



Course Catalog Night

Class of 2027

February 11, 2026

RHS Course Catalog Night Schedule

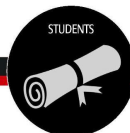
February 11, 2026

	9th Grade - PAC	10th Grade - Library Media Center	11th Grade - iLab
7:00 - 7:12	ALL - PRINCIPAL'S ADDRESS IN THE PAC		
5 min passing			
7:17 - 7:25	World Language	Music	Art
7:25 - 7:33	English	Social Studies	Math
3 min passing			
7:36 - 7:44	Art	Science	Music
7:44 - 7:52	Math	Comp Sci/Engineer	Social Studies
3 min passing			
7:55 - 8:03	Music	World Language	Science
8:03 - 8:11	Social Studies	English	Comp Sci/Engineer
3 min passing			
8:14 - 8:22	Science	Art	World Language
8:22 - 8:30	Comp Sci/Engineer	Math	English



The Board of Education of the Rye City School District understands that a world class education requires hard work and dedication from everyone in the community. We take our responsibility of overseeing the education of our children in an equitable, inclusive environment very seriously. We are genuinely grateful to the faculty, staff, administration, families, and community for all of the hard work and support provided every day to educate our children.

Therefore, the Board of Education has developed **The Rye Commitment** – assurances to students, faculty, staff, administration, and the community that we will support the important work of our schools.



TO STUDENTS:
We will provide the necessary support for you to receive an education that helps you become socially responsible, caring citizens who can think critically, communicate effectively, collaborate, and creatively solve problems in a diverse global environment.



TO FACULTY, STAFF, AND ADMINISTRATION:
We will support you and our collective pursuit of excellence through ongoing professional learning that is high quality, relevant, meaningful, and allows us to evolve and expand our practices.



TO THE COMMUNITY:
We will reflect upon our work, always strive for improvement, and ask the community to engage in meaningful discussions about our programs and all that we do to create and support an equitable, inclusive school system.

COMMITTED TO RYE **SCHOOLS**

Adopted September 2020



School Counseling Department

Mr. Charles Cipriano

Mrs. Jaime Condon

Mrs. Honor Fagan

Mrs. Jennifer Herwick

Mrs. Elizabeth Saporito

Mr. Garrett Renner



Department Coordinators

Arts Department - Mr. Tony Campbell

Computer Science/Engineering - Dr. Kaitlyn Sassone

English Department - Ms. Christen Klewicki

IB Coordinator - Mr. Anthony Frabizzio

Math Department - Ms. Beth Naber

Music Department - Mr. Tyler Schwirian

Science Department - Ms. Katrina Smith

Social Studies - Ms. Kristen Warner

World Languages - Ms. Maite Frost



Course Request Process/Timeline

- **Week of February 2nd:** Teacher Recommendations and Department Presentations
- **February 9-13:** School Counselors visit English classes for grades 9-11. Students submit a “Draft” of course requests.
- Students discuss requests with parents/guardians. Follow up with teachers with any questions about course content, workload, or other related information.

Individual Meetings w/School Counselors

- Class of 2029: February 23 - 27
- Class of 2028: March 4 - 17
- Class of 2027: March 23 - April 13

Final Course Request Deadlines

- Class of 2028: Friday, February 27
- Class of 2027: Tuesday, March 17
- Class of 2026: Monday, April 13



Faculty & School Counselors Responsibility

Faculty

- ◉ Provide thoughtful recommendations based on student work habits, academic performance and demonstrated ability
- ◉ Share detailed information about the courses offered in their department of expertise
- ◉ Help students understand work expectations of future courses

School Counselors

- ◉ Classroom lessons to all students in grades 8 through 11
- ◉ Remind students to maintain focus on their interests and values as it relates to their course requests
- ◉ Review graduation requirements and grade level requirements with each student
- ◉ Facilitate a level of growth, independence, and confidence in each student's decision making process



Student & Parent Responsibilities During Scheduling

Students

- Think about courses that you have an interest in and will enjoy
- Focus on balancing your academic workload with other responsibilities
- Lean on teacher recommendations and the course catalog to help make decisions
- Don't forget to consider required summer assignments
- Make sure you are prepared to finalize your course requests during your individual meeting with your School Counselor

Parents

- Help your children realistically consider the time commitments required by academic and extracurricular commitments
- Encourage your child to follow the path that brings them the most enjoyment/fulfillment
- Support your child's decision making process



Sample Student Schedule (10th Grade)

Course 1	English 10
Course 2	Global History 10 or AP World History
Course 3	Math (as per teacher recommendation)
Course 4	World Language (as per teacher rec)
COMMUNITY LUNCH	
Course 5	Chemistry (Action, Regents or Honors) or Earth & Space Science
Course 6	Science Lab (2x week), Physical Education (2/3x week)
Course 7	Health (semester)/ Elective (semester)
Course 8	Elective (one full year or two semester electives)



Course Prerequisites and Teacher Recommendations

- ❑ In the event that a student and family do not agree with a teacher recommendation, then they have the ability to request an override.
- ❑ While families have the ability to override a teacher recommendation, a course prerequisite cannot be overridden. For more information about individual course prerequisites please refer to the [course catalog](#). ***Please note that effective for the 2026-2027 school year, students are limited to two (2) overrides into advanced classes per school year.***
- ❑ Override Process Outlined
 - ❑ Students obtain a hard copy of the override form from their School Counselor (they must pick up this form in person)
 - ❑ Read the form carefully, take all necessary steps to complete the form by the deadline listed on the form
 - ❑ Bring completed override form to your individual course request meeting with your School Counselor



Art & Design Department:

**Course Offerings for
September 2026**

RYE HIGH SCHOOL ART & DESIGN DEPARTMENT COURSE OFFERINGS

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



"Studio" Art Classes

Studio Art Painting and Drawing

$\frac{1}{2}$ credit towards required NYS Art Credit for Graduation

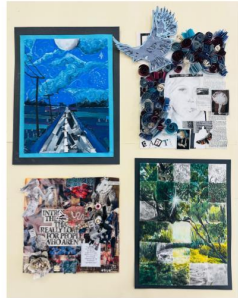
Grades: 9 -12 Prereq: None



Studio Art Mixed Media

$\frac{1}{2}$ credit towards NYS Art Credit for Graduation

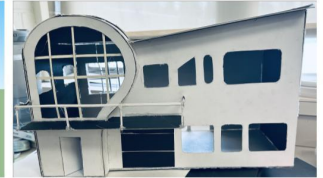
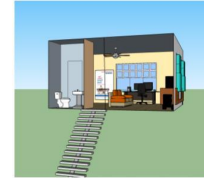
Grades: 9 -12 Prereq: None



Studio in 3-D Design and Architecture

$\frac{1}{2}$ credit towards NYS Art Credit for Graduation

Grades: 9 -12 Prereq: None



Studio Art Digital Media

$\frac{1}{2}$ credit towards NYS Art Credit for Graduation

Grades: 9 -12 Prereq: None



Studio Art Graphic Design & Animation

$\frac{1}{2}$ credit towards NYS Art Credit for Graduation

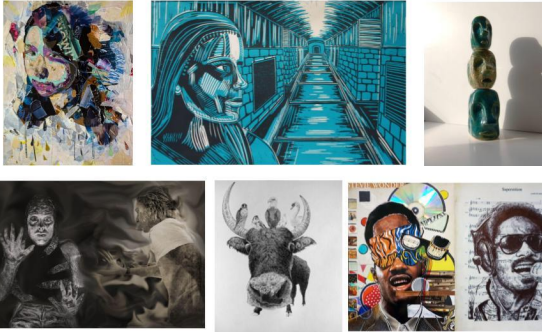
Grades: 9 -12 Prereq: None



“Advanced Studio” level classes

Advanced Studio Art Mixed Media

One Semester Grades: 9*,10,11,12 Prereq: Studio Mixed Media
(or Department Coordinator Approval)



Advanced Digital Media

One Semester Grades: 9*,10,11,12 Prereq: Studio Digital
Media or Graphic Design



Advanced Painting & Drawing

One Semester, Grade 9*10,11,12, Prereq: Studio in P&D
(or Department Coordinator Approval)



