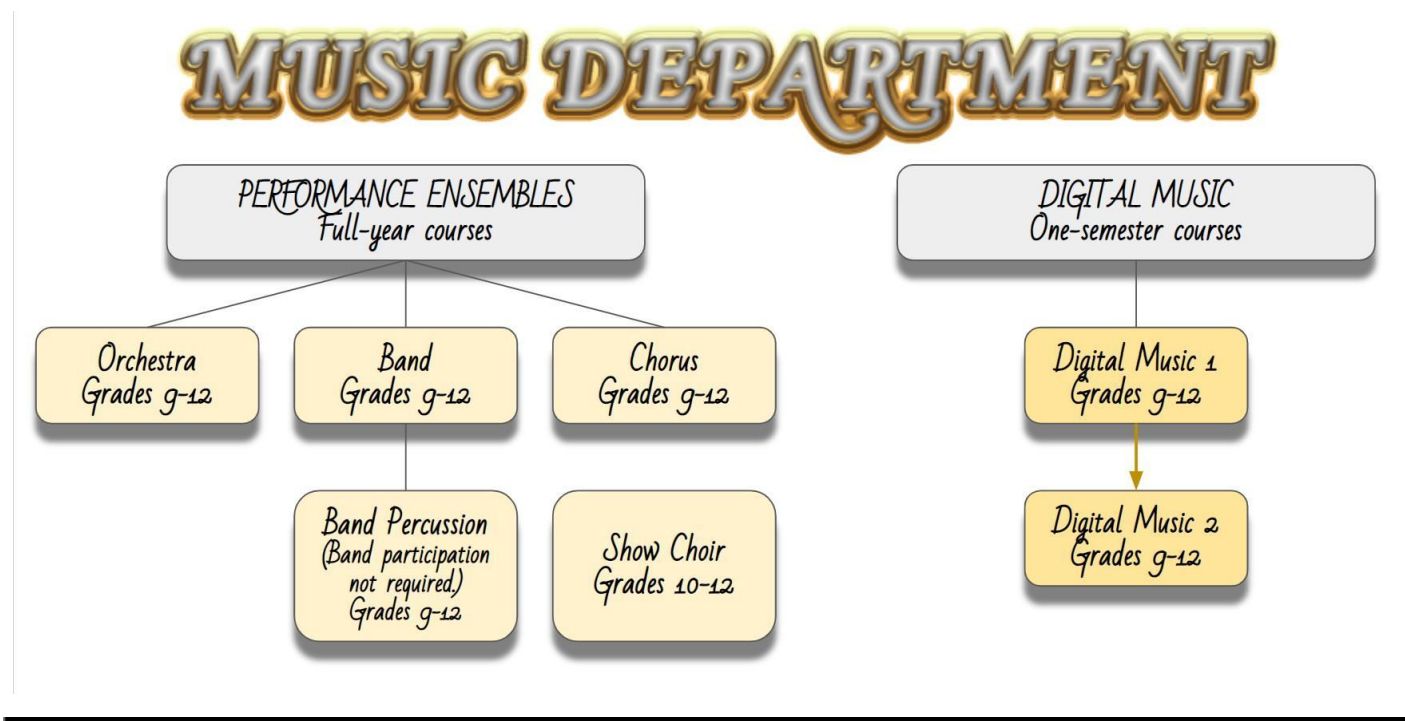
MUSIC DEPARTMENT

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 ½ 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 or a commitment to learning percussion

Grades: 9-12

Credit: 1

DESCRIPTION

Band Percussion is a hands-on collaborative course designed for both experienced and beginning percussion students. In this course techniques for playing percussion are studied and strengthened. Instruments explored include African and South American percussion, as well as more traditional band instruments such as: snare drum, mallet instruments, timpani, drumset, and outdoor percussion. Students engage with a wide variety of literature written for percussion, and students are afforded the opportunity to arrange and create music in class.

TEXTS

Various percussion technique studies and performance repertoire.

WORK EXPECTATIONS

It is expected that students will apply themselves to achieving set goals for technique and performance, as well as regular practice outside of class. A collaborative mindset is encouraged. Performances include a winter and spring concert, home

football games as a drumline, and select community events.

