



*Riverhead High School
Course Offering Booklet
2022-2023*

**RIVERHEAD CENTRAL SCHOOL
DISTRICT RIVERHEAD, NEW YORK 11901**

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GRADUATION REQUIREMENTS
(Subject to change based on NYS Board of Regents approval)
Class of 2023 through 2026
(Entered 9th grade in September 2019– 2022)

Regents Diploma		Regents Advanced Diploma	
Required Courses		Required Courses	
English	4 Credits	English	4 Credits
Social Studies	4 Credits(a)	Social Studies	4 Credits(a)
Math	3 Credits	Math	3 Credits
Science	3 Credits	Science	3 Credits
World Language	1 Credit(d)	World Language	3 Credits(c)
Art/Music	1 Credit (b)	Art/Music	1 Credit(b)
Health	.5 Credit	Health	.5 Credit
Physical Education	2 Credits	Physical Education	2 Credits
Electives	3.5 Credits	Electives	1.5 Credits
Total	22 Credits	Total	22 Credits
Required Exams (Passing score of 65 and above)		Required Exams (Passing score of 65 and above)	
Comprehensive English Regents Mathematics(e) Regents Global History and Geography Regents U.S. History and Government Regents Science		Comprehensive English Three Regents Mathematics Exams Regents Global History and Geography Regents U.S. History and Government Two Regents Science Exams – 1 Life Science & 1 Physical Science Foreign Language Checkpoint B Exam	

GRADUATION REQUIREMENT FOOTNOTES

- a. Minimum four credits required, including 2 units in Global History and Geography, 1 unit in US History and Government, ½ unit in Participation in Government and ½ unit in Economics.
- b. To satisfy the arts requirement students must earn one credit through one of the following options:
- Studio in Art
 - Creative Crafts I
 - Design & Drawing
 - Chorus
 - Orchestra
 - Band
 - Music Theory I
- c. To earn the Regents Diploma with Advanced Designation, the student must complete one of the following:

3 credits in a language other than English and pass appropriate locally developed comprehensive exam with a score of 65 or better.

5 credits in CTE plus 1 credit in a language other than English

credits in the arts, plus 1 credit in a language other than English

d. To earn the Regents diploma, the student must earn one high school credit in a World Language either by passing the locally developed proficiency examination or by passing the course itself during high school

e. To earn the Regents diploma, the student must pass Regents in Mathematics, Integrated Algebra, Common Core Algebra, Geometry, Common Core Geometry or Algebra II/Trigonometry

REGENTS DIPLOMA WITH HONORS

Students may earn a Regents Diploma with Honors by achieving an average of 90% or better in the Core Regents Examination: English, Global History & Geography, US History, one Science Regents, one Mathematics Regents or Math Common Core Exam.

ADVANCED REGENTS DIPLOMA WITH HONORS

Students may earn an Advanced Regents Diploma with Honors by achieving an average of 90% or better in all of the following required Regents Examinations: English, Global History & Geography, US History, two Sciences (one life science and one physical science), three Math and either a locally developed comprehensive examination in a World Language with a score of 65 or a 5-credit sequence in either Art, Business or Music.

ADVANCED REGENTS DIPLOMA WITH MASTERY IN MATHEMATICS AND/OR SCIENCE

Students who complete all course work and testing requirements for the Regents diploma with advanced designation in mathematics and/or science and who pass, with a score of 85 or better, three commencement level Regents examinations in mathematics and/or three commencement level Regents examinations in science, will earn a Regents diploma with advanced designation, with an annotation on the diploma that denotes mastery in mathematics and/or science, as applicable.

FOR ADMISSION INTO THE CONTINUATION IN HONORS AND ADVANCED PLACEMENT COURSES

I. HONORS COURSES

- A. Basic Admission Guidelines
 - 1. final report card grade of 85 in previous Regents class or 80 in previous Honors class
 - 2. **and/or** department recommendation
 - 3. student letter of motivational intent

II. ADVANCED PLACEMENT COURSES

- A. Basic Admission Guidelines
 - 1. final report card grade of 90 in previous Regents class or 85 in previous Honors class
 - 2. **and/or** department recommendation
 - 3. student letter of motivational intent
- B. Students enrolled in AP courses take the appropriate Regents exam at the end of the AP course if applicable.
- C. Students enrolled in AP classes are required to take the AP exam. Students who fail to take the respective AP exam will forfeit the course's 1.18 weighting and will receive Honors weighting of 1.08.

Advanced Placement courses offer students an opportunity to take a course taught on a college level. Both enrichment and college credit are available to the dedicated student. Intensive classroom work, independent study, and research are an integral part of the program. The cost of taking AP Examinations is absorbed by the student. The cost for the 2021-2022 school year was \$96 for each AP Examination. Financial assistance is available for students who qualify through the College Entrance Examination Board. The examination is administered by the College Entrance Examination Board and a 5 point college level scale is used. According to the College Entrance Examination Board publication, over 1,000 colleges and universities will grant advanced placement credit to candidates who receive a 4 or 5.

AP SCHOLAR AWARDS

The AP Program offers several AP Scholar Awards to recognize high school students who have demonstrated college-level achievement through AP courses and exams. Although there is no monetary award, in addition to receiving an award certificate, this achievement is acknowledged on any AP score report that is sent to colleges the following fall.

- AP Scholar – Granted to students who receive scores of 3 or higher on three or more AP Exams
- AP Scholar with Honor – Granted to students who receive an average score of at least 3.25 on all AP Exams taken, and scores of 3 or higher on five or more of these scores.

- AP Scholar with Distinction – Granted to students who receive an average score of at least 3.5 on all AP Exams taken, and scores of 3 or higher on five or more of these exams.
- State AP Scholar – Granted to the one male and one female student in each U.S. state and the District of Columbia with scores of 3 or higher on the greatest number of AP exams, and then the highest average score (at least 3.5) on all AP exams taken.
- National AP Scholar – Granted to students in the United States who receive an average score of at least 4 on all AP exams taken and scores of 54 or higher on either or more of these exams.

HIGH SCHOOL PROMOTION GATEWAYS

GRADE 9: To be promoted to grade 10 a student:

- Must complete **6 units of credit**
- Must complete a credit in English 9, Global Studies 9, Mathematics, Science and a World Language
- Must pass all required Regents exams
- Must complete ½ credit in Physical Education and an elective credit

GRADE 10: To be promoted to grade 11 a student:

- Must complete **12 units of credit**
- Must complete a credit in English 10, Global Studies 10, Mathematics, Science and a World Language
- Must pass all required Regents exams
- Must complete 1 credit in Physical Education and multiple elective credits

GRADE 11: To be promoted to grade 12 a student:

- Must be in posture for June graduation
- Must have earned **18 units of credit**
- Must complete a credit in English 11, American History and a World Language
- Must pass all required Regents exams
- Must complete 1 ½ credits in Physical Education, a Health credit, as well as multiple elective credits

***Special Note**

1. Students at the secondary level who do not meet Promotional Gateways mandates by June are expected to attend summer school to make up course work.

Students who fail to attend summer school:

- Must attend scheduled extra-help
- Will forfeit placement in BOCES Occupational Education Program
- Will lose grade level privileges until completion of Promotional Gateways

2. In rare situations, a collaborative discussion will take place regarding the possibility of acceleration or retention when it is in the best interest of the child. Final authority for grade placement rests with the building principal.

WEIGHTING AND CLASS RANK

Different course levels of the same course may be weighted so that a student is not penalized by taking a more difficult level of a course. These weights are included only in the student rank averages, and do not appear on the report card or on the transcript. Weights are determined in the following manner. Honors Bridge will be available on a case by case basis.

For seniors participating in Honors Bridge Program: Honors Bridge weighting will not be applied towards senior rank at the end of the 7th marking period. Honors Bridge designation will be listed on the final transcript in June, but will not affect final rank.

Course with no Level Designation	1.00	General/elective not culminating in a Regents exam.
Regents Level Course	1.04	Regents course ending in Regents exam.
Honors Course	1.08	Strongly enriched version of a Regents Level course.
College Level/AP Level Course	1.18	Terminates in an Advanced Placement Exam. Weighting is based upon sitting for AP exam or earning college credit.
Dual Enrollment Courses*	1.08/1.18	*Students who enroll in the ACE College Courses will receive the weighted average of 1.18.

Class rank for college transcripts will be computed early in the senior year. Class rank will be computed at the end of the 7th semester for seniors only, projecting the semester averages as final averages for all courses. All subjects graded on a numerical basis, excluding physical education, will be used.

In order for a student to be included in final student rank they must have been enrolled at Riverhead High School prior to the start of his/her junior year of high school.