Advanced 3D Design & Ceramics

One Semester Grades:10,11,12
Prereq: Ceramics and/or 3D Design & Architecture

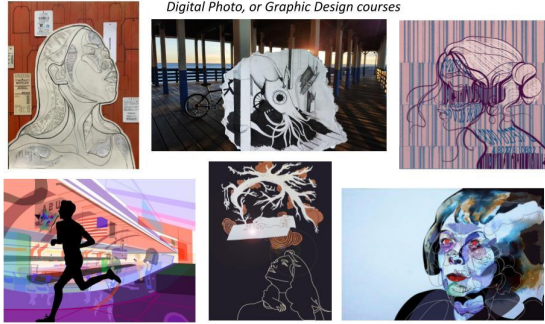


“AP Studio Art” level classes

AP Studio Art 2D Design

(15 piece sustained investigation portfolio with mixed medium)

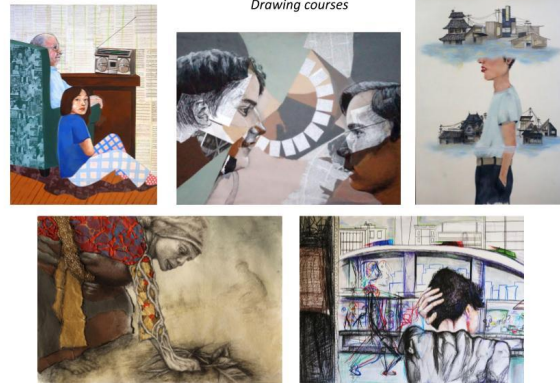
Full Year Grades:11,12 Prereq: A combination of Studio, P&D, Advanced Studio, Digital Photo, or Graphic Design courses



AP Studio Art Drawing

(15 Pieces sustained investigation drawing portfolio)

Full Year Grades:11,12 Prereq: Some combination of Studio, Advanced Studio, & Painting and Drawing courses



AP 2D in Digital Media

(15 piece sustained investigation portfolio in digital media)

Full Year Grades:10*,11,12 Prereq: 1 credit in Photography, Digital Media or Graphic Design courses



No Prereq

[illegible]

Art Making Inquiries Portfolio 40%



Other Popular Art Electives

Ceramics

One Semester Grades:10,11,12 Prereq: None



Yearbook Journalism

Full Year Grades: 11 and 12 (POTENTIAL TWO YEAR COMMITMENT)



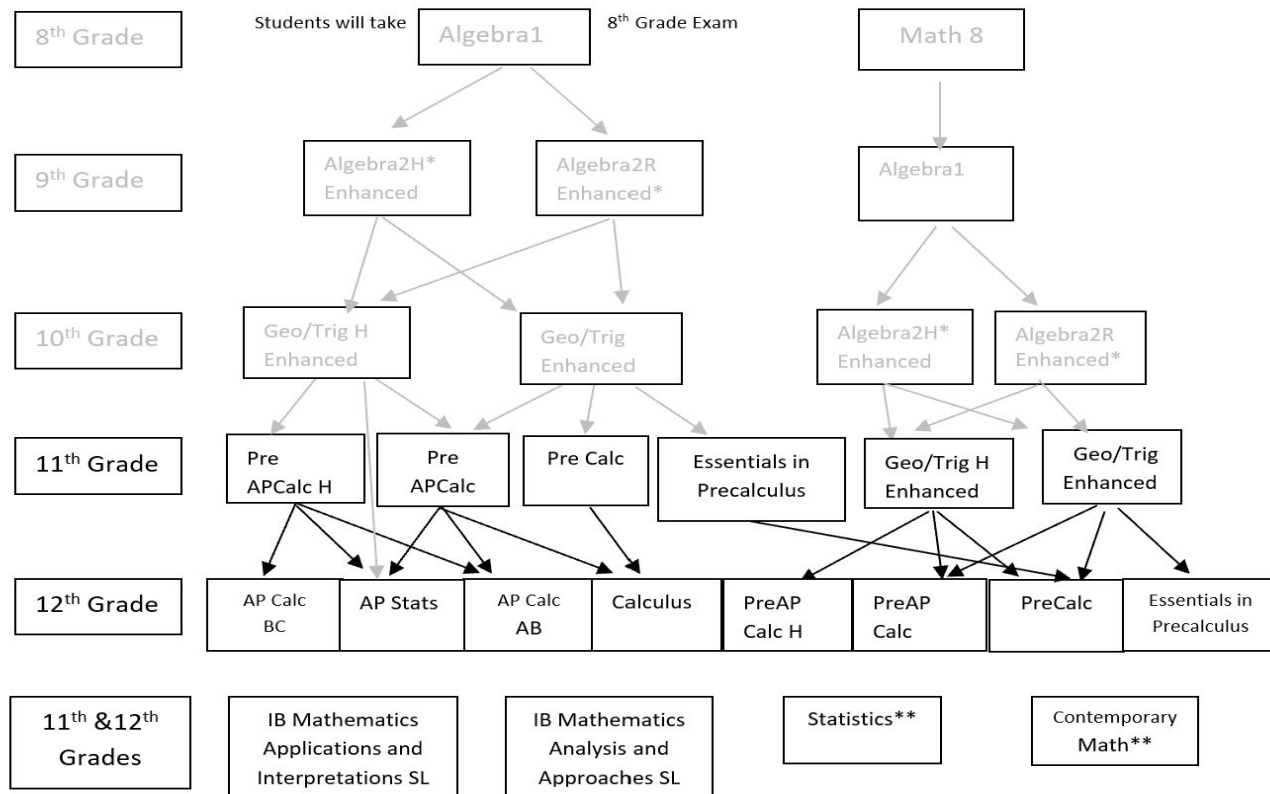


RHS Mathematics Department

Mrs. Beth Naber

9-12 Mathematics Coordinator

Mathematics Options 2026-2027 (Some Rising 11th, 12th)



Course Options for 12th Grade

Currently in Geo/Trig or Essentials in PreCalculus :

Essentials in PreCalculus

- Core topics in PreCalculus
- Designed to prepare students for higher level mathematics
- Paced to allow students to master the content

PreCalculus

- Comprehensive Precalculus course
- Prepares students for Calculus

Pre-AP Calculus

- Also a comprehensive Precalculus course
- Prepares the students for AP Calculus AB
- Rigorous and rapid setting

Currently in PreCalc:

SUNY Calculus

- Available for Dual Enrollment with SUNY Westchester Community College
- Introduces students to college level Calculus
- Summer Assignments

AP Calculus AB

- Prerequisite course: PreAPCalc or PreAPCalc H
- The equivalent of Calculus 1
- Students must sit for the AP Calc AB Exam in May

AP Calculus BC

- Prerequisite course: Pre-AP Calc Honors
- The equivalent of Calculus 1 & Calculus 2
- Students must sit for the AP Calc BC Exam in May



More Course Options for 12th Grade

Statistics & AP Statistics

Statistics

- Introductory Statistics course
- Real world applicable
- A great exposure to Statistics before college

AP Statistics

- Equivalent to College Intro to Statistics course
- Extensive study of introductory statistics
- AP Exam is taken in May
- Student must be independent and motivated learners

SUNY Quantitative Reasoning (Contemporary Mathematics)

- Available for Dual Enrollment with “College Quantitative Reasoning” through SUNY Westchester Community College
- Emphasizes the practical applications of mathematics, such as personal finance, real-world problem solving and statistics
- Project based

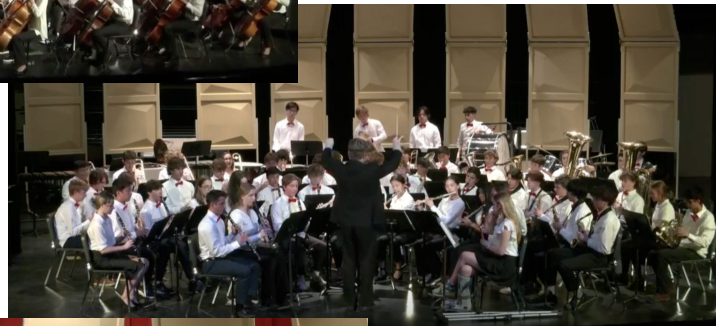


Music

Lizbeth Burrow
Orchestra



Band | Band Percussion |



Thomas Snowden:
Chorus | Show Choir |
Digital Music 1 and 2
Acting 1, Acting 2, Acting 3



Ensemble Music

Learn - **Y1**

Elevate - **Y2**

Achieve - **Y3** (Honors)