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

0940 Band

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

Prerequisite: Grade 8 Orchestra or Audition

Grades: 9-12

Credit: 1

DESCRIPTION

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

TEXTS

Appropriately graded/leveled repertoire of musical pieces

WORK EXPECTATIONS

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

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

0944 Chorus

Prerequisite: Chorus 8 or Teacher Recommendation

Grades: 9-12

Credit: 1

DESCRIPTION

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

TEXTS

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

WORK EXPECTATIONS

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

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

0943 Show Choir

Prerequisite: 1 year of High School Chorus or teacher recommendation

Grades: 10-12

Credit: 1

DESCRIPTION

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

TEXTS

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

WORK EXPECTATIONS

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

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

0948 Digital Music 1

Prerequisite: None

Grades: 9-12

Credit: 0.5

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 0.5 credit of the New York State required credit for the Arts.

0949 Digital Music 2

Prerequisite: Digital Music 1

Grades: 9-12

Credit: 0.5

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.

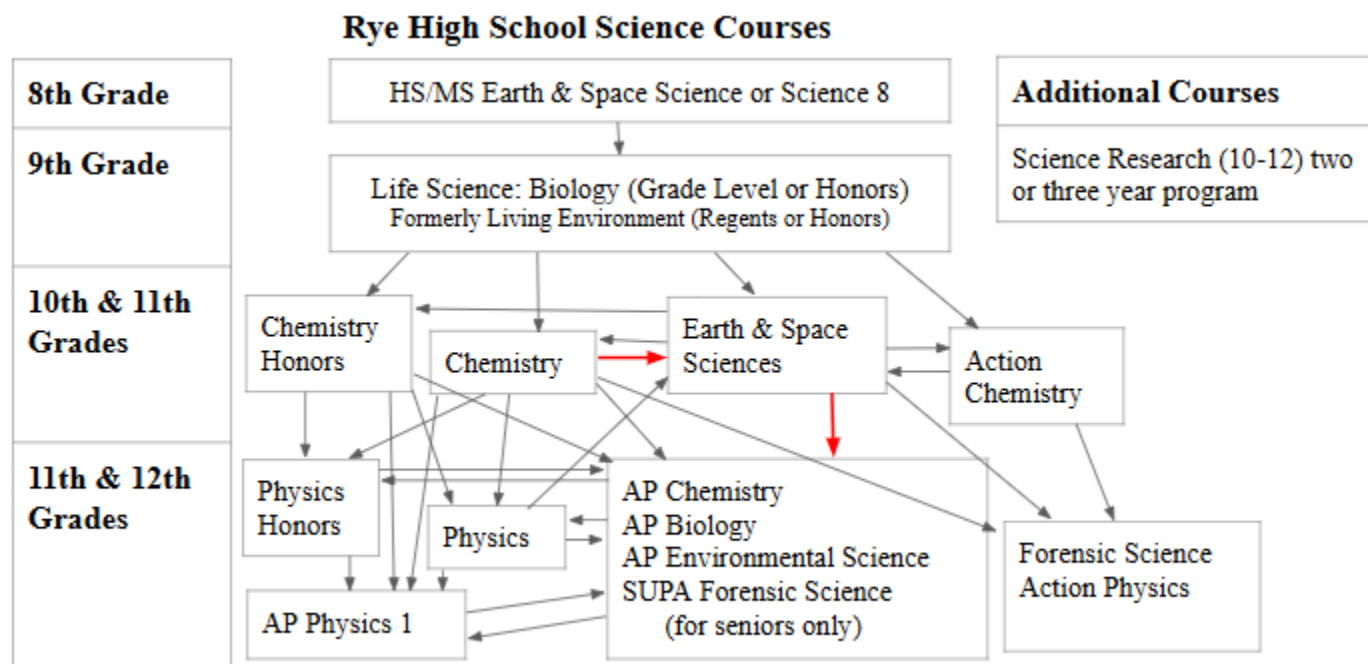
WORK EXPECTATIONS

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 0.5 credit of the New York State required credit for the Arts.

SCIENCE DEPARTMENT

Our world is becoming increasingly driven by technology, alongside growing concerns about the environment. As a result, there is a stronger focus on applying scientific knowledge to guide social decisions both now and in the future. All students are encouraged to pursue a continuous sequence of science courses tailored to their interests and abilities across all scientific disciplines. New York State mandates that every student complete three science credits, including at least one in a physical science and one in a life science. Specific course details can be found in the descriptions below.



0362A Life Science: Biology

Prerequisite: Science 8 or HS/MS Earth & Space 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. Collaborative assignments such as group activities and projects are an additional component of the course. Homework is given as needed, and lab assignments must be completed on a weekly basis to meet the minimum lab hour requirement needed to be eligible to sit for the Regents exam.