CREDIT FOR COURSES TAKEN OUTSIDE OF RIVERHEAD HIGH SCHOOL

Students requesting credit for courses taken in local colleges or universities must obtain approval from the Riverhead High School Principal prior to the first day the student attends these classes. A one semester, three-credit college course would be considered equivalent to a one-credit high school course. Generally speaking, unless these courses were required for graduation, they would not be entered on the student's transcript. A copy of the student's college transcript may be kept in the student's file.

USING THIS BOOKLET FOR PROGRAM PLANNING

Why Students Should Plan a Program of Study

The decisions you make about the courses you take in high school will affect you for the rest of your life. The teaching faculty, your school counselor, the school administrators, and your parents can all advise you in the course selection process, but you should be fully involved in the final decision and ready to bear the responsibility for that decision. For this reason, we ask you to read this course selection book with considerable thought and care. In selecting your courses for next year, you should consider several factors. These factors include academic success, graduation requirements, and career and college planning. Your post high school plans or future job should influence your course selections in high school. Talk about your future with your parents, school counselors, and teachers. In your junior year, visit job sites, and a college campus or two. Talk with the various college and career representatives when they visit our school. Only after you have done all these things will you be able to make sound decisions relative to course selection.

The Role of School Counselors

The school counselors of the Riverhead High School district extend their knowledge and expertise in assisting you in planning a successful high school experience. They are knowledgeable in the graduation requirements, changes in Regents requirements and our course offerings. Let them help you! Parents and students participate annually in review conferences, grade level meetings or any other combination of activities with school counselors. Take advantage of this opportunity to learn more about the rigorous shift in curriculum requirements in New York State and the many courses and programs available to you in our school. At the same time, you can find out about school activities and college admissions requirements.

Equal Educational Opportunity

Each student will have equal educational opportunities and will not be excluded from participating in or having access to any course offerings, school services or activities on the basis of race, color, creed, sex, national origin, religion, age, marital status or handicapping condition. Anyone with a complaint concerning sex discrimination should contact the District's Title IX Compliance Officer, Ms. Christine Tona. Complaints concerning discrimination on the basis of disability should be directed to Ms. Jeanne-Marie Mazzaferro, Director of Special Education, at (631) 369-6800.

THE COURSE SELECTION PROCESS

Counselors will meet with students in person or virtually to discuss the course selection process, dates, and timelines.

Counselors will also meet with parents in person or virtually to review graduation and course requirements, where necessary.

Course selection sheets will be mailed home.

Students will have small group or individual appointments to meet with their counselors and finalize course selections. Departmental or parental permission may be required for some courses.

After all students' requests have been tallied, courses will be tabulated and a master teaching schedule prepared.

Students who have schedule conflicts will be notified and such conflicts will be resolved.

Student schedules will be available to students in homeroom the first day of regular classes.

Be aware that courses will be offered only if a sufficient number of students register for the course. Some courses listed may not be given if registration is too low. There are additional administrative reasons that a course may not be offered.

SCHEDULE CHANGE POLICY

1. Once school begins, schedule changes will be honored only for educational reasons (i.e. graduation requirements, sequence requirements and incorrect placement.) To be honored, a schedule change must have written approval by a student's parent/guardian, teacher and department supervisor. The last date for students to initiate schedule changes is within the first five weeks of school. **STUDENTS MUST REPORT TO THEIR ORIGINALLY SCHEDULED CLASS UNTIL A CHANGE IS FORMALLY APPROVED.**
2. At no time will a schedule change be made merely to affect a teacher change or a class period change.
3. Students who drop a course after the five week mark without enrolling in another course will receive a "WF" (Withdraw Failing) on their permanent transcript.
4. Extenuating circumstances will be reviewed by the guidance department and the high school administrator.

TIME LIMIT IN REGARD TO STUDENTS WITHDRAWING FROM A COURSE

Withdrawal from a class will only be considered during the first five (5) weeks of school and the first five (5) weeks of the second semester for spring courses. Students may withdraw from a course only with written parental permission. Another class will be added in its place where possible and appropriate. Grades and attendance will be transferred from the course the student is exiting to the course the student is entering provided the course is in the same subject area. A grade level administrator and/or department supervisor must approve all withdrawals from courses once the school year has begun.

SCHEDULING

Riverhead High School offers its students a comprehensive and varied curriculum in preparation for college, technical school, and other types of post-high school education, the armed forces or employment.

A great deal of time, care, and effort is devoted to assuring that each student is placed into an educational program that will best meet his or her individual needs. Input is sought from students, parents, teachers, and counselors. The scheduling process is a lengthy one, starting in December and ending in July. It is the goal of the staff, through this process, to insure a smooth opening of the new school year, one marked by a minimum of disruptions due to schedule changes. To attain this goal, the following guidelines have been established:

1. Preliminary course selections are made in February during meetings between students and guidance counselors.
2. From January through April, upon request, students will meet with their guidance counselor to discuss the selection of classes for the upcoming school year. This Course Offering Booklet, developed by the high school administration and academic departments, details the New York State graduation requirements and gives a comprehensive listing of the courses offered by each department in Riverhead High School. It is available for viewing on the Riverhead High School webpage.
3. The Middle School guidance counselors will be available to meet with each eighth grade parent and student to review classes for the upcoming school year. **Due to the nature of the ninth grade schedule, students will only make choices in the elective areas.**
4. All students will be enrolled in a full schedule of classes including physical education.
5. Any changes in these course selections must be submitted in writing by the student and parent to his/her guidance counselor prior to **the last day of classes (mid-June)**.
6. In August, an updated course list will be mailed to each student. This course list will reflect changes due to:
 - A. Prior requests from student/parent submitted before June 1st.
 - B. Results on June or summer school report card.
 - C. Low enrollment or staffing considerations.
 - D. Conflicts in the master schedule.
 - E. Final department recommendations.
7. The courses listed in this book are potential offerings and each course may or may not run every school year. Prior to each school year, decisions are made as to which courses to run based upon student interest during the course selection process as well as staff availability.

NATIONAL COLLEGIATE ATHLETIC ASSOCIATION REQUIREMENTS

Academic Requirements

To play sports at a Division I or II school, you must graduate from high school, complete 16 NCAA-approved core courses, earn a minimum GPA, and earn an ACT or SAT score that matches your core-course GPA.

- **Sixteen core courses are required**
 - Ten core courses completed before the seventh semester; seven of the 10 must be in English, math or natural/physical science. These courses/grades are “locked in” at the start of the seventh semester (cannot be repeated for improvement to GPA to meet initial eligibility requirements).

Test Scores

- **Division I** has a sliding scale for test score and grade-point average. Please go to riverhead.net, High School, Guidance, NCAA to view information.
- **Division II** has a sliding scale for test score and grade-point average. Please go to riverhead.net, High School, Guidance, NCAA to view information.
- The SAT score used of NCAA purposes includes **only** the critical reading and math sections. The writing section is not used.
- The ACT score used for NCAA purposes is a **sum** of the four sections on the ACT: English, mathematics, reading and science.
- **All SAT and ACT scores must be reported directly to the NCAA Eligibility Center by the testing agency.** Test scores that appear on transcripts will not be used. When registering for the SAT or ACT, use the Eligibility Center code of 9999 to make sure the score is reported to the Eligibility Center.

Grade-Point Average

- Only core courses are used in the calculation of the grade-point average.
- **Be sure** to look at your high school’s list of NCAA-approved core courses on the Eligibility Center’s Web site to make certain that Courses being taken have been approved as core courses. The Web site is www.eligibilitycenter.org.
- **Division I** grade-point-average requirements are listed on our school website.
- **The Division II** grade-point-average requirements is a minimum of 2.200 (sliding scale).

Core Courses on Internet

Our high school’s list of approved core courses is available on the Internet.

Go to www.eligibilitycenter.org

Click on “Enter Here” for NCAA College Bound Student Athletes

Click “Resources”

Click “U.S. Students”

Click “List of NCAA Courses”

Input our six-digit Code 334750 and click “Search”

Students enrolling at an NCAA Division I or II institution for the first time need to also complete the amateurism questionnaire through the Eligibility Center Web site. Students need to request final amateurism certification prior to enrollment.

For more information regarding the rules, please go to www.ncaa.org. Click on “Academics and Athletes” then “Eligibility and Recruiting.” Or visit the Eligibility Center Web site at www.ncaaclearinghouse.net.

**DIVISION I
Qualifier Requirements**

*Athletics aid, practice and competition

16 Core Courses

Ten (10) core courses completed before the start of the seventh semester. Seven (7) of the 10 must be in English, math or natural/physical science.

“Locked in” for core-course GPA calculation.

Corresponding test score (ACT sum score or SAT combined score) and core-course GPA (minimum 2.3) on Sliding Scale (see school website)

Graduate from High School

**DIVISION I
Academic Redshirt Requirements**

*Athletics aid, and practice (no competition)

16 Core Courses

Corresponding test scores (ACT sum score or SAT combined score) and core-course GPA (minimum 2.0) on Sliding Scale (see school website)

Earn a core GPA of at least 2.000

Graduate from High School

**DIVISION II
Full Qualifier Requirements
16 Core-Course Rule**

16 Core Courses:

3 years of English.