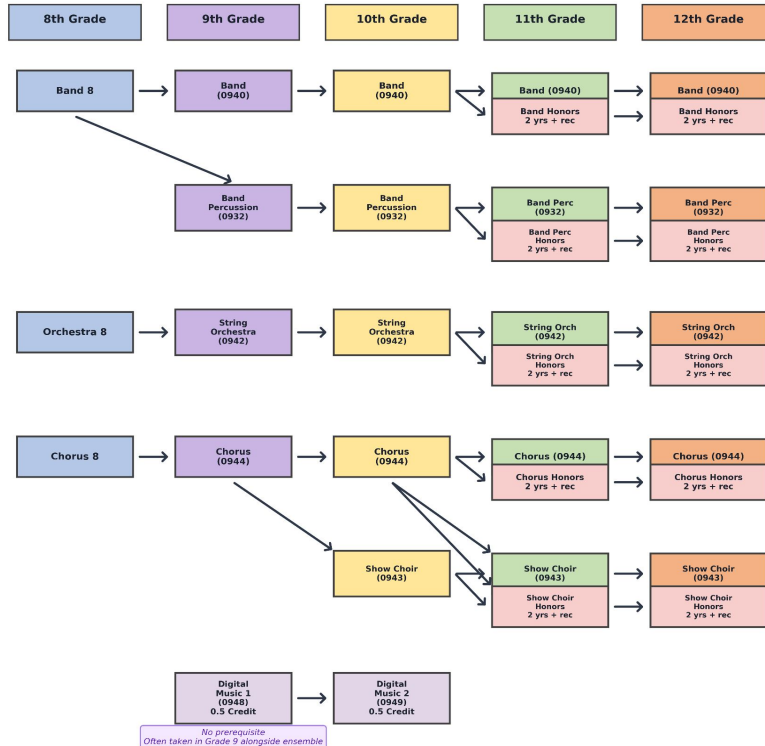
Direct - **Y4** (Honors)



Pathways

Music Course Pathways

Grade 8, Grades 9-12

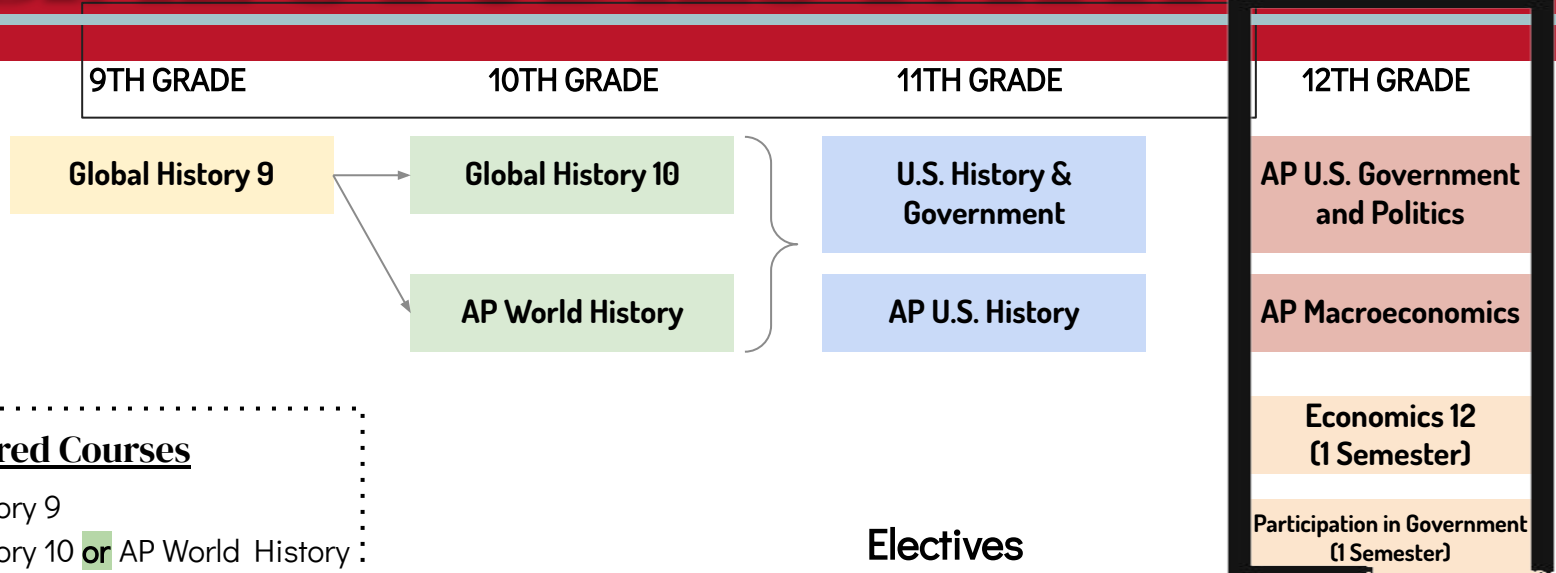


HONORS Ensemble (11-12)

****Principal's Exemption****
2026-27 ONLY

If a student has 1 year of HS ensemble plus teacher rec, they may enroll in the corresponding Honors course.

SOCIAL STUDIES PATHWAYS



Required Courses

- Global History 9
- Global History 10 **or** AP World History
- U.S. History & Government **or** AP U.S. History
- Economics 12 **or** AP Macro **or** IB Business Management **or** IB Digital Society
- Participation in Government **or** AP U.S. Government and Politics **or** IB Digital Society

Electives

Introduction to Psychology (10th, 11th, or 12th) [1 Semester]

AP Psychology (11th or 12th) [Full year course]

IB Business Management (2 year course; 11-12th grade; fulfills Economics graduation

IB Digital Society (1 year course; Diploma Programme students and 12th grade; fulfills Government and Economics graduation requirements)



ECONOMICS 12

COURSE DESCRIPTION

Prerequisite: U.S. History

Grades: 12

Credit: ½

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. Students will engage in projects where they are expected to apply the concepts they have learned.

TEXT

Economics, Institutions and Analysis by Antell

COURSE EXPECTATIONS

- Participation in class discussions and activities
- Quizzes
- Research projects

THINGS TO KNOW

Students must be curious, willing to participate in class/group discussions and work collaboratively in small/large groups in a project-based environment.

AP MACROECONOMICS

COURSE DESCRIPTION

Prerequisite: U.S. History and Teacher Recommendation

Grade: 12

Credit: 1

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.

TEXT

Macroeconomics - Principles, Applications and Tools, 10th Edition by O'Sullivan, Sheffrin, & Perez

COURSE EXPECTATIONS

- Participation in class discussions and activities
- Daily college level text reading outside of class (traditionally a minimum of 60 minutes for many students),
- Historical analysis of economic events, extensive use of graphs to interpret economic information, and Free Response Questions (FRQ)
- Research projects

THINGS TO KNOW

- All students will be required to take the Advanced Placement exam in May.
- Class is more theoretical than mathematical but places heavy emphasis on drawing and analyzing graphs.
- Quarter weights are:
 - 1st Quarter-30%
 - 2nd Quarter-30%
 - 3rd Quarter-30%
 - 4th Quarter-10%

PARTICIPATION IN GOVERNMENT

COURSE DESCRIPTION

Prerequisite: U.S. History

Grade: 12

Credit: ½

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

TEXT

National Issues Forum

COURSE EXPECTATIONS

- Active participation in class discussions and activities
- Respect for the opinions of your classmates.

THINGS TO KNOW

- Project Based Assignments
- Cooperative environment
- Debates, group projects, and individual research projects

AP U.S. GOVERNMENT AND POLITICS

COURSE DESCRIPTION

Prerequisite: U.S. History and Teacher Recommendation

Grade: 12

Credit: 1

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

TEXTS

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

COURSE EXPECTATIONS

- Active participation in class discussion/activities
- Daily reading/writing assignments
- Quizzes/tests and essays
- Research projects
- Interactive class simulations

THINGS TO KNOW

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

AP PSYCHOLOGY

COURSE DESCRIPTION

Prerequisite: None

Grades: 11, 12

Credits: 1

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

TEXT

Psychology, David G. Myers

COURSE EXPECTATIONS

- Nightly reading assignments
- Applied vocabulary quizzes
- Active research projects
- Participation in class demonstrations, labs, and oral discussions

THINGS TO KNOW

- Not a required course - elective
- Ability to work independently is expected.
- All students will be required to take the Advanced Placement Exam in May.

IS AP FOR ME?

Would you answer “YES” to the following questions?

- Are you interested in the topic?
- Do you enjoy reading?
- Do you read in your free time, and select your own books to read in addition to assigned texts?
- Can you draft essays independently?
- Can you research and understand conflicting viewpoints of complex events?
- Do you revise your writing and are you open to constructive feedback? Do you seek out help when you need it?
- Are you actively involved in classroom discussions?
- Is your Social Studies grade in the “A” range or “B+” range?

INTRODUCTION TO PSYCHOLOGY

COURSE DESCRIPTION

Prerequisite: None

Grades: 10, 11, 12

Credit: ½

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.