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

0360A Life Science: Biology Honors

Prerequisite: Science 8 or HS/MS Earth & Space Science and Teacher Recommendation

Recommendation: Students who are most successful in Life Science: Biology Honors have earned a 95 in Science 8 or 90 in HS/MS Earth & Space 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 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. Collaborative assignments such as group activities and 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 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. Homework is given as needed, and lab assignments must be completed on a weekly basis to meet the minimum lab hour requirement for eligibility to sit for the Regents exam.

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

0386 AP Biology

Prerequisite: Living Environment and Chemistry or Chemistry Honors with teacher recommendation

Recommendation: Students who are most successful in AP Biology have earned a 90 or better in Chemistry or 85 or better in Chemistry Honors

Grade: 11 or 12

Credit: 1

Science Designation: Life Science

DESCRIPTION

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

TEXT

Biology 12th Edition, Campbell Reece

WORK EXPECTATIONS

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

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

0390 Earth & Space Sciences

Prerequisites: Teacher Recommendation

Recommendation: Students who are most successful in Earth and Space Sciences have already completed both Chemistry and Biology (formerly Living Environment) with an 80 or higher, have mastery (85 or higher) in their current math class.

Grade: 10, 11, 12

Credit: 1

Science Designation: Physical Science (Earth & Space Science)

DESCRIPTION

This course follows some of the New York State Science Learning Standards for High School Physical Science: Earth and Space Science. The redesign of the standards for this class structures it to be a capstone course covering numerous topics in traditional Earth Science classes as well as connections and applications to topics in both Chemistry and Biology. These include, but are not limited to, astronomy, meteorology, surface features of the Earth, geology, humans and human impact, global warming, climate change as well as mitigating problems and designing solutions. There are 3 required labs for the course and other basic ideas are developed through a series of related laboratory experiments that are expanded upon through three dimensional learning. This class meets 8 times in an 8 day cycle.

WORK EXPECTATIONS

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

0398 AP Environmental Science

Prerequisite: Living Environment and Chemistry or Chemistry Honors with teacher recommendation

Recommendation: Students who are most successful in AP Environmental Science have earned a 90 or better in Chemistry or 85 or better in Chemistry Honors

Grades: 11 or 12

Credit: 1

Science Designation: Life Science & Physical Science

DESCRIPTION

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

TEXT

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

WORK EXPECTATIONS

There will be a strong emphasis on critical thinking, data analysis, and critical analysis of hypothetical problems along with potential solutions. A minimum of six hours per week of independent work outside of class is required.

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

0380A Action Chemistry

Prerequisite: Living Environment or Life Science: Biology

Grades: 10 or 11

Credit: 1

Science Designation: Physical Science

DESCRIPTION

This introductory chemistry course explores some of the New York State Science Learning Standards for High School Physical Science: Chemistry, but not all of the standards will be covered. Lessons include studying 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, quizzes, projects, and presentations comprise some of the various assessments throughout the course on a consistent basis.

0376A Chemistry

Prerequisite: Life Science: Biology (Regents or Honors level) and Teacher Recommendation

Recommendation: Students who are most successful in Chemistry earned 80 or higher in Life Science: Biology. They also have mastery (85 or higher) in their current math class.

Grade: 10, 11, 12

Credit: 1

Science Designation: Physical Science

DESCRIPTION

This course exposes students to various topics surrounding Chemistry including but not limited to: 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. The focus of this course will be fully aligned with the New York State Science Learning Standards (even though the new exam is currently not required). Content will be continuously taught and carried throughout each unit so the content learned in September builds and guides learning of content throughout the year. Students who are most successful are able to synthesize why things happen, make connections to the patterns they observe and predict solutions based on those patterns and predictions. The focus will be on learning in three dimensions and applying this learning to new problems as well as determining explanations and solutions that help to solve problems. This class meets 8 times in an 8 day cycle.

TEXT- as a reference

Holt Chemistry; Myers, Oldham, Tocci, 2004

WORK EXPECTATIONS

Students will be expected to apply skills learned in Math to solve Chemistry problems on a regular basis. Nightly homework/lab work is assigned as well as weekly quizzes. Unit tests and projects are assigned at the completion of units.

0374 Chemistry Honors

Prerequisite: Life Science: Biology or Life Science: Biology Honors and Teacher Recommendation

Recommendation: Students who are most successful in Chemistry Honors earned 95 or higher in Life Science: Biology or 90 or higher in Life Science: Biology Honors. They also have mastery (85 or higher) in their current honors level math class.