2 years of mathematics (Algebra I or higher).

2 years of natural/physical science, (1 year of lab if offered by the high school).

3 years of additional English, mathematics or natural/physical science.

2 years of social science.

4 years of additional courses (from any area above, foreign language or comparative religion/philosophy).

Earn the ACT/SAT score matching your core-course GPA on the Division II full qualifier sliding scale (see school website)

Graduate from High School

**DIVISION II
Partial Qualifier Requirements**

16 Core Courses

Earn a core-course GPA of at least 2.000

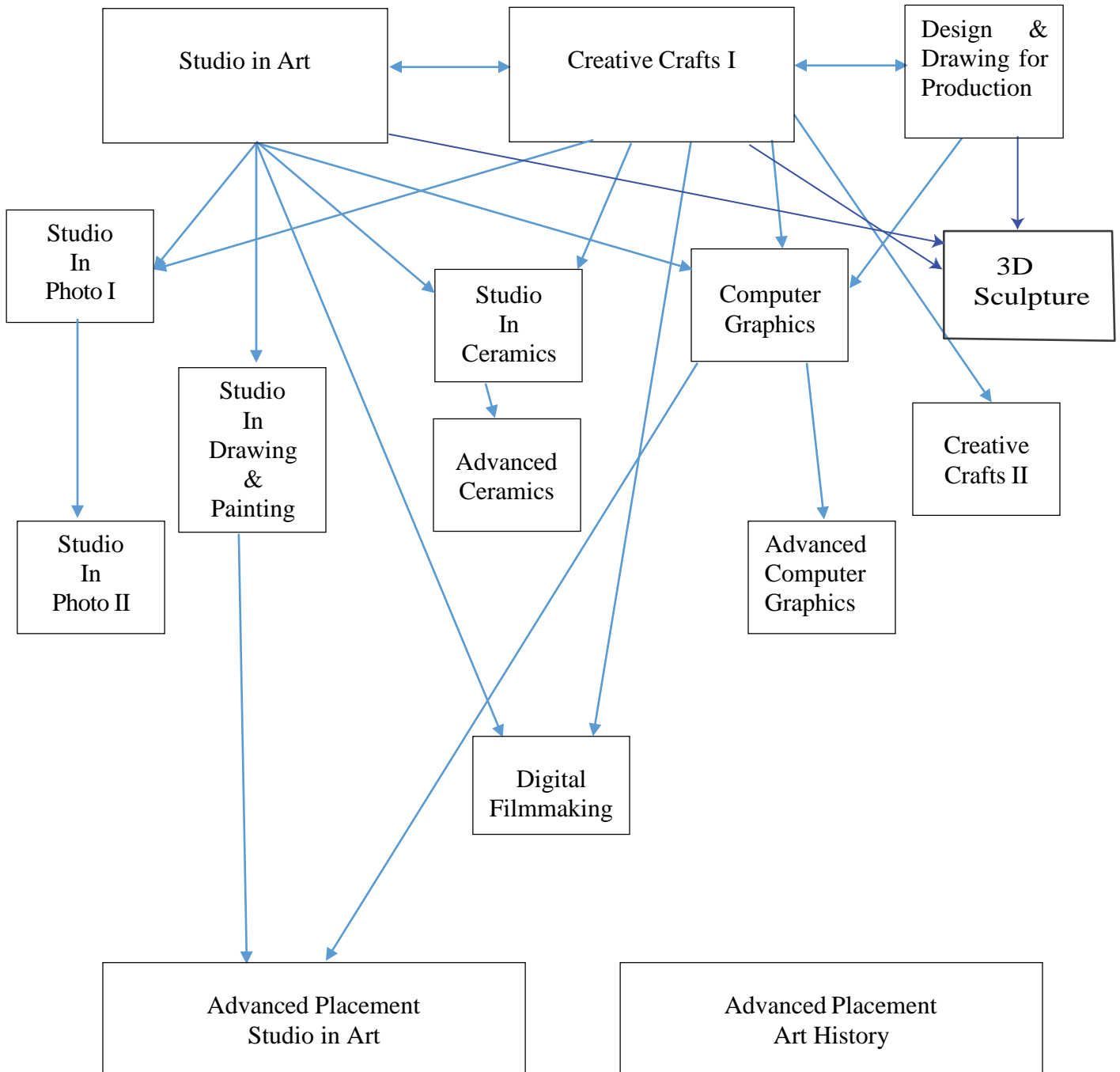
Earn the ACT/SAT score matching your core-course GPA on the Division II partial qualifier sliding scale (see school website)

Graduate from High School

Call the NCAA Eligibility Center if you have questions: Toll-free number: 877-262-1492.

Remember: Meeting the NCAA academic rules does not guarantee your admissions into a college. You must apply for admission.

ART



ART

Visual arts are an integral part of the human experience. The aim of the art program is to assist students in developing the ability to create and express themselves visually, while helping them to develop critical and creative thinking skills. The art courses at Riverhead High School will also facilitate the development of students' visual literacy through authentic practice, permitting them to enjoy and recognize art for a lifetime, and helping them learn to actively perceive, analyze, and interpret image-based information.

Students can fulfill their graduation requirement in the arts by successfully completing a full year of a foundation course in the visual art department – either *Studio in Art*, or *Creative Crafts I*. Students who wish to continue their visual arts learning may select a sequential program of art, taking advantage of as many advanced level art courses as possible during their time in high school. In addition, the Advanced Placement courses offer a distinguished scholarly rigor for students.

It is recommended (and sometimes required) that *Studio in Art* or *Creative Crafts I* be taken before taking an advanced elective course. In special circumstances, the advanced elective may be taken without the foundation course if the student has permission from the Director of Fine Arts. Students who wish to complete a five-credit sequence in visual arts to earn a Regents Diploma with Advanced Designation must pass one foundation course (*Studio in Art* or *Creative Crafts I*) plus four additional elective credits in visual art. ***Please note, courses will be offered based on sufficient enrollment.***

5-UNIT SEQUENCE

1 Unit of Core-Requirement Credit in *Studio in Art* OR *Creative Crafts I*
4 Units of Credit in sequential elective art courses

ELECTIVES

Studio in Drawing & Painting

Studio in Ceramics

Studio in Photo I/II

Computer Graphics

Digital Filmmaking

3D Sculpture

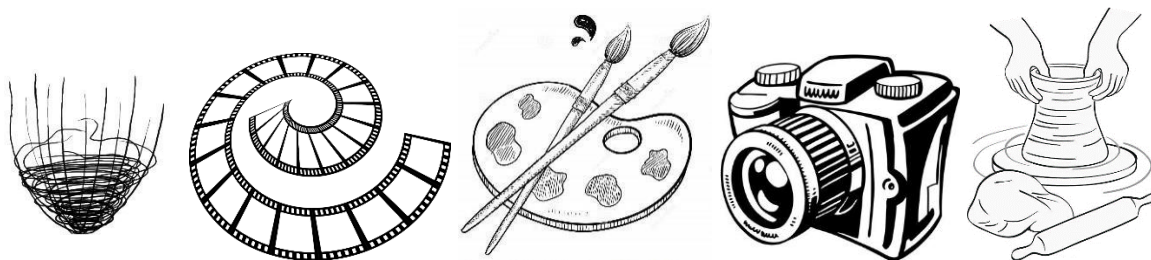
Creative Crafts I/II

Advanced Ceramics

Advanced Computer Graphics

AP Studio Art

AP Art History



STUDIO IN ART (701)**Grade Level 8-12****Full year/1 credit****weight 1.00****Prerequisite: None****Description:**

This is the foundation course for many of the course offerings in the art department. In this hands-on course, students will create works of art that explore various subject matter, topics, themes, and metaphors. Students will learn to understand and use visual elements, organizational principles, and expressive imagery to communicate their own ideas visually. A variety of traditional art materials, processes, mediums, and techniques will be used for creating work. This course satisfies the NYS graduation requirement for the arts.

CREATIVE CRAFTS I (704)**Grade Level 9-12****Full year/1 credit****weight 1.00****Prerequisite: None****Description:**

Creative Crafts I is a beginner-level foundation art course designed to offer students a wide variety of mixed media, hands-on art experiences. A combination of 2-D and 3-D artwork will be explored – including mediums such as printmaking, sculpture, collage, fiber art, mosaics, and found object design – as students learn about decorative and functional craft techniques and their cultural impact. This course is meant for students who enjoy expressing themselves in a wide variety of art mediums. *Creative Crafts I* satisfies the NYS graduation requirement for the arts.