COURSE EXPECTATIONS

- Participation in class discussion
- Weekly current event assignments
- Debates, group projects, and individual research projects

THINGS TO KNOW

- **Please note, this course is not a prerequisite for the AP Psychology course.** *It is intended to provide an alternative to students who are seeking exposure to psychology in a less rigorous setting*
- A focus on metacognitive self-reflections and encouraging an intrinsic motivation to learn

IB Digital Society

COURSE DESCRIPTION

Recommendation: US History 11 or AP US History

Grades: Diploma Programme Students (grade 11) and Grade 12

Credit: 1

This 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.

TEXT: *Digital Society for the IB Diploma: Hodder Education Group*, Eli Bomfim, Tammy Earle

COURSE EXPECTATIONS

- In-depth research
- Critical analysis
- Group work and collaboration
- Regular discussions/debates
- Growth mindset and eagerness to engage with content and classmates!

THINGS TO KNOW

- Each student will complete an individual project in which 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 fulfills the NY state requirements for Government and Economics.

IB Business Management (HL) - Year 2

COURSE DESCRIPTION

Prerequisite: IB Business Management (HL) Year 1

Grade: 12

Credit: 1

In year two, the IB Business Management course continues 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. Students will explore the topics of marketing and operations management during year two. In addition, they will embark on an individual research project that explores real-world business organizations as they relate to the course's content, contexts and the four course concepts: creativity, ethics, sustainability and change. This research project will be internally assessed by the teacher and externally moderated by IB examiners. Students will also prepare for the external IB assessments that will be administered at the end of Year 2.

COURSE EXPECTATIONS

- Real-world applications
- Critical thinking
- Intensive research
- Group projects
- Class discussions

THINGS TO KNOW

- 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.
- This course fulfills the NY state requirement for Economics.

RHS SCIENCE DEPARTMENT

Rye High School Science Pathways

8th Grade

MS - Earth & Space Science or HS - Earth & Space Science (Accelerated)

9th Grade

Life Science: Biology (Regents or Honors)

10th Grade

Chemistry
Honors

Chemistry

Additional Elective Course

Science Research (10-12) two or
three year program

**11th & 12th
Grades**

Physics
Honors

Physics

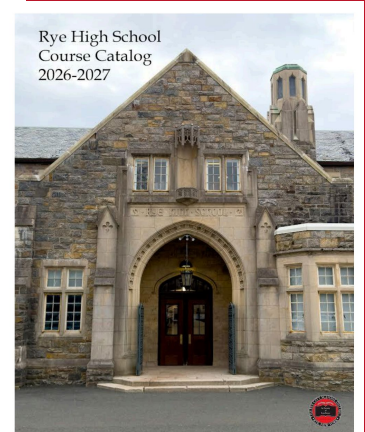
Action
Physics

Earth & Space
Sciences

Forensic Science
IB Environmental Systems & Societies (SL)
SUPA Forensic Science (for seniors only)

AP Chemistry
AP Biology
AP Environmental Science
AP Physics 1

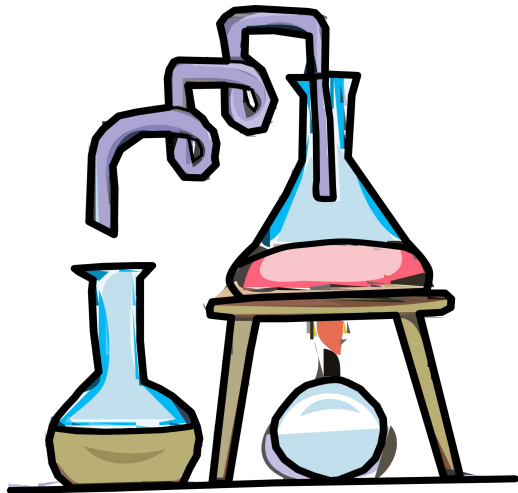
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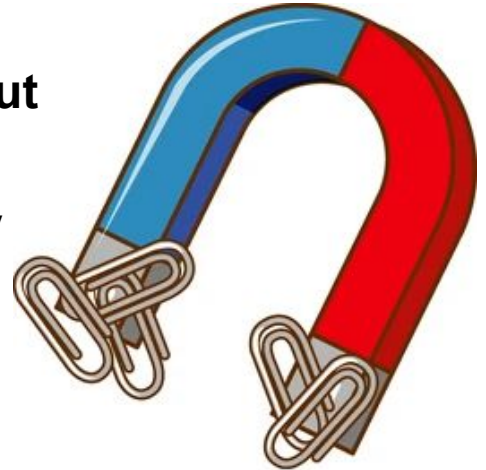
Course Options for Students Going into 11th/12th Grades

You have a LOT of science course options to choose from including various levels of Physics, Earth Science, Forensics, SUPA Forensics, and various AP Classes.

Use the Course Catalog descriptions and prerequisites along with the slides below to help your decision making process.



You can also speak with your current science teacher or reach out to Ms. Smith (6-12 Science Coordinator) to get answers to any questions that come up.



**Our science lessons in grades K-12 now focus on 3D learning
which includes Content (Disciplinary Core Ideas),
Crosscutting Concepts (CCCs), and Science & Engineering Practices (SEPs).**

Crosscutting Concepts

Patterns

Cause and effect

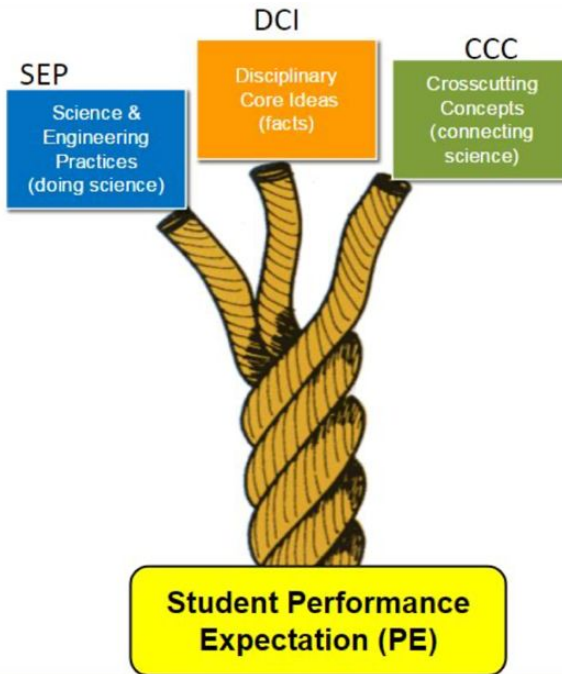
Scale, proportion, and quantity

Systems and system models

Energy and matter

Structure and function

Stability and change



Science and Engineering Practices

Asking questions and defining problems

Developing and using models

Planning and carrying out investigations

Analyzing and interpreting data

Using mathematics and computational thinking

Constructing explanations and designing solutions

Engaging in argument from evidence

Obtaining, evaluating, and communicating information

Earth Science Courses for 11th & 12th Graders

HS - Earth & Space Science

- Prerec is having already passed a science Regents Exam
- This is an updated Earth Science course based on the HS NY State Science Learning Standards
- For students who did not take accelerated HS-ESS at RMS
- This class is a good option to get another year of lab science before college
- Three NY State Required Labs will be completed
- This course meets 8 times in an 8 day cycle.



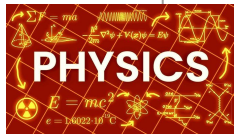
IB - Environmental Systems & Societies (SL)

- Rec is successful completion of Bio and Chem with 80 or better in both H Chem & H Bio or 85 or better in both Chem & Bio
- IB-ESS is an interdisciplinary course connecting human societies and sustainability concerns
- Emphasis on performing and analyzing research and investigations affecting the environment
- Human impact is an important focus
- Social, cultural, economic, and ethical contexts are explored and discussed
- Broad connection to Social Science
- Aim to inspire engagement in environmental issues across local and global contexts
- This course meets 8 times in an 8 day cycle
- Students will be required to complete an independent assessment involving the design and execution of a rigorous scientific investigation. This will count toward their IB score in addition to completing the required IB internal and external assessments.
- Writing intensive course using 33 different command terms

Physics Courses for 11th or 12th Graders

Math ability is something to consider when choosing an appropriate Physics Course.