Grade: 10 or 11

Credit: 1

Science Designation: Physical Science

DESCRIPTION

This is a **rigorous, fast-paced** course that meets the New York State Science Learning Standards and goes beyond. This class covers 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. Lectures, discussions, and inquiry-based work are presented in such a way as to promote learning in three dimensions. Consistent reflection and building on past content, practices, and learning are essential to supporting students' learning and understanding as the course progresses. Essential lab skills, knowledge, and practices are also integral to student learning and are necessary for their success. 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 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.

0378 AP Chemistry

Prerequisite: Chemistry or Chemistry Honors with teacher recommendation

Recommendation: Students who are most successful have 90 or better in Chemistry or 85 or better in Chemistry Honors

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. As a reference, students will need to memorize all polyatomic ions and solubility guidelines by the end of September and the periodic tables do not include oxidation numbers. The topics covered under the AP Chemistry syllabus are structure of matter, kinetics, thermodynamics, equilibrium, acids and bases, and electrochemistry. The AP exam is hybrid so exams will be on the computer starting at the start of second semester. Laboratory practices are a major component of the course and students will be required to keep laboratory notebooks. This class meets 8 times in an 8 day cycle. Note* There will be a final exam in addition to the AP exam.

TEXT

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

WORK EXPECTATIONS

There is a strong focus on problem-solving. Students should have strong mathematical skills. For a summer assignment, the students are required to complete 4 note units and problems that review content learning in their Chemistry classes and begin to introduce concepts we will utilize during the year. The AP summer assignment exam will be the first Friday we return to school. 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.

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

0369 Action Physics

Prerequisite: None

Recommendation: Chemistry or Action Chemistry

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 basic New York State Science Learning Standards in High School Physics will be addressed but not all of the standards will be

covered. 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.

0372 Physics

Prerequisite: Chemistry or Chemistry Honors with teacher recommendation

Recommendation: Juniors and seniors who are most successful in this course have earned an 80 or better in Chemistry or Chemistry Honors. They have also achieved mastery (85 or higher) in their current math class and they passed the Algebra 1 Regents Exam.

Grade: 11 or 12

Credit: 1

Science Designation: Physical Science

DESCRIPTION

This course follows the content of the New York State Science Learning Standards for High School Physical Science: Physics. Topics covered are kinematics, dynamics, wave phenomena, physical optics, electrostatics, electromagnetism, nuclear, and quantum physics. This class meets 8 times in an 8 day cycle.

TEXT

Physics, James S. Walker

WORK EXPECTATIONS

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

0370 Physics Honors

Prerequisite: Chemistry or Chemistry Honors with teacher recommendation

Recommendation: Juniors and seniors who are most successful in this course have earned a 95 or better in Chemistry or 90 or better in Chemistry Honors. They have also achieved mastery (85 or higher) in their current honors level math class and they passed the Algebra 1 Regents Exam with mastery (85 or higher).

Grade: 11 or 12

Credit: 1

Science Designation: Physical Science

DESCRIPTION

This course follows the content covered in the New York State Science Learning Standards for High School Physical Science: 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.

0366 AP Physics 1

Prerequisite: Chemistry or Chemistry Honors with teacher recommendation

Recommendation: Students who are most successful in this course have earned a 90 or better in Chemistry or 85 or better in Chemistry Honors. Seniors likely to be successful in this course have taken Pre-AP Calculus and will be concurrently enrolled in Calculus AB or BC. Juniors likely to be successful in this course are concurrently enrolled in Pre-AP Calc Honors.

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 AP Physics 1 exam in May.

0392 Forensic Science

Prerequisite: Living Environment and Action Chemistry or Chemistry

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

Grades: 11 or 12

Credit: 1

Science Designation: Life Science & Physical Science

DESCRIPTION

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

TEXT

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

WORK EXPECTATIONS

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

0388 SUPA Forensic Science (Syracuse University Project Advance)

Prerequisites: Living Environment Regents and Chemistry 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.

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 is paid directly to the University. The current tuition rate is \$460 for the 2024-2025 academic year.

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 and third years of this 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 (2024-2025 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.