CREATIVE CRAFTS II (705)**Grade Level 10-12****Full year/1 credit****weight 1.00****Prerequisite: Creative Crafts I****Description:**

Creative Crafts II is an extension of *Creative Crafts I*. Students will learn more advanced techniques and explore more complex materials as they create decorative and functional 2-D and 3-D crafts that reflect historical and multicultural influences. Coursework will encourage problem-solving and creativity with a focus on design, hands-on creation, and application of work.

STUDIO IN DRAWING AND PAINTING (702)**Grade Level 10-12****Full year/1 credit****weight 1.00****Prerequisite: Studio in Art, or portfolio review in grades 11-12****Description:**

Drawing and painting is divided into two sections. Drawing is taught first so that the student will not have to struggle with this skill while trying to master the difficulties of painting. Drawing involves observational skills and a series of design problems. It is followed by an in-depth study of real objects, still life materials and figure drawing.

There is an emphasis in this class on creating the illusion of realism. Students should have the desire to take their skills to the next level. Painting consists of the mastery of watercolor, pastel and acrylic paints.

STUDIO IN CERAMICS (706)**Grade Level 10-12****Full year/1 credit****weight 1.00****Prerequisite:** Studio in Art, Creative Crafts I, or portfolio review grades 11 & 12**Description:**

In order to enroll in this introductory ceramic course, students should have successfully completed a foundation art course. Clay hand-building methods such as coil, slab, pinch, and block will be learned and applied. The joining of clay bodies, techniques of under glazing and overglazing, and introduction to the potter's wheel will also be covered. Field trips, demonstrations, slideshows, and other visual experiences will be utilized in order to help students gain a deeper appreciation and understanding of the art form.

ADVANCED CERAMICS (707)**Grade Level 11-12****Full year/1 credit****weight 1.00****Prerequisite:** Studio in Ceramics**Description:**

Advanced Ceramics is a hands-on studio course that is designed to expand upon the skills and techniques learned in *Studio in Ceramics*. Students will experiment with a variety of new ceramic techniques while refining and advancing hand-building and wheel-throwing skills, as well as glazing techniques. Sculptural and figurative work will be addressed and students will deal with more complex forms. Specific projects will be assigned with an emphasis given to design, process, and craftsmanship.

STUDIO IN PHOTO I (708)**Grade Level 10-12****STUDIO IN PHOTO II (709)****Full year/1 credit****weight 1.00****Prerequisite:** Studio in Art or Creative Crafts I**Requirement:** 35mm *traditional film* SLR camera**Description:**

Studio in Photo I is a beginning black and white photography class. Students will learn how to use the photo medium as a form of art, documentation, and self-expression. They will learn how to expose traditional film according to the artistic rules of composition, while concentrating on the elements and principles of design. In addition, students will learn all technical aspects of traditional photography including working with and mastering a 35mm SLR camera, developing film, and making prints from that film in the dark room. All shooting assignments will be the student's responsibility to complete as homework; class time will be utilized for lab work. Students must have or get their own 35mm traditional film SLR camera for the duration of the year. Cameras are not provided for each student.

COMPUTER GRAPHICS (712)**Grade Level 10-12****Full year/1 credit****weight 1.00****Prerequisite:** Studio in Art, Creative Crafts I, or Design and Drawing for Production**Description:**

This full year course is designed to expose students to several different methods of creating electronic art. The computer will be used as a tool to create drawings, photo manipulations and commercial artwork. Previous computer experience is helpful, but not necessary. Each quarter, students will be expected to complete six to ten pieces of computer-generated artwork. Students will earn one art credit upon successful completion of this full-year course.

ADVANCED COMPUTER GRAPHICS (713)**Grade Level 11-12****Full year/1 credit****weight 1.00****Prerequisite: Computer Graphics I or portfolio review in grade 12****Description:**

Students will build on their knowledge of Computer Graphics to create artwork on a professional level. Areas of study include: using photo-realistic three-dimensional programs while concentrating on creativity and imagination; scanning photographs to manipulate and to experiment with image retouching; using programs to create advertisements and package products; basic website design; experimenting with 3D animation.

DIGITAL FILMMAKING (714)**Grade Level 10-12****Full year/1 credit****weight 1.00****Prerequisite: Studio in Art or Creative Crafts I****Description:**

Digital Filmmaking is a full year course that will study filmmaking techniques from conception to exhibition. Students will work with digital cameras and advanced editing software to produce their own short films and commercials. The comprehensive projects will include: story development, screen writing, basic animation, sound production, digital photography, digital filming and editing. Students will earn one art credit upon completion of this course.

3D-SCULPTURE (719)**Grade Level 10-12****Full year/1 credit****weight 1.00****Prerequisite: Studio Art, Creative Crafts, or Design and Drawing for Production****Description:**

The goals of the course are to familiarize students with the principles, methods and fundamentals of creating 3D art. Students will explore the areas of drawing and planning, color theory, sculpture with clay, wood, metal wire, paper mache and 3D printing.

AP STUDIO ART: PORTFOLIO DEVELOPMENT (718)**Grade Level 10-12****Full year/1 credit****weight 1.18****Prerequisite: Department permission and portfolio review****Description:**

The AP Studio Art portfolios are designed for serious art students interested in the practical experience of developing a body of art work and developing mastery in the conceptual, compositional, and technical execution of their ideas. Advanced Placement Studio Art does not culminate in a written examination; instead, students submit their portfolio to the College Board for evaluation near the end of the school year. Students may create a portfolio that satisfies one of the three AP Studio options: Drawing/Painting, 2-Dimensional Design, or 3-Dimensional Design. The course is designed to promote and develop original concepts and ideas in the visual arts. Students are encouraged to become independent thinkers who will contribute inventively and critically to their culture through the making of art.

This AP course addresses three major concerns for artists: (1) a sense of quality in one's work; (2) an artist's concentration on a particular visual interest or problem; and (3) breadth and depth of experience in the formal, technical, and expressive means of the artist. A student's portfolio should reflect these three areas of concern: quality, concentration, and breadth.

This course offers students the opportunity to earn college credit while still in high school. The AP program is based on the premise that college-level material can be learned successfully in high school. The Development Committee in AP Studio Art has had the counsel of both secondary school and college faculty

in defining the scope of work that would be equivalent to that of introductory college courses in art. As such, students should expect to spend a considerable amount of time outside of the classroom working on their artwork. In addition, *students must complete a summer assignment which will comprise $\frac{3}{4}$ of the first quarter grade. This assignment will be evaluated the first week of September.* Throughout the year, students must adhere to strict deadlines.

ADVANCED PLACEMENT ART HISTORY (716)

Grade Level 10-12

Full year/1 credit

weight 1.18

Prerequisite: None

Description:

Advanced Placement Art History is designed to provide the same benefits to secondary school students as those provided by an introductory college course in art history: an understanding and enjoyment of architecture, sculpture, painting and other art forms within historical and cultural contexts. In this course, students examine major forms of artistic expression from the past and the present from a variety of cultures. They learn to look at works of art critically, with intelligence and sensitivity and to analyze what they see. Many colleges and universities offer credit to students who have performed successfully on the required AP Art History examination.

No prior experience in art or the history of art is assumed for those students who take the course. Students who have done well in other courses in the humanities, such as history and literature, or in any of the studio arts are especially encouraged to enroll. It is hoped that the experiences of students in the practice of art and in other humanities courses will prove useful in enriching the context of the history of art course. While the course does not assume prior training or seek primarily to identify students who will major in art history in college, it does require a high degree of commitment to academic work and to the purposes of a program designed to meet college standards.

Students must complete a summer assignment which will comprise $\frac{3}{4}$ of the first quarter grade. This assignment will be evaluated the first week in September. Throughout the year students will be expected to complete daily assignments, reading, essays, and projects.



BUSINESS EDUCATION

The purpose of Business Education is to prepare students for the world of work by providing skills and knowledge that are necessary to obtain and succeed at a job. Eight out of every ten workers earn their living in the business world; so why wait? Start now to prepare yourself for a rewarding career by electing a business sequence.

ACCOUNTING (612)

Grade Level 11-12

Full year/ 1 credit

weight 1.00

Prerequisite: None

Description:

Accounting is a full-year financial accounting course. The purpose of this course is to introduce and familiarize students with the basic accounting fundamentals and procedures of a business, as well as applying these skills to computer applications and simulations. During this course, students will explore the real world of business financials as they engage in the process of recording, classifying, summarizing, analyzing, and communicating accounting information. Additionally, students will examine corporate annual reports and analyze the strengths and weaknesses of businesses. Students will develop an awareness of ethical issues in business and gain an appreciation of the changes that will be taking place in the accounting profession in today's ever changing society.