Action Physics	Physics	Physics Honors
• No prerequisite • Basic level of math proficiency needed • No lab component • Fluency in middle school math required • Some of the NYS Science Learning Standards for HS Physics will be met. • Topics include motion, mechanics, light, models of the atom, electromagnetism, and the nucleus	• Prerec: Completion of Chem or Chem H with Teacher Rec • Recommendation: 80 or better in Chem or Chem H, mastery in current math class (85 or higher), passed the Algebra 1 Regents Exam • Class meets every day in the 8 day cycle. • NYS Science Learning Standards for HS Physics will be met. • Topics include kinematics, dynamics, wave phenomena, physical optics, electrostatics, electromagnetism, nuclear, and quantum physics	• Prerec: Completion of Chem or Chem H with Teacher Rec • Recommendation: 90 or better in Chem or 85 or better in Chem H, mastery in current H level math class (85 or higher), passed Algebra 1 Regents with mastery (85 or higher) • Class meets every day in the 8 day cycle. • NYS Science Learning Standards for HS Physics will be met along with additional units. • Topics include everything covered in Physics as well as additional units chosen at discretion of the teacher. • Moves at a much faster pace



AP Physics 1

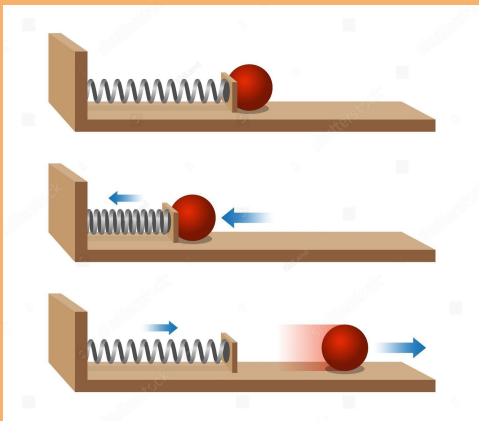
Prerequisites for this class include completion of Chemistry or Chemistry Honors with teacher recommendation. It is recommended that students who are most successful in this course have earned a 90 or better in Chemistry or 85 or better in Chemistry Honors. Seniors likely to be successful in this course 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.

AP Physics 1 is a rigorous year-long course covering one semester of non-calculus based college physics. Generally speaking, the course involves the study of mechanics - how and why things move. We do not cover electricity, magnetism, or modern physics.

Calculus is not a prerequisite for the course but VERY strong math skill/understanding (trigonometry, linear and quadratic equations,...) is.

Each topic and subtopic will be introduced via a series of videos - Flipping Physics - that will be assigned in advance ([example](#)). You will be expected to have watched and fully engaged in the assigned videos BEFORE we start the topic in class. Class time will be spent working in small groups - problem sets, labs, etc ([example 1](#), [example 2](#)).

Historically, close to 80% of students in AP Calc BC earn a 4 or 5 (out of 5) on the AP Physics 1 test. Results are similar for Pre AP Calc Honors. On the flip side, around 50% of students in AP Calc AB earn a 1 or 2. There have been a limited number of students in Calc, Pre AP Calc, or Pre Calc, but their results have been 'mixed' at best (but tending toward the 1-2 area).



Prerequisites for this course include completion of Biology and Chemistry with teacher recommendation. It is recommended that students who are most successful in AP Biology have earned a 90 or better in Chemistry or 85 or better in Chemistry Honors and a 90 or better in Biology or 85 or better in Biology Honors.

AP Biology



Note:
AP Biology has a **molecular focus**. There are no units on the Human Body Systems, although some systems are referenced in various chapters.

- Offers students a solid foundation in two semesters of introductory **college-level biology**.
- **Fast paced course** intended for students who can keep up and work independently on material not covered in the class.
- Intended for students who are mature, self motivated independent learners.
- 30-45 minutes of outside classwork daily, including reviewing notes, completing labs, reading and taking notes in the textbook.
- **The process of inquiry in science and developing critical thinking skills is the most important part of this course.** Pure memorization is not nearly as important.
- Summer Assignment that consists of reading and taking notes on the Ecology Chapters.
- All students are expected to sit for the AP Exam in May.

[Link to more info, Units, and Science Practices](#)

A Good AP Bio Student:

- Can recall and use concepts and facts learned in Living Environment and Chemistry
- Ask questions in class and comes to X period whenever they need help or are confused
- Keeps up with the daily assignments
- Has enough time in their day to complete work required for the class (30-45 minutes outside of class daily)

Course Description

AP Environmental Science

This is a rigorous science course that emphasizes enduring understandings spiraled throughout the year's content along with the scientific practices that support them.

- The course requires that students **identify** and **analyze** natural and human-made environmental problems, **evaluate** the relative risks associated with these problems, and examine alternative **solutions** for resolving or preventing them.
- Environmental science is **interdisciplinary**, embracing topics from physical sciences, biological sciences & social sciences.

Prerequisites for this course include completion of Biology and Chemistry with teacher recommendation. It is recommended that students who are most successful in APES have earned a 90 or better in Chemistry or 85 or better in Chemistry Honors and 90 or better in Biology or 85 or better in Biology Honors.

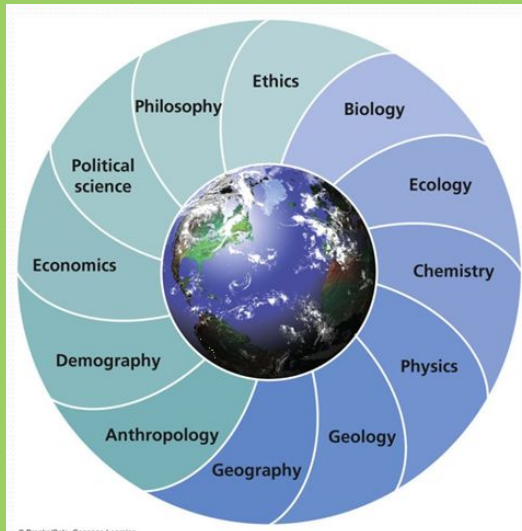
Science Practices

- 1: Concept Explanation
- 2: Visual Representations
- 3: Text Analysis
- 4: Scientific Experiments
- 5: Data Analysis
- 6: Mathematical Routines
- 7: Environmental Solutions

[Click here
for College
Board Info
about
APES
including
Units](#)

Qualities that make a successful APES student:

- Strong work ethic, ability to work independently, ability to analyze and interpret scientific data, problem solve, participate in discussions
- Able to synthesize spiraled content throughout the year including other traditional sciences simultaneously with social sciences like economics
- Able to take course content & apply it in new ways to hypothetical scenarios
- Has strong science literacy skills
- Genuinely interested in learning about the complexity of environmental science



AP Chemistry

[Click here for College Board Info about AP Chemistry including Units](#)



About This Course

- Offers students a solid foundation in introductory college Chemistry covering both Gen Chem 1 & 2
- Fast paced course intended for students who can keep up and work independently on material not explicitly covered in the class and built upon from their introductory chemistry courses. Note that certain content will not be reviewed, but students are expected to remember it. The course and all assessments are cumulative, meaning that content from each chapter is built upon in future chapters
- Intended for students who are mature, self motivated independent learners.
- 30-45 minutes of outside classwork daily, including reviewing notes, completing labs, reading and taking notes in the textbook.
- Summer Assignment that reviews important chemistry content essential to student success throughout the year.
- All students are expected to sit for the AP Exam in May.

Skills you will learn in AP Chemistry

- Designing experiments and procedures to test a prediction or theory
- Creating graphs, diagrams, and models that represent chemical phenomena
- Explaining how the microscopic structure of a substance determines its chemical properties
- Writing chemical equations and using them to calculate quantities involved in reactions
- Making a scientific claim and supporting it with evidence
- Keeping and maintaining a laboratory notebook as well as examining sources of error and ways to improve laboratory procedures
- Justify responses to questions posed mathematically, with images or drawings, or with short answer explanations

Prerequisites for this course are completion of Biology and Chemistry with teacher recommendation.

It is recommended that students who are most successful have 90 or better in Chemistry or 85 or better in Chemistry Honors and 90 or better in Biology or 85 or better in Biology Honors.

It is recommended that students are co-enrolled in or have already taken Pre-AP Calc.

This course does not have a lab period. Students signing up for this class must have already passed a science Regents Exam.

Forensic Science

IT IS NOT RECOMMENDED FOR STUDENTS FROM THIS CLASS TO GO INTO SUPA FORENSIC SCIENCE

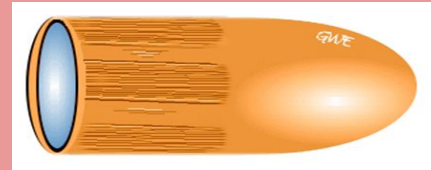
What is Forensic Science?