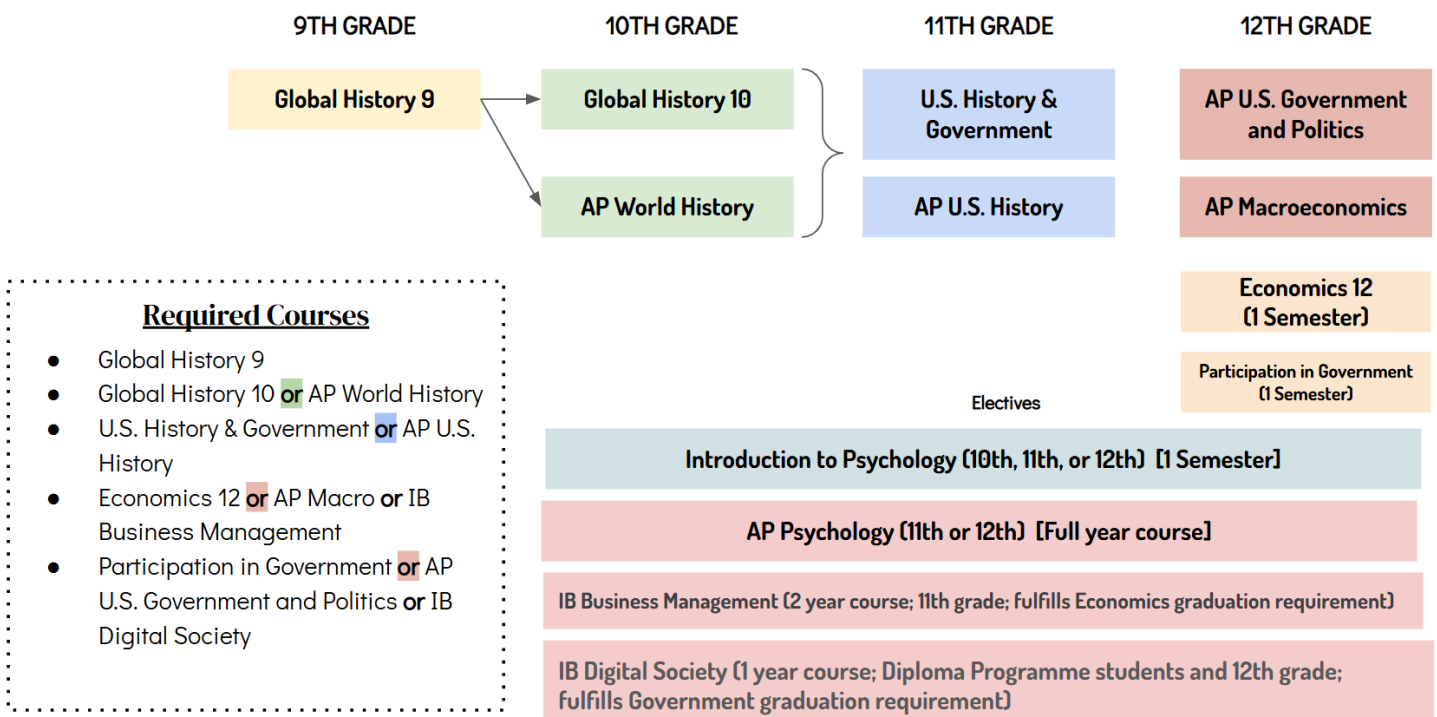
Students should be self-motivated, independent workers with a passion to pursue their interests. Grades in the class depend on the amount of work completed by each student relative to his/her own individual project.

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.

0209 Global History 10

Prerequisite: Global History 9

Grade: 10

Credit: 1

DESCRIPTION

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

TEXT

World History: Patterns of Interaction by Beck, et al, 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 with Teacher Recommendation

Recommendation: Teacher recommendation will take into consideration student performance in Global History 9 and student's score on a World History benchmark exam

Grade: 10

Credit: 1

DESCRIPTION

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

information about AP World History.

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 World History exam in May.

0248 Introduction to Psychology

Prerequisite: None

Grades: 10, 11, 12

Credit: 0.5

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.

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 U.S. History Examination in May.

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 Psychology Examination in May.

0236 Economics

Prerequisite: U.S. History

Grade: 12

Credit: 0.5

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.

0240 Participation in Government

Prerequisite: U.S. History

Grade: 12

Credit: 0.5

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 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 U.S. Government & Politics Examination in May.

This course meets the New York State Requirement for Government.

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 Macroeconomics exam in May. This course meets the New York State Requirement for Economics.