WALL STREET (821)

Grade Level 10-12

Half year/ ½ credit

weight 1.00

Corequisite: Career and Financial Management

Description:

Imagine yourself being able to achieve all your dreams! This course will give you the opportunity to Explore investment opportunities. Students will develop an introductory knowledge of the stock market (the ABC's of investing). We will also discuss stocks, mutual funds and 401(k) plans as retirement options. The use of current events is stressed. This knowledge is applied to the challenges of investing. Students will relate how economics and business principles affect investments through guest speakers, a stock market contest, and classroom activities.

CAREER AND FINANCIAL MANAGEMENT (602)

Grade Level 9-12

Half year/ ½ credit

weight 1.00

Corequisite: Wall Street

Description:

This course will provide students with the opportunity to learn about the features of our economy. Students will explore a variety of careers, gain skills and competencies needed for success in the workplace and to become financially literate. Students will be encouraged to begin or continue to develop a career plan at the commencement level, apply academic skills to solve real-world problems and become familiar with the skills needed to become successful citizens, employees, and employers. Students wishing to strengthen foundations in business/marketing/information technology for future career paths are encouraged to take this course.

SPORTS MARKETING (825)

Grade Level 10-12

Half year/ ½ credit

weight 1:00

Corequisite: Entertainment Marketing

Description:

Want to create your own sports team and compete against other teams in an on-line fantasy sports league? Students will learn the principles of marketing and apply them to sports projects. See how sports teams get

your attention and how they target customers and develop marketing strategies. Students will create and market their own sports-related products. Students will have the opportunity to become the next George Steinbrenner or Jerry Jones by creating their own franchise – from designing the team’s uniform to building a stadium.

ENTERTAINMENT MARKETING (826)

Grade Level 10-12

Half year / ½ credit

weight 1.00

Corequisite: Sports Marketing

Description:

No matter what you find entertaining, marketing is a vital part of the industry! See how marketing influences people and how society is persuaded to spend their money! In this project-based class, you will create a new product, make advertisement, and design a new tourist attraction while applying marketing strategies learned in class. Students will also learn how marketers use colors and music to influence your spending. Come see how marketers get you interested in their products.

THE DIGITAL GENERATION (604)

Grade Level 9-12

Half year / ½ credit

weight 1.18

Corequisite: Blue Waves News

3 SUNY Stony Brook credits optional

Description:

This course introduces advanced business computer applications that are essential in today’s business environment. Students will learn how to utilize the power of the internet and social media to enhance their understanding of its relationship to successful business practices. Students will explore a number of topics including building a strong web presence, leveraging social media, creating and uploading video content, exploring blended and distance learning and using mobile devices as learning tools. Students will engage in a cross-district, multi-school collaborative project focusing on the creation of a positive and sustainable web presence and digital profile. **Students may be eligible to obtain three (3) college credits from SUNY Stony Brook for the successful completion of this course.**

BLUE WAVE NEWS (823)

Grade Level 10-12

Half year / ½ credit

weight 1.00

Corequisite: Digital Generation

Description:

This course is an introduction to the fundamentals of video production and focuses on the skills needed to produce a television news program. Emphasis is on the function and operation of equipment to achieve basic broadcast production skills. Students in this course also contribute to production of the school television news show, Blue Waves News. This course is recommended for students planning to enter the fields of communications, marketing, or journalism.

WORK STUDY – COOPERATIVE EDUCATION PROGRAM (992)

Grade Level 12

½ -2.00 credits

weight 1.00

Prerequisite: None

Description:

The Cooperative Career and Technical Education Work Experience Program is a work-based learning program for Riverhead High School seniors, consisting of 150 to 600 hours of paid or non-paid work experience (job or internship), supported by related in-school instruction. Students may earn up to 2 CTE credits for their work experience, dependent upon the specific number of recorded work hours. This program is registered with the New York State Education Department. All required paperwork for this program must be submitted to the program coordinator before the student can begin work study.

(150 hours work experience = additional ½ credit, 300 hours work experience = additional 1.0 credit, 450 hours work experience = 1.5 credit and 600 hours work experience = an additional 2.0 credits maximum)

VIRTUAL ENTERPRISES (829)

Grade Level 11-12

Full year/ 1 credit

weight 1.00

Prerequisite: None

Description:

Virtual Enterprises International is an in-school entrepreneurship program and global business simulation. This is a student-centered course in which the teacher serves as a facilitator as the students develop a simulated business to compete with other high schools throughout the world in the online Virtual Enterprises marketplace. The simulated business will replicate all of the functions and demands of a real business in both structure and practice, including product development, production, distribution, marketing, sales, human resources, finance, and accounting. Students may be eligible to obtain college credits from St. John's University for the successful completion of this course.

COUNCIL FOR UNITY

COUNCIL FOR UNITY I and II (99) Full year/ ½ credit

weight 1.00

Prerequisite: Student essay and interview

Description:

This program will empower individuals and groups with the skills necessary to promote unity, safety and achievement in schools and communities. A cluster of lesson plans revolves around a single theme with strategies designed to produce the desired outcome of that theme. There are five in all:

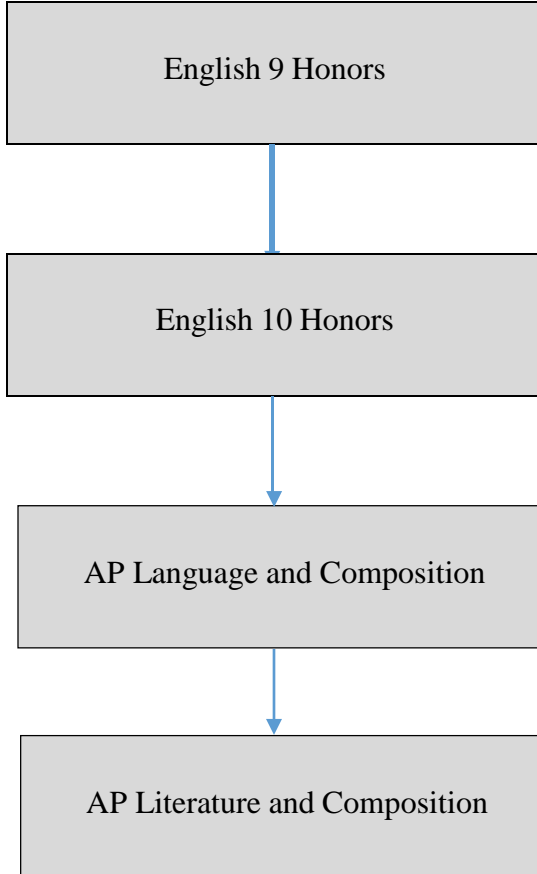
1. Family and self-esteem
2. Empowerment
3. Unity
4. Legacy and articulation
5. Evaluation

This course may only be taken twice for credit.

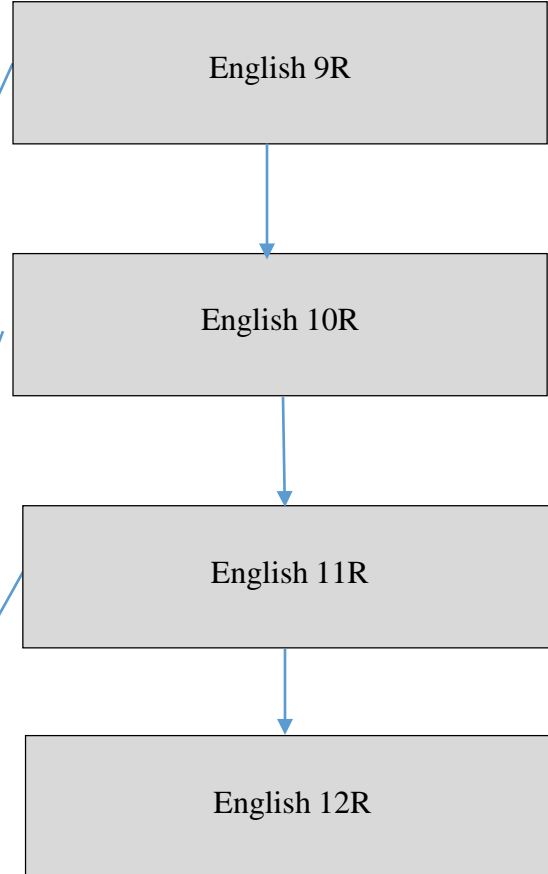


ENGLISH LANGUAGE ARTS

Honors / Accelerated



Regents Level



ELECTIVES

Creative Writing
Introduction to Theatre/Dramatic Literature
Journalism
Literature of Genocide
Literature of the Supernatural Public Speaking/Science Fiction
Through the Ages
The Woman's Experience
9th Grade Freshman Seminar

ENGLISH LANGUAGE ARTS

Children acquire language through practice, direct instruction, and numerous encounters with exemplary models. Research on language learning makes it very clear that language achievement depends upon the extent to which the learner is engaged in actual acts of reading, writing, listening, and speaking for meaningful purposes.