- Forensic science is the application of science to law.
- It attempts to answer the question “Is there a perfect crime?”
- Forensic science cannot offer final and authoritative solutions, however it does play an important and unique role in the criminal justice system by using the scientist’s ability to supply accurate and objective information that reflects the events of a crime.

*Assessments will include hands-on crime scene investigations and analysis of evidence such as uncovered bones.

Topics Covered

- The Crime Scene
- Fingerprints
- Firearms Toolmarks and Impressions
- Questioned Document Examination
- Drugs and Toxicology
- Blood
- Serial Killers
- Entomology
- DNA
- Anthropology



POLICE LINE - - DO NOT CROSS - - POLICE LINE - - DO NOT CROSS



SUPA Forensic Science

[CLICK HERE](#)

This course does not have a lab period.
Prerequisites are completion of Biology & Chemistry with Teacher Recommendation.

This rigorous, content-heavy, hands-on, interactive, college course is perfect for crime lovers and amateur sleuths!

We will begin each topic with a deep dive into the content, followed by a multi-day hands on lab experience and more. Each topic will culminate with an exam.

SUPA students should be hard working, motivated, and work well both collaboratively and individually. They should have good attendance.

Topics Covered:

-  Forensic Science Intro
-  Forensic Pathology
-  Crime Scene Investigation
-  Fingerprints
-  Entomology
-  Anthropology
-  Firearm Evidence
-  Documents
-  Blood Spatter
-  DNA
-  Psychology & Serial Killers

Former Student Testimonials:

“SUPA was my favorite class in high school. If you’re interested in true crime, you NEED to take this course. Labs and projects were so fun. Credit transferred as well!”

“SUPA was the best! Such a fun and engaging environment with a lot of collaboration and group work.”

“SUPA was my favorite class ever!”

Opportunity to earn FOUR college credits from Syracuse University!





Computer Science & Engineering
Dr. Kaitlyn Sassone
Director of Technology/Department Coordinator

Computer Science



Computer Science Essentials
Semester Course
9th – 12th

Cybersecurity

Semester Course
10th – 12th

***AP Computer Science Principles**
Full Year Course
10th – 12th

***AP Computer Science A**
Full Year Course
11th – 12th

*** IB Computer Science HL 1**
Two Year Course
Year 1 11th Grade

***Course:** AP Computer Science Principles
Prerequisite: Computer Science Essentials or successful completion of department placement exam.

***Course:** AP Computer Science A
Prerequisite: AP Computer Science Principles or successful completion of department placement exam.

***Course:** IB Computer Science HL 2 Year Course
Prerequisite: AP Computer Science Principles or successful completion of department placement exam.

Course: Cybersecurity
Prerequisite: No prerequisite

*** IB Computer Science HL 2**
Two Year Course
Year 2 12th Grade



Computer Science

- Computer Science Essentials

- 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.

- AP Computer Science Principles

- 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.



Computer Science

- AP Computer Science A

- 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.

- IB Computer Science Year 2 - HL

- In this second-year HL course, students deepen their understanding of advanced computer science concepts, including abstract data structures, resource management, control systems, and elements of machine learning. Emphasis is placed on computational thinking, problem-solving, and the analysis of real-world technological issues through the annual IB case study. Students design and develop a fully functioning software solution for their Internal Assessment, applying rigorous design principles and evaluating ethical, social, and global impacts of computing. The course prepares students for the HL external examinations and further study in computer science and related fields.



Computer Science

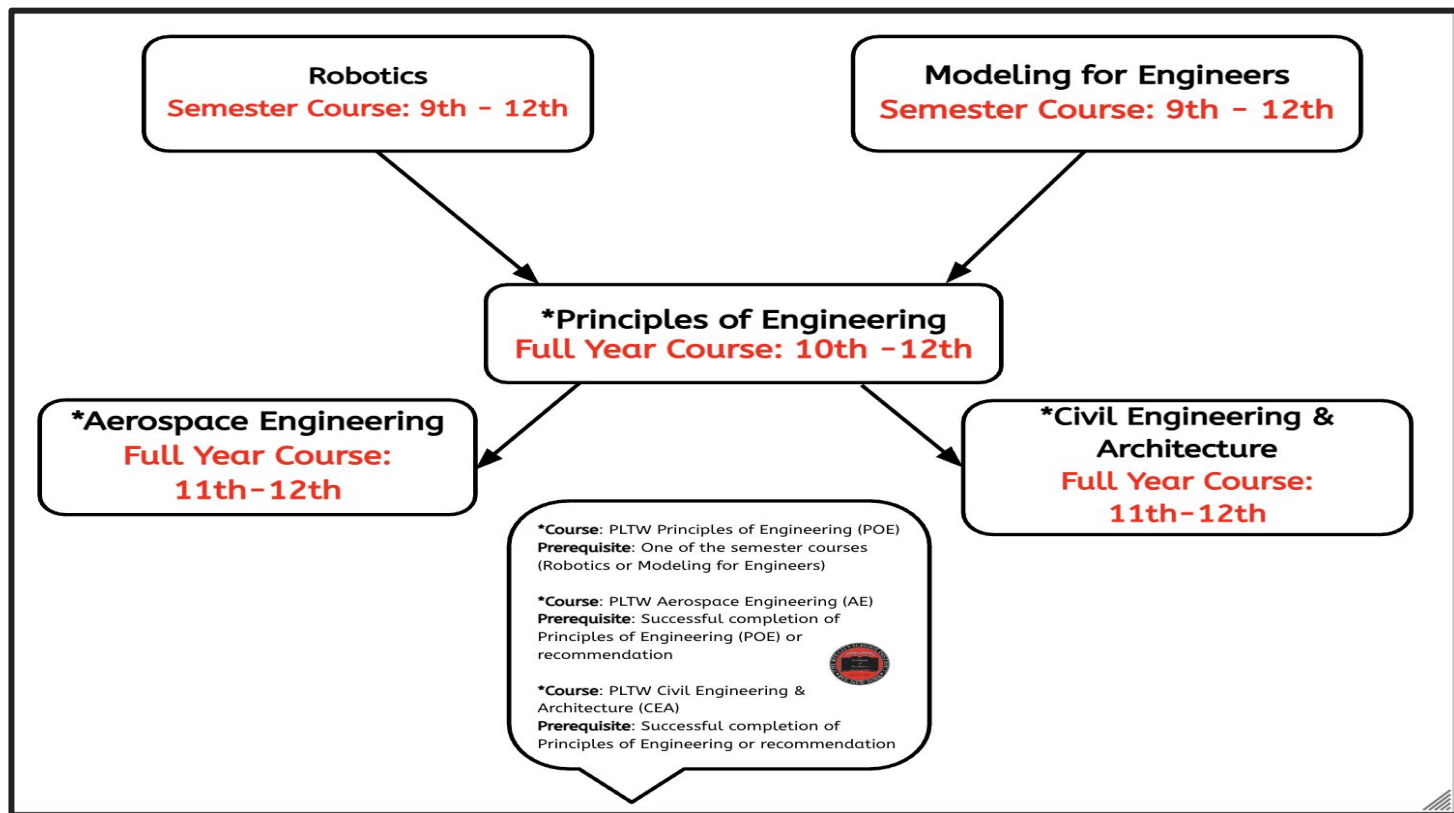
- Computer Science Cybersecurity

- 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.



Engineering



Engineering

○ Robotics

- 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.

○ Modeling For Engineers

- 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.

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

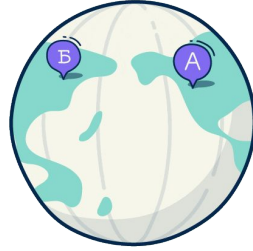
- Students explore a broad range of engineering topics, including mechanisms, the strength of structures and materials, and automation. Students develop skills in problem-solving, research, and design while learning strategies for design process documentation, collaboration, and presentation. Principles 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.



Engineering

- Project Lead the Way (PLTW) Civil Engineering and Architecture (CEA)
 - 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.
- Project Lead the Way (PLTW) Aerospace Engineering (AE)
 - 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).