0278 IB Digital Society SL

Recommendation: Completion of 11th Grade U.S. History/AP United States History

Grades: Diploma Programme Students and 12th grade

Credit: 1

DESCRIPTION

The IB Diploma Programme [Digital Society](#) course is an interdisciplinary course within the Individuals and Societies subject group. The course is designed for young people interested in exploring the impact and importance of digital systems and technologies in the contemporary world. Digital Society is intended to appeal to a broad range of students in the social studies, media, humanities, IT, and related subject areas. Through a blend of theoretical exploration and practical application, students will develop a nuanced understanding of digital culture, online privacy, cybersecurity, artificial intelligence, and the digital divide.

WORK EXPECTATIONS

Students can expect a focus on in-depth research, critical analysis of real-world digital issues, group work, regular discussions, and an individual project where they investigate the impacts of a chosen digital system.

*To receive IB credit, students must complete all internal assessments and the IB exam in May.
This course meets the New York State requirements for Economics and Government.*

0279 IB Business Management HL 1

Recommendation: None

Grades: 11

Credit: 1

DESCRIPTION

The IB Diploma Programme [Business Management](#) course is designed to meet the current and future needs of students who want to develop their knowledge of business content, concepts, and tools to assist with business decision-making. Future employees, business leaders, entrepreneurs, or social entrepreneurs need to be confident, creative, and compassionate as change agents for business in an increasingly interconnected global marketplace. The business management course is designed to encourage the development of these attributes.

Students examine how business decisions are influenced by factors that are internal and external to an organization and how these decisions impact a range of internal and external stakeholders. Emphasis is placed on strategic decision-making and the operational business functions of human resource management, finance and accounts, marketing, and operations management.

WORK EXPECTATIONS

Students should expect a workload focused on analyzing business theories, applying them to real-world studies, critical thinking, extensive research, and written assignments. In addition, there will be class discussions, group projects, and an in-depth research project on a real-world business issue demonstrating a strong understanding of business operations on local, national, and global scales.

This is a two-year course. To receive IB credit, students must complete all internal assessments and the IB exam at the end of Year 2.

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



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.

0584A Acting II

Prerequisite: Acting I

Grade: 10, 11, 12

Credit: 0.5

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 two monologues and a scene from famous dramatic works for the class.

0584B Acting III

Prerequisite: Acting II

Grade: 11, 12

Credit: 0.5

DESCRIPTION

Acting III is a one-semester, advanced-level course designed for students to deepen their mastery of performance techniques, character development, and mentorship skills. Building upon the foundational skills of Acting I and the historical context of Acting II, this course focuses on refining students' abilities to analyze text, make bold performance choices, and embody complex characters with authenticity and precision. Additionally, students will have the opportunity to mentor Acting II students, fostering collaboration, leadership, and a sense of ensemble.

The curriculum explores diverse theatrical styles and forms, challenging students with emotionally and technically demanding works. Students will engage with plays that require heightened language, intricate physicality, and advanced textual analysis, while also contributing to the growth of less experienced peers.

WORK EXPECTATIONS

A unique feature of Acting III is its focus on mentorship. Acting III students will actively mentor Acting II students, guiding them through theater games, ensemble-building activities and monologue coaching as well as further development of their own acting skills such as character development, monologues and scenes work.

0587 Stagecraft

*(**Will not be offered in the 2025-26 School Year)*

Prerequisite: None

Grade: 10-12,

Credit: 0.5

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.

0287 IB Theatre SL

Recommendation: 1 credit in Acting

Grades: 11-12

Credit: 1

DESCRIPTION

The IB Diploma Programme [Theatre](#) course is a multifaceted theatre-making course. It gives students the opportunity to make theatre as creators, designers, directors and performers. It emphasizes the importance of working both individually and as part of an ensemble. It offers the opportunity to engage actively in the creative process of inquiring, developing, presenting and evaluating. Students are encouraged to work as inquisitive and imaginative artists, transforming ideas into action and communicating these to an audience. Theatre students learn to apply research and theory to inform and contextualize their work as they experience the course through practical and physical engagement. They understand that knowledge resides in the body and that research can be conducted physically through both action and practice. In this respect, the theatre course encourages students to appreciate that through the processes of researching, creating, preparing, presenting and critically reflecting on theatre—as participants and spectators—they gain a richer understanding of themselves, their community and the world.

WORK EXPECTATIONS

IB Theatre encourages students to be inquisitive, imaginative, and to work both individually and part of a group. Some work expectations include creating an original piece of theatre, presenting their work to others, considering the importance of set design, lighting, props, costumes and sound production.