ENGLISH 9R (109)

Grade Level 9

Full year/1 credit

weight 1.04

Description:

The English 9R program continues the foundation in the language arts skills established in the 7th and 8th grades. Writing assignments will emphasize extended written response essays required on the 11th grade Common Core English Regents. Students will participate in the writing process, keep a reading log, complete a research paper, and complete a literary profile portfolio. Original writing may include journal entries, personal responses to literature, expression of opinions, short stories, character studies, and poems. Short stories, essays, biographical excerpts, speeches, plays, and novels form the literature component and provide a formwork for writing assignments. Outside reading during the summer, as well as during the school year, is also required.



ENGLISH 9 HONORS (114)

Grade Level 9

Full year/1 credit

weight 1.08

Prerequisite: Please refer to guidelines in front of book.

Description:

The honors course draws on its counterpart in the regular curriculum for a framework, and as a result, similar assignments in reading, writing, speaking, and listening are undertaken. The difference between the honors and regular program is one of intensity. Students are expected to demonstrate a high degree of self-discipline and initiative, as well as insight and fluency in writing assignments. Writing assignments will emphasize extended written response essays required on the 11th grade Comprehensive English Regents.



ENGLISH 10R (110)

Grade Level 10

Full year/1 credit

weight 1.04

Prerequisite: English 9R

Description:

The English 10R program continues the development of students' abilities in all of the language arts areas. Students will participate in a variety of written work including dialectical journals, literary analysis as well as Regents based writing assignments in preparation for the Common Core English Regents exam in 11th grade. Students may complete creative projects as well as a research project. A wide variety of literature including both fiction and non-fiction will be read ranging from Classical to contemporary genres.



ENGLISH 10 HONORS (115)

Grade Level 10

Full year/1 credit

weight 1.08

Prerequisite: Please refer to guidelines in front of book.

Description:

The honors course expands on the 10R curriculum with a much higher level of intensity within coursework. Many challenging books, fiction and non-fiction, are read and analyzed with a heavy focus on independent reading. With an emphasis on language use, many different genres of literature are explored such as speeches, editorials, documentaries, novels, and longer non-fiction works such as memoirs. Literature ranges from Classical to contemporary. A high degree of self-discipline is required.

**ENGLISH 11R (111)****Grade Level 11****Full year/1 credit****weight 1.04****Prerequisite: English 10R****Description:**

The English 11R curriculum focuses primarily on American literature, incorporating such varied genres as novels, biographies, plays, short stories, speeches, poetry, and selected prose. The relationships among the historical, social, and literary developments in this country from the Colonial period to the present are stressed. Writing assignments emphasize journal entries, compositions, research assignments, and a short story. Intensive instruction in the four extended essay tasks prepare students for the Common Core English Regents. Students must pass the English Regents in order to graduate. Eleventh grade Regents projects designed to expand students' language arts abilities include a written/oral presentation reflecting an understanding of a literary era and a 5 to 10 page research paper. Students will participate in the writing process, keep a reading log, and complete a literary profile portfolio.

**ADVANCED PLACEMENT ENGLISH LANGUAGE AND COMPOSITION (102)****Grade Level 11****Full year/1 credit****weight 1.18****Prerequisite: Please refer to guidelines in front of book.****Description:**

English Language and Composition engages students in becoming skilled readers of prose written in a variety of periods, disciplines and rhetorical contexts, and in becoming skilled writers who compose for a variety of purposes. Through their writing and their reading, students will become aware of the interactions among a writer's purposes, audience expectations and subjects as well as the way generic conventions and the resources of language contribute to effectiveness in writing.

**ENGLISH 12R (112)****Grade Level 12****Full year/1 credit****weight 1.04****Prerequisite: English 11R****Description:**

English 12R completes the sequence of literature and language arts skills studied in previous years. Varied genres of literature are explored. Writing activities are varied and include letters, essays, and compositions. All students must complete an independent research paper.

ENGLISH 12R (BLENDED WITH SOCIAL STUDIES 12) (112)**Grade Level 12****Full year/1 credit****weight 1.04****Prerequisite: 80 or higher in both English 11R and US History R****Description:**

The Blended Instructional class portion of English focuses on getting students prepared for academic writing in college while following closely to economics and participation in government. The course gets its name from blending two curriculums: social studies and English. During class time in English students will read a few non-fictional texts that are interesting and cutting edge. The students will complete projects, write essays, using an electronic canvas of online applications. The Blended course takes advantage of the best features of traditional face-to-face class meetings and independent, online learning activities. This will allow students the autonomy of working on and completing class assignments at home, at the school library, or in the classroom. Through the use of Google Classroom, and other online applications, students will have access to a monthly calendar where they have information about upcoming assignments, traditional instructional periods, and independent work. All students are lent a Chrome Book for the year to complete assignments. This course serves as a bridge program to help foster independence while preparing students for success in a flexible learning environment.



ADVANCED PLACEMENT ENGLISH LITERATURE AND COMPOSITION (117)

Grade Level 12

Full year/1 credit

weight 1.18

Prerequisite: Please refer to guidelines in front of book.

Description:

Advanced Placement English is a program designed for students who wish to pursue college-level studies in high school. While it is not necessary to have taken honors English at the ninth, tenth, or eleventh grade levels, an average of 90 in a Regents class and 80 in an Honors class and teacher recommendation are prerequisites. The AP course engages students in careful reading and critical analysis of prose and poetry from different time periods and cultures. Students will deepen their understanding of the ways writers use language to provide both meaning and pleasure, in terms of the work structure, style, themes, and literary elements. There is a heavy emphasis on writing and revision. AP students are also expected to read three works of literature during the summer and to submit written responses to these works.

Many colleges grant up to six hours of English credit for satisfactory work on the Advanced Placement Examination. Students who enroll in the program are expected to take this exam, which is given in May. Students are required to pay all related fees. An acceptable score on the exam represents the equivalent of a year's work in college English, normally a semester of composition and a semester of literature.

9th GRADE FRESHMAN SEMINAR (191)

Grade Level 9

Full year/1 credit

weight 1.00

Description:

Freshman Seminar is designed to help students manage the social and academic challenges of high school. Students will learn important decision-making processes and organizational skills that will support them as they navigate the transition to high school.

Course topics include, but are not limited to:

Realistic goal setting, problem solving, decision making, time management, high school code of conduct, study skills/note-taking, financial literacy

CREATIVE WRITING (120)

Grade Level 10 – 12

½ credit

weight 1.00

Description:

This class will provide students the opportunity to creatively express themselves through many genres. Students should be motivated and enjoy writing. We will explore various classic and contemporary works and use these as a catalyst for our own creative writing pieces. We will utilize technology to develop our writing as well as for project-based learning. We will also craft a culminating multi-genre project.

JOURNALISM (100)

Grade Level 10 – 12

½ credit

weight 1.00

Description:

This class will immerse students in the world of journalism. Students will learn the fundamentals of journalism including: the elements of news, appropriate news terminology, what it means to be a journalist, the rights and responsibilities of the media and a free press, the 1st Amendment, landmark Supreme Court cases, examine news and current events, how to properly format and write articles and editorials, editing, interviewing, and the history of media and the effects of social media in the field of journalism. Students should be motivated and enjoy writing.

LITERATURE OF THE SUPERNATURAL (104)**Grade Level 10 - 12****½ credit****weight 1.00****Description:**

This course looks at the different genres that explore the supernatural, which has fascinated humans for as long as there have been humans. Short stories, poetry, myths, fairy tales, legends, etcetera from a variety of different societies and cultures and time periods.

Students will read and explore the ways in which we as a species have tried to explain the unexplainable, and will be able to see the commonalities that all humans share, whether it be fear of dying, fear of loss, or fear of death.

Some of the artists that may be explored are Lovecraft, Poe, Stoker, Perrault, James, Shakespeare, Shelley, Radcliffe, Morrison, King, etc.

SCIENCE FICTION THROUGH THE AGES (175)**Grade Level 10-12****½ credit****weight 1.00****Corequisite: Literature of the Supernatural****Description:**

Science fiction through the ages has been either a utopia or a warning. From short stories through the epic blockbusters, science fiction has explored where no man has gone before. This course will explore the beginnings of the genre-the problematic Frankenstein, Edgar Allen Poe, short stories to the writings of John W. Campbell, Ursula Le Guin, and other contemporary authors.

THE WOMAN'S EXPERIENCE (176)**Grade Level 10-12****Alt days/Half year/½ credit****weight 1.00****Description:**

This course will focus on the female perspective and experience. Students will examine texts that give voice to the female experience, providing an opportunity for critical analysis and discussion. Students will explore the experiences of women from diverse backgrounds including African American, Hispanic, Asian, and other cultures and ethnicities that have been traditionally underrepresented in literature. By exploring these works through both a feminist and multicultural lens we will connect and identify with these stories, thus enhancing our understanding of ourselves and others. Students will examine these works and discuss them. Thereby witnessing the struggles, challenges, achievements, and triumphs that women have experienced. Students will be expected to read works independently, to actively participate and be able to engage in thoughtful and mature discussions.