World Languages Department

Maite Frost
World Language coordinator 9-12



Highlights

-  5 languages
-  Honors classes, IB credit, University Credit
-  Seal of Biliteracy

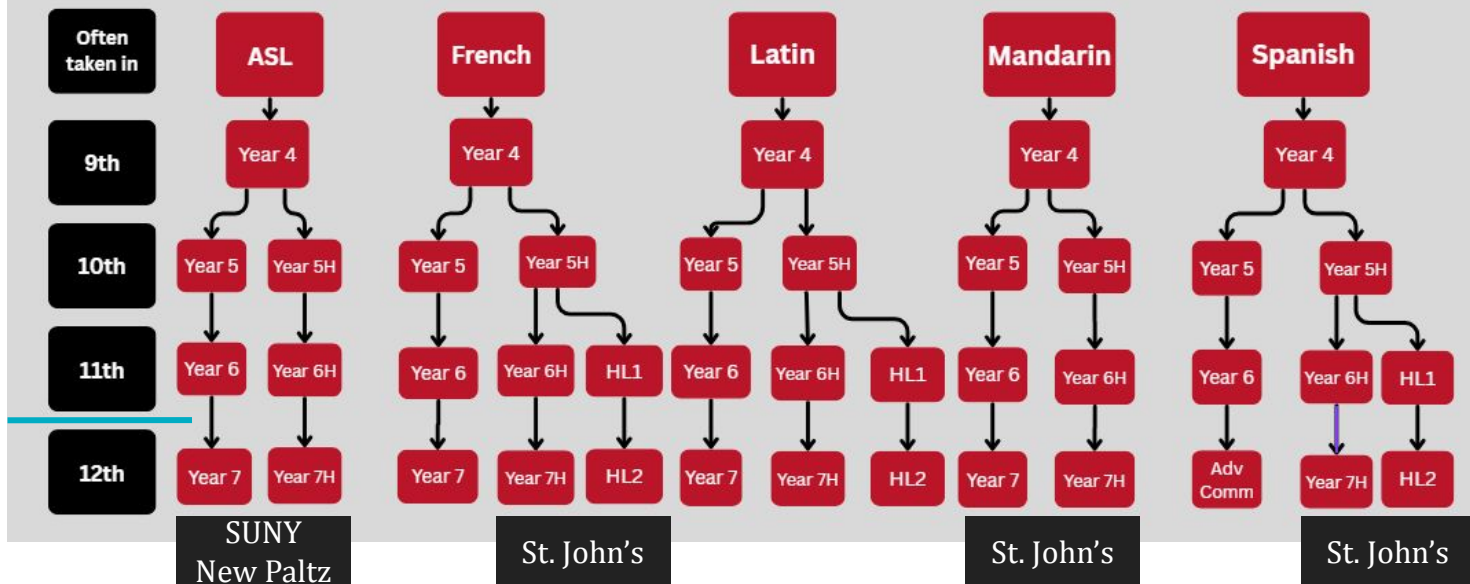


World Languages Course Sequence

World Language

COURSE SEQUENCE

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



French or Spanish IB HL (2 years)

There is a focus on developing communication skills in the target language through studying prescribed themes like "identities," "experiences," "human ingenuity," "social organization," and "sharing the planet," engage with authentic texts across various formats (articles, videos, literature), practice both written and oral communication in familiar and unfamiliar contexts, analyze cultural aspects related to the language, and demonstrate a deeper understanding of how language functions through critical analysis of texts.

- Students are expected to exclusively use the target language
- Conducted entirely in the Target Language
- Commitment to be an active participant (speaking and listening focus)
- More complex assessments with proficiency rigor
- Students will achieve an Advanced-mid proficiency at the end of year 2 and are required to take the IB HL exam in May of Senior year.



Latin IB HL (2 Years)

The classical languages 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.

- ⦿ There is a rigorous focus on advanced grammar, extensive vocabulary building, in-depth analysis of complex Latin texts, regular translation practice, original Latin composition, and a strong emphasis on understanding the historical and cultural context of ancient Roman literature, all while preparing for a challenging exam requiring a high level of critical thinking and linguistic proficiency.



French/Spanish ab initio (SL) (2 years)

COURSE DESCRIPTION

Recommendation: Teacher recommendation and 2-3 years of Language Other Than English (LOTE)

Grade: 11

Credit: 1

The ab initio course is a language acquisition course for students with no prior experience with French/Spanish, or those students with very limited previous experience and have experience in LOTE other than French/Spanish at an Intermediate-Mid proficiency range. Students develop the ability to communicate in the target language 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.

COURSE EXPECTATIONS

Students will focus heavily on basic vocabulary, grammar, and simple communication skills, with a strong emphasis on speaking and listening comprehension, often using authentic materials like everyday conversations and cultural context to build understanding, all while being introduced to the target language culture and nuances through various text types like dialogues, short articles, and descriptions

A PREVIEW OF THE COURSE

The Internal Assessment for this course is an individual oral assessment where students demonstrate their ability to communicate verbally in the target language through a conversation with the teacher, often using a visual stimulus related to course themes to prompt discussion





Proficiency targets

ASL, French and Spanish

<i>At the end of</i>	<i>Acceptable Proficiency Level for Speaking</i>
Year 1	Novice High
Year 2	Intermediate Low
Year 3	Intermediate Mid-
Year 4	Intermediate Mid
Year 5	Intermediate High-
Year 6	Intermediate High
Year 7	Advanced Low-
IB HL	Advanced Low / Mid-

Mandarin

<i>At the end of</i>	<i>Acceptable Proficiency Level for Speaking</i>
Year 1	Novice Mid
Year 2	Novice High
Year 3	Intermediate Low
Year 4	Intermediate Mid-
Year 5	Intermediate Mid
Year 6	Intermediate High-
Year 7	Intermediate High

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.

Seal of Biliteracy

Prestigious diploma distinction for 12th grade students who attain a high level of proficiency in 2 or more languages (your native language & an additional language)



Advisor

Sheau-Yuann Rynne

Google Classroom

ba65x3s

LANGUAGE TESTING INTERNATIONAL SEAL OF BILITERACY ACHIEVEMENT SCHOLARSHIP



Victoria Cuellar Garcia
Wadsworth HS,
Ohio



Mailey Hamilton
East Jordan HS
Michigan



Rachel DeAngelis
Westerly HS
Rhode Island



Elani Spencer
School of the
Arts, New York



Arely Guadalupe
Wheeling High School,
Illinois



Evan Thoms
Coronado HS,
California



Leyla Murati
Rye HS,
New York



Seal of Biliteracy

- ◉ Demonstrate proficiency (different pathways)
- ◉ Collect artifacts in a portfolio with the help of advisors
- ◉ Present portfolio to panel in the all languages (March)