*To receive IB credit, students must complete
all internal assessments and the IB exam in May.*

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 12th grade students who attain a high level of proficiency in two or more languages. Students who demonstrate proficiency in reading, writing, speaking, and listening in two or more languages can be recommended by the Seal of Biliteracy Committee to earn this diploma seal. Interested students complete a student application and work with an advisor to fulfill the New York State requirements. Students who complete a portfolio/project in both languages and successfully present at the Seal of Biliteracy Showcase are awarded this distinction.

TRAJECTORY

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

Proficiency Targets

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



Often taken in	<u>ASL</u>	<u>French</u>	<u>Latin</u>	<u>Mandarin</u>	<u>Spanish</u>
6th	Year 1	Year 1	Year 1	Year 1	Year 1
7th	Year 2	Year 2	Year 2	Year 2	Year 2
8th	Year 3	Year 3	Year 3	Year 3	Year 3
9th	Year 4	Year 4	Year 4	Year 4	Year 4
10th	Year 5	Year 5/H	Year 5/H	Year 5/H	Year 5/H
11th	Year 6	Year 6/HL1	Year 6/HL1	Year 6/HL1	Year 6/HL1
12th	Year 7	Year 7/H/AP	Year 7/H/AP	Year 7/H	Adv Com/AP

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

	<u>ASL / French / Spanish / Mandarin / Latin</u>
6th	N/A
7th	N/A
8th	N/A
9th	Year 1
10th	Year 2
11th	Year 3
12th	Year 4

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

This chart represents the World Language sequence for IB courses (courses are required for IB diploma candidates)

11th	French HL 1	Spanish HL 1	Latin HL 1	Ab Initio Spanish 1
12th	French HL 2	Spanish HL 2	Latin HL 2	Ab initio Spanish 2

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**.

0504A American Sign Language Year 2

*(** Will not be offered in the 2025-26 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 Year 1. In this course, students will learn vocabulary and grammatical structures to be able to express and understand signed language in order to communicate effectively in ASL. This course will explore the products, practices, and perspectives of the target culture. Students will achieve an **Intermediate Low Level of Proficiency**. Students will be able to use ASL for communication and develop cross-cultural understanding.

0502A American Sign Language Year 3

*(** Will not be offered in the 2025-26 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.

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.

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

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.

0412A French Year 3

*(**Will not be offered in the 2025-2026 School Year)*

Prerequisite: French Year 2

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**.

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.

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.

0520 French Year 5H

Prerequisite: French Year 4 and teacher recommendation

Grades: 9-12

Credit: 1

DESCRIPTION

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

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

0521 French Year 6

Prerequisite: French Year 5

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

*(**Will not be offered in the 2025-2026 School Year.)*

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.

0282 IB Language B: French HL

Prerequisite: French Year 5H and teacher recommendation

Grades: 9-12

Credit: 1 each year upon completion of both years

DESCRIPTION

The IB Diploma Programme [French HL](#) is designed for students who possess a degree of knowledge and experience in French (5 years and intermediate-mid proficiency). Students develop the ability to communicate in the target language through the study of language, themes, and texts. In doing so, students will also develop conceptual understandings of how language works in order to construct, analyse and evaluate arguments on a variety of topics relating to course content and the target language culture(s). Communication is evidenced through receptive, productive, and interactive skills across a range of contexts and purposes that are appropriate to the level of the course (and beyond those for language ab initio). Students will achieve an **Advanced-low proficiency** at the end of year 2 and are required to take the IB HL exam Senior year.

The French HL syllabus is organized into five prescribed themes: identities, experiences, human ingenuity, social organization, and sharing the planet. In addition, there will be study of two literary works originally written in the target language.

This is the first year of a two-year course. To receive IB credit, students must complete all internal assessments and the IB exam at the end of Year 2.

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.

0436 AP French Language and Culture

Prerequisite: French Year 6H and teacher recommendation

Grade: 9-12

Credit: 1

DESCRIPTION

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

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

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

Latin

0490 Latin Year 1

Prerequisite: None

Grades: 9-12

Credit: 1

DESCRIPTION

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

TEXTS

Ecce Romani 1, 4th Edition

*****Latin Years 2 and 3 will not be offered in the 2025-2026 School Year.*****

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

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.

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

0498A Latin Year 6 Honors

*(**Will not be offered in the 2025-2026 School Year)*

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.