LITERATURE OF GENOCIDE (173)**Grade Level 10-12****Alt days/Half Year/½ credit****weight 1.00****Description:**

This course will explore resilience in the face of adversity. Various groups of people such as victims, bystanders, perpetrators, upstanders, rescuers, and resisters will be studied through memoirs, poetry, film, short stories, and children's literature. The course will foster an understanding of the plights of people during genocides such as the Holocaust, Rwanda, Armenia, Darfur, and Bosnia, among others.

DRAMATIC LITERATURE (178)**Grade Level 10-12****½ credit****weight 1.00****Corequisite: Introduction to Theatre****Description:**

The purpose of this course is to explore plays from various eras, genres, and perspectives. Students will study the

Thematic and structural significance of the works and perform in-depth character studies. The plays chosen will reflect various historical eras and cultures. We will examine historical, social, psychological, and moral criticisms of the plays as we work to comprehend, interpret, and evaluate each text.

INTRODUCTION TO THEATRE (177)

Grade Level 10-12

Half Year/½ credit

weight 1.00

Corequisite: Dramatic Literature

Description:

This course is designed to introduce students to the various elements of drama including design, direction, management, costuming, make-up, dramaturgy, dramatic criticism, and various playwrights. Students will begin by learning about the history of theater from ancient times through the modern era. There will be ample opportunities for interactive and creative projects. Students will have the opportunity to focus on the theater that interests them.

FAMILY AND CONSUMER SCIENCE

The Family and Consumer Science curriculum prepares students for successful personal, family, and community living. The courses encourage student creativity and resourcefulness. All students have the opportunity to experience a sense of accomplishment and pride. It is hoped that the knowledge and skills developed by the students will carry throughout their lives.

FOOD, NUTRITION AND WELLNESS (801)

Grade Level 10 - 12

Full year/1 credit

weight 1.00

Prerequisite: None

Description:

Food, Nutrition and Wellness is a course that allows students to learn more about developing a healthy body and mind. Students will develop basic sanitation skills as well as safety and food preparation skills. They will understand how nutritional needs can be met; explore meal choices for different budgets as well as satisfying dietary needs and food preferences. Students will complete some food labs, group projects, explore current events pertaining to nutrition and foods and become exposed to careers in the food industry.

INTERNATIONAL CUISINE (802)

Level 11 – 12

Full year/1 credit

weight 1.00

Prerequisite: Food, Nutrition and Wellness

Description:

This course is designed for students who wish to expand their culinary knowledge and their palate. Exploring worldwide cuisines, recipes, techniques and equipment specific to various countries for perfecting one's culinary skills will be the focus of this course. The significance and function of food in diverse societies will also be studied.

BAKING AND PASTRY (803)

Level 10 - 12

Full year/1 credit

weight 1.00

Prerequisite: Food, Nutrition and Wellness

Description:

This course is offered to students interested in gaining a more in-depth knowledge of baking and pastry arts. Students will study baking terminology, tool and equipment use, functions of ingredients and methods used to create yeast and quick breads, pastries, cookies, cakes, custards and candy while learning how to cost out and scale recipes. All aspects of cake decorating will be covered, including assembling, filling and icing cakes to create beautiful designs. Students will also cultivate their entrepreneurial skills as they create a mock baking and pastry business where they will design a website, create online order forms and develop a marketing plan.

HEALTH

HEALTH (1520) (Required)

Grade Level 11-12

Prerequisite: None

Full year/ ½ credit

Alternate days

weight 1.00

Description:

The Health curriculum is focused on the discussion of the aspects of health including: the individual and his/her personality, mental illness, stress management, child abuse, suicide, drug abuse, alcohol, tobacco, human sexuality, nutrition and physical fitness, and values clarification. Emphasis is placed upon student discussion and group participation in an atmosphere where students are encouraged to express their feelings, attitudes, and behavior patterns. The ultimate goal of health education is to develop within, and enhance in each individual, the ability to render sound, reasonable decisions based on available information. Parenting Education requirement will be satisfied in this course.

SKILLS FOR LIVING (1521)

Grade Level 10-12

Prerequisite: None

Full year/ ½ credit

Alternate days

weight 1.00

Description:

The Skills for Living curriculum, the *Skills for Living Student Journal* and the companion book for students, *You Are Somebody Special*, grew out of an informal survey of more than 2,000 high school students to determine the things that concern them most. The responses fell into ten areas of concern. Each area is dealt with in this curriculum, as well as in the total program.

SELF CONCEPT (liking and accepting oneself)

FEELINGS (dealing constructively with loneliness, fear, etc.)

ATTITUDES (developing a more positive mental attitude)

FRIENDS (building constructive relationships)

FAMILY (preparing students to build strong families)

MARRIAGE (building trust, loyalty, commitment)

PARENTING (blending ingredients of successful parenting)

MONEY (understanding financial management)

CAREERS (goal setting and life planning)

PHILOSOPHY (discovering meaning in life and personal perspective)

The Skills for Living curriculum is an exciting and successfully tested series of activities, exercises and experiences for high school age students. It has been implemented in hundreds of school systems by thousands of teachers. Students are given many opportunities to gain new skills and apply them in family and community situations. They are encouraged to use their abilities to make a contribution to their community. The course outlined in this curriculum is useful in schools, churches, temples and agencies. It is offered as a yearlong course that meets every other day.

The Skills for Living program believes that parents should be the primary educators of their children. The program encourages and supports this role in a variety of ways. For instance, parents are interviewed by students on important topics used in class discussion. Assignments are taken home for family involvement. Student readings can be shared with parents for family discussion. Parents are encouraged to

attend special class presentations where students and teachers demonstrate course activities. In this setting, students, parents and the teacher discuss how they can work together to achieve mutually desired goals.

In addition, students are encouraged through regular assignments to make meaningful contributions to the well-being of their own families. This is done through a variety of means, such as focusing on the strengths of the family, expressing appreciation, practicing newly learned communications skills and doing action projects which benefit family members.

This course does not satisfy the health requirement for graduation.

CPR/AED/FIRST AID (1524)

weight 1.00

Grade Level 10-12

Half year/½ credit

Corequisite: Stress Management

Description:

This course provides a basic understanding of the causes and effects of accidents in our lives. Prevention of accidents and emergency care are the primary focus including: medical emergencies, injury emergencies, environmental emergencies, adult CPR and AED use, first aid basics.

STRESS MANAGEMENT (1525)

weight 1.00

Grade Level 10-12

Half year/½ credit

Corequisite: CPR/AED/First Aid

Description:

This course is designed to educate and build student awareness of stress and how it can impact an individual's quality of life. It will provide methods for identifying different types of stress, stressors, and strategies to effectively manage them. Students will be able to construct a personalized lifestyle management program.

SPORT PSYCHOLOGY (1522)

weight 1.00

Grade Level 10-12

Half year/½ credit

Corequisite: Sports Managements

Description:

This course is designed to provide students as overview of the psychology of coaching sports and participating in sport and exercise. Students will be introduced to the basics of psychology of the individual as well as group/team behavior. Topics will include motivation, pressure of winning and losing, communication, group cohesion/dynamics, leadership, reinforcement, and feedback as they relate to the sport and exercise context.

SPORTS MANAGEMENT (1523)

weight 1.00

Grade Level 10-12

Half year/½ credit

Corequisite: Sports Psychology

Description:

This course is designed to introduce the field of sport management. Students will analyze high school and intercollegiate athletics, professional sports, sports marketing, facility management, sports law/agents and the financial components related to sports.

TECHNOLOGY EDUCATION

Technology classes are equal parts exciting and interesting. The world and its technology are constantly evolving, therefore a solid understanding of technological processes and tools will give students a foundation to build upon when pursuing a degree and/or career in a high-tech field. Technology classes are beneficial for any student interested in going directly into the workforce, to a trade school, or to college in pursuit of a technical degree.

RESIDENTIAL STRUCTURES (856)

Grade Level 9-12

Full year/ 1 credit

weight 1:00

Prerequisite: none

Description:

This course is an excellent choice for the student interested in pursuing a career in architecture, construction, interior design, electrical, plumbing, or residential green energy trades. Students will use computer design software packages to create building plans and learn about interior layouts and design. Students will also build a small-scale framework of a home, along with other projects that teach students about residential structures, job site math and science, and building technology. Students will also explore existing building trends, including green and conceptual building designs. Math will be used during the year.

DESIGN AND DRAWING FOR PRODUCTION (857)

Grade level 9-12

Full year/ 1 credit

weight 1.00

Prerequisite: None

Description:

This course is an excellent choice for the student interested in pursuing a career in any field related to technology, engineering, architecture, interior design, or any of the electrical, plumbing, or construction trades. In this class, Students will learn by creating their own drawings based on design principals and construction parameters and have the opportunity to use high-tech equipment such as 3D printers, computers with engineering and architectural design software packages, a laser engraver, and other equipment to take what they have learned and create professional quality projects. Students begin the year learning about mechanical drafting, then explore the engineering design process, and then use computer design software to create 2D and 3D objects that are then constructed using the classroom technology resources. This class should be taken before any of the other High School technology classes, as it lays a solid foundation for topics to be covered. Math will be used during the year.

This class can be used to satisfy the NYS art/music requirement for graduation.

PRINCIPLES OF ENGINEERING (854)

Grade Level 10-12

Full year/ 1 credit

weight 1.00

Prerequisite: Design & Drawing for Production

Description:

This course is an integrative hands-on laboratory-based class that will explore engineering principles through interesting and hands-on engineering projects. Students will use 3D modeling software and the 3D printer, along with other tools and materials to understand the concepts, principles, skills and techniques for Engineering Design, Modeling, Systems, Optimization, Technology/Society Integration and Engineering Ethics. Students will also use computer science and physical computing principles to create automated projects.

ROBOTICS I (855)**Grade Level 10-12****Full year/ 1 credit****weight 1.00****Prerequisite: Design & Drawing for Production****Description:**

This class will provide students with foundational concepts in the field of robotics. This course is designed to build on existing material from the Design & Drawing for Production technology course, giving students the ability to explore greater heights of modern technology. This class will provide students interested in engineering, robotics, and automation a foundation to build upon. Students will construct a physical robot as well as learn and employ Computer Science and Physical Computing concepts to make their robots operate in the world around them. Students will be exposed to design concepts, problem solving, electronics, and VEX robotics technologies as well as many physics-based concepts.

ROBOTICS II (858)**Grade Level 11-12****Full year/ 1 credit****weight 1.00****Prerequisite: Robotics I****Description:**

This class builds on the foundational skills and concepts taught in Robotics I. Students will continue to use the VEX robotics platform and explore other robotics technologies. Students will research, design, construct, and program independent and/or group projects with approval. They will continuously self-monitor the progress of their project and adjust the development of the project based on collaborative analysis.

COMPUTER REPAIR (851)**Grade Level 10-12****Half year/½ credit****weight 1.00****Corequisite: Intro to Networking****Description:**

This class will provide students with an insight into repairing and upgrading computers. Students will be taken through training modules that provide virtual trouble shooting simulations and hands-on activities.

INTRO TO NETWORKING (852)**Grade Level 10-12****Half year/½ credit****weight 1.00****Corequisite: Computer Repair****Description:**

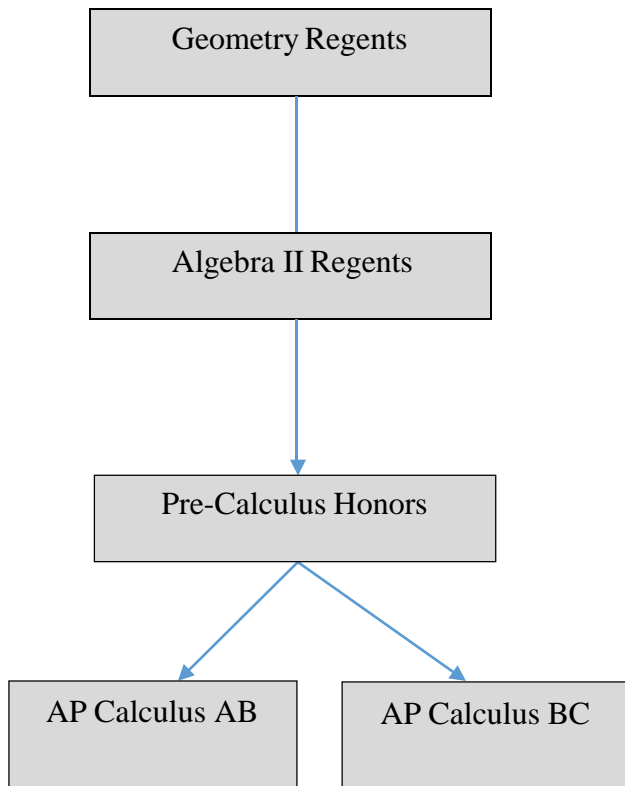
This course is designed to provide students with classroom and laboratory experience in current and emerging networking technology. Areas explored include network technology, standards, and protocols, TCP/IP. The OSI reference model, ethernet standards, IP addressing and LAN's.

BASIC ELECTRICITY/ELECTRONS (853)**Grade Level 10-12****Alt days/Half year/½ credit****weight 1.00****Prerequisite: None****Description:**

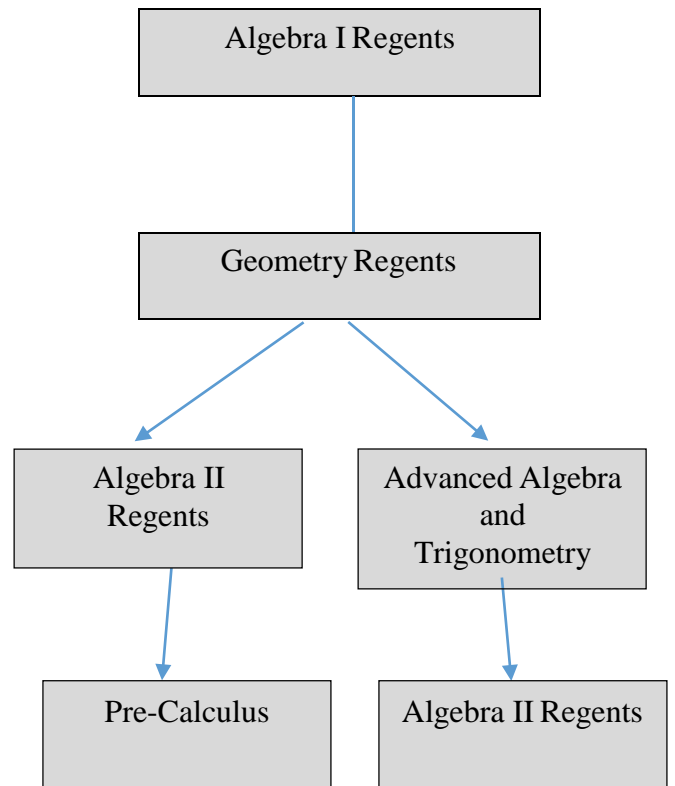
This course will provide students with an understanding of various electrical technologies that have been developed for both the home and industry. Students will be given insight into the theory, design, and fabrication of various electrical technologies. Electronics will be studied including simple electronics circuits and active passive components. Topics include electrical and electronics safety, home and technological applications of electrical systems, house wiring and appliance systems, sources of electricity, active and passive components, electrical construction and fabrication techniques, consumer education, and career exploration.

MATHEMATICS

Accelerated Regents



Advanced Regents



MATH ELECTIVES

Essentials of Geometry
Advanced Algebra with Financial Applications Statistics

COMPUTER SCIENCE ELECTIVES

Computer Science 9 Computer Science AP Computer Science Principles
AP Computer Science A Scientific Computing

MATHEMATICS & COMPUTER SCIENCE

ALGEBRA I (350) **Grade Level 9**

Full year/1 credit

weight 1.04



Description:

This is the first core course of a three year Mathematics sequence where the curriculum is based on the Common Core State Standards. This course is intended as a one year course of study. The essential five units of study are: Relationships between Quantities and Reasoning with Equations; Linear and Exponential Relationships; Descriptive Statistics; Expressions and Equations; Quadratic Functions and Modeling. Students enrolled in this course will sit for the Algebra I Regents in June. Successful completion of this course and passing the algebra I Regents examination is a requirement for graduation.

GEOMETRY 10 (358) **Grade Level 10** **Prerequisite: Algebra I**

Full year/1 credit

weight 1.04



Description:

This is the second course of the core three year Mathematics sequence where the curriculum is based on the Common Core State Standards. This course is intended as a one year course of study. The essential five units of study are: Congruence, Proof and Constructions; Similarity, Proof and Trigonometry; Three Dimensional Geometry; Connecting Algebra and Geometry through Coordinates; Circles with and without Coordinates. The students in this course will sit for the Common Core Geometry Regents exam in June of the school year that they take the course.

GEOMETRY R (360) **Grade Level 11 - 12** **Prerequisite: Algebra I**

Full year/1 credit

weight 1.04



Description:

This is the second course of the core three year Mathematics sequence where the curriculum is based on the Common Core State Standards. This course is intended for students who have attempted the Geometry class before. The essential five units of study are: Congruence, Proof and Constructions; Similarity, Proof and Trigonometry, Three Dimensional Geometry; Connecting Algebra and Geometry through Coordinates; Circles