Advisor Sheau-Yuann Rynne

Google Classroom

ba65x3s





English Department

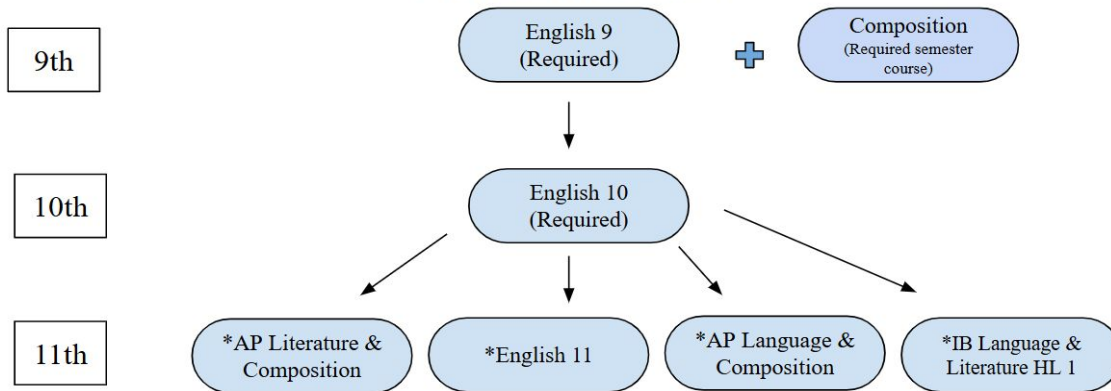
Christen Klewicki

English Department Coordinator

Scheduling meeting for Current 11th Grade Students

English Department Courses 2026-2027

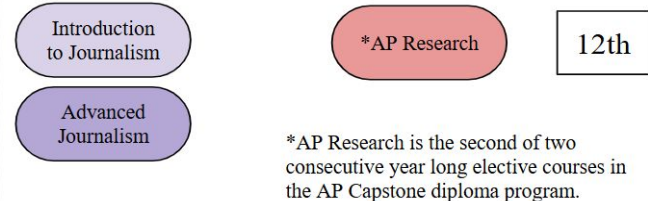
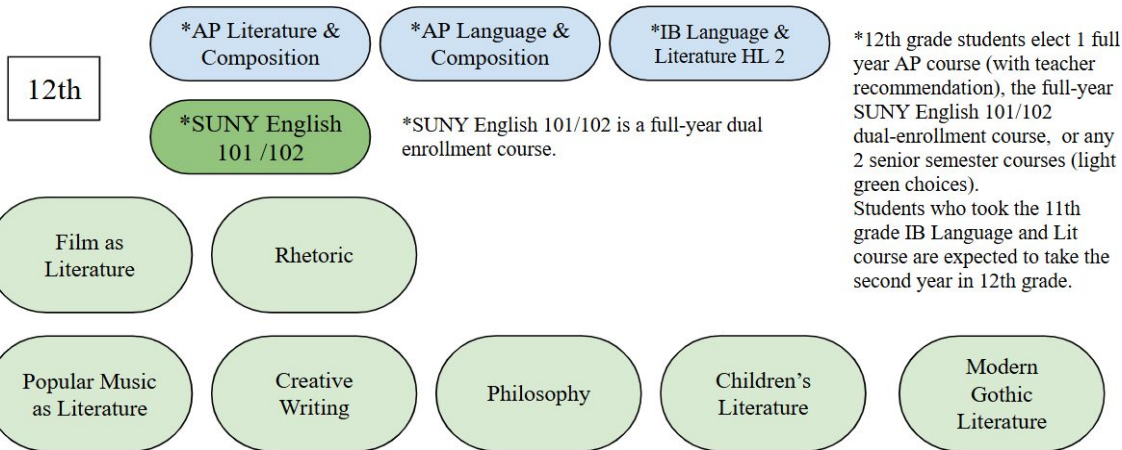
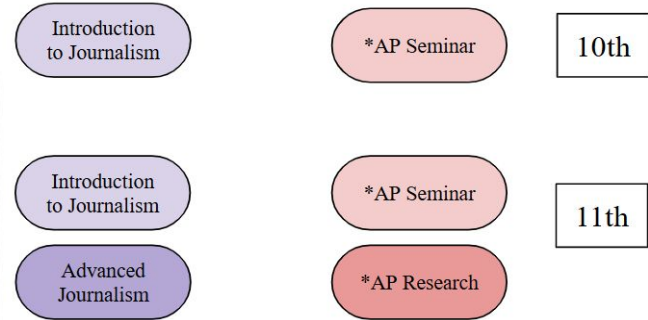
ENGLISH CORE COURSES



*All 11th grade students select one of the following required courses: English 11, AP English Language & Composition, or AP English Literature and Composition, or IB Language and literature (a 2-year course)

COURSES FOR ELECTIVE CREDIT

*AP Seminar is a year long course offered for elective credit for grades 10 and 11. It is the first course in the AP Capstone diploma program.



Select one full-year English course, or two semester English courses for twelfth grade.

Full-Year

- ◉ *AP Language and Composition
- ◉ *AP Literature and Composition

*AP courses require a recommendation from your current English teacher.

- ◉ SUNY English 101/102
(dual enrollment course)

Semester

- ◉ Children's Literature
- ◉ Creative Writing
- ◉ Film as Literature
- ◉ Introduction to Philosophy
- ◉ Modern Gothic Literature
- ◉ Popular Music as Literature
- ◉ Rhetoric: The Art of Persuasive Writing & Speaking

*Students may also select the following courses for elective credit: Introduction to Journalism, Advanced Journalism, AP Research.



When should students consider an AP course?

Would you answer “yes” to the following questions:

- Do you enjoy reading?
- Do you read in your free time, and select your own books to read in addition to assigned books?
- Can you draft essays independently?
- Do you revise your writing?
- Do you thoughtfully complete all of your English homework?
- Is your English grade in the “A” range or “B+” range?



AP English Courses

AP English Language & Composition

- Focused on **nonfiction** (speeches, essays, memoirs)
- Students write rhetorical analysis essays & argumentative essays in which they synthesize information from various sources.
- Sample texts: *Educated*, *A Small Place*, *Killers of the Flower Moon*

AP English Literature & Composition

- Focused on **fiction** (novels, plays, poetry), and literary perspectives.
- Students write critical analysis and literary argument essays about poetry, novels and plays.
- Sample texts: *Jane Eyre*, *Hamlet*, *The Road*, *The Nickel Boys*

★ Both courses are open to 11th and 12th grade students.



AP English Courses: Similarities

- ◉ College-level effort (and skill-level) expected
- ◉ Discussion-based classes, including Socratic seminars
- ◉ Daily writing activities, including 3 lengthier compositions (3-6 pages) each marking period.
- ◉ Shared and independent reading and analysis of complex texts.
- ◉ AP examination in May (3 hours: 1 hour of multiple choice questions based on several reading passages & 2 hours to write three essays.



SUNY English 101/102:

Dual Enrollment Course

- This course develops students' writing skills through critical inquiry and academic research.
- Students will read and respond to diverse fiction and nonfiction texts that explore important societal, cultural, and political issues.
- The centerpiece of the course is a comprehensive research essay in which students will craft and support an original thesis. Students will compose a minimum of 4000 words (equivalent to 16 double-spaced pages) of written work, including at least 1 annotated bibliography/literature review and one five-or-more-page research-based essay that engages with at least one literary text and related research on a societal, cultural, or political issue, problem, or question.
- This is a dual enrollment course offered in partnership with SUNY Westchester Community College (WCC) ECE Program. Students who successfully complete this course can earn 6 college English credits while simultaneously fulfilling their high school English graduation requirements.



12th Grade English Semester Courses

Review the many options, considering the focus of each course. Students should choose the courses that interest them the most!

All English semester courses challenge students to develop reading, writing, speaking, and listening skills to support the NYS Next Generation Learning Standards.



Children's Literature

- ◉ Students read classic and contemporary children's books across many genres that offer a variety of perspectives.
- ◉ 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 craft an original, meaningful text.
- ◉ The course is organized around several units of study: noteworthy, tradition, visual literacy, representation and inclusivity, literary identity, and imagination.



Creative Writing

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



Film as Literature

- ◉ Students will gain an understanding of film history, film techniques, and the movie industry.
- ◉ They will analyze film scenes and articulate how filmmakers create meaning through the various elements of film: dialogue, camera angles, shot composition, lighting, costumes, props, music, special effects, etc.
- ◉ They will develop an appreciation for film as an art form and become a more discerning and literate movie audience.
- ◉ Students will be given a variety of different ways to show their learning: creating their own short films, writing screenplay scenes, writing film reviews, engaging in director studies, and comparing film adaptations to their original source material.



Introduction to Philosophy

- ◉ This course is organized around open-ended questions that continue to challenge philosophers. Students will consider ethical theories from the classical Plato to the more contemporary Peter Singer.
- ◉ Additional 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.



Modern Gothic Literature

- 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, discussion, and evaluation of the current reading.



Rhetoric: The Art of Persuasive Writing & Speaking

- ◉ This course 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.



Popular Music as Literature

- ◉ Students will study rap, hip-hop, rock, and pop music seriously as art and literary forms deeply rooted in American, African-American, and world culture. They will study the interplay between song lyrics and rhythm.
- ◉ Students will learn about the origins of hip-hop and other American genres, investigate the rules and aesthetics that govern these musical forms, and look at social and political issues that music confronts.
- ◉ Students will compose music reviews, create an original song, and they will also conduct and present research regarding the origins and purposes of a specific musical artist who interests them.



AP Research (full year elective credit)

- ◉ AP Research fosters critical thinking and academic research skills.
- ◉ Students select a topic and conduct a year-long research project where their end goal is to write an extensive paper (4,000-5,000 words) that contributes to the already-existing scholarship on their topic and to fill a gap in the academic conversation. Students must deliver a 20-minute multimedia presentation to a panel to explain their findings.
- ◉ AP Research is the second course in the AP Capstone series, and AP Seminar is a prerequisite.
- ★ Students must be prepared to complete assignments on time; many tasks are cumulative, so missing class negatively impacts performance. The College Board sets external submission deadlines. To be successful, students must be able to work independently on long-term research tasks.



Introduction to Journalism

(semester elective credit)

- Students learn about the various formats of journalistic writing (print, web, video, podcast), and they create original works in various story forms (including straight news, feature writing, profiles, and op-eds).
- Students develop interviewing and reporting skills; they also learn how to critically assess and evaluate various forms of media.



Advanced Journalism

(semester elective credit)

- Advanced students will apply their knowledge of journalistic principles to serve as mentors, advisers, and editors for the Introduction to Journalism students.
- Advanced students will create their own journalistic writing to inform and entertain fellow students as well as the Rye community, through articles appearing in the school newspaper, a school-centric podcast, and a video news program.
- The class offers the opportunity to mentor, edit, and collaborate to create original fact-based works with real-world purposes.