0283 IB Classical Language: Latin HL1

Prerequisite: Latin Year 5H and teacher recommendation

Grades: 11

Credit: 1 each year upon completion of both years

DESCRIPTION

The IB Diploma Programme [Classical Languages](#): Latin HL course is designed for students who have already been studying Latin language and culture (5 years) and have an intermediate-mid proficiency level. It encourages students to achieve competence in Latin so that they can experience ancient texts in the most immediate way possible. The course focuses on the reading of unadapted Latin literature: but this is complemented by students' examination of other linguistic, historical, archaeological, and art historical evidence, to better understand the classical world. All students are required to complete the internal assessment dossier, and the external assessment Senior year.

TEXTS (Depending on IB requirements per cycle)

Samples include: Ovid's Metamorphoses and the following authors and themes: Villains -Vergil, Aeneid, portions of book 10, Livy, Ab Urbe Condita, passages relating to Lucretia and Verginia; Sallust, portions of Bellum Catilinae; History - Caesar, De Bello Gallico, portions of book VII, Livy, Ab Urbe Condita, passages relating to the Battle of Lake Trasimene

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: Year 6H, Latin IB HL 1 and teacher recommendation

Grade: 9-12

Credit: 1

DESCRIPTION

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

do extra readings and writing assignments beyond those expected of Latin 7 students.

TEXTS

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

0501 AP Latin Literature

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

Grade: 9-12

Credit: 1

DESCRIPTION

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

TEXTS

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

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

Mandarin

0505 Mandarin Year 1

Prerequisite: None

Grades: 9-12

Credit: 1

DESCRIPTION

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

TEXT

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

*****Mandarin Years 2 and 3 will not be offered in the 2025-2026 School Year.*****

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

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.

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

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.

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 on basic and familiar topics. 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.

0284 IB ab initio Spanish SL1

Grades: 11

Credit: 1 each year upon completion of both years

DESCRIPTION

The ab initio Spanish course is a language acquisition course for students with no prior experience with Spanish, or those students with very limited previous Spanish experience and have experience in LOTE other than Spanish at an Intermediate-Mid proficiency range. Students develop the ability to communicate in Spanish through the study of language, themes, and texts. In doing so, they also develop conceptual understandings of how language works. Communication is evidenced through receptive, productive, and interactive skills across a range of contexts and purposes that are appropriate to the level of the course. Students will achieve an **Intermediate Level of Proficiency across the skills of speaking, listening, reading and writing**. The language ab initio syllabus is a fast paced course organized into five prescribed themes: identities, experiences, human ingenuity, social organization, and sharing the planet. The language ab initio syllabus prescribes four topics for each of the five prescribed themes for a total of 20 topics that will be addressed in this course. Students are required to take the IB exam in May of Senior year.

This is the first year of a two-year course. To receive IB credit, students must complete all internal assessments and the IB exam at the end of Year 2.

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.

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.

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.

0523A Spanish Year 5 Honors

Prerequisite: Spanish Year 4 and teacher recommendation

Grades: 9-12

Credit: 1

DESCRIPTION

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

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

0484A Spanish Year 6

Prerequisite: Spanish Year 5

Grades: 9-12

Credit: 1

DESCRIPTION

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

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

0482A Spanish Year 6 Honors

(**Will not be offered in the 2025-2026 School Year.)

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.

0285 IB Language B: Spanish HL

Prerequisite: Spanish Year 5H and teacher recommendation

Grades: 11-12

Credit: 1 each year upon completion of both years

DESCRIPTION

The Diploma Programme [Spanish HL](#) is designed for students who possess a degree of knowledge and experience in the target language (5 years and intermediate-mid proficiency). Students develop the ability to communicate in the target language through the study of language, themes, and texts. In doing so, students will also develop conceptual understandings of how language works in order to construct, analyse and evaluate arguments on a variety of topics relating to course content and the target language culture(s). Communication is evidenced through receptive, productive, and interactive skills across a range of contexts and purposes that are appropriate to the level of the course (and beyond those for language ab initio). Students will achieve an **Advanced-low proficiency** at the end of year 2 and are required to take the IB HL exam Senior year.

The Spanish HL syllabus is organized into five prescribed themes: identities, experiences, human ingenuity, social organization, and sharing the planet. In addition, there will be study of two literary works originally written in the target language.

This is the first year of a two-year course. To receive IB credit, students must complete all internal assessments and the IB exam at the end of Year 2.

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.

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 Spanish Language and Culture exam in May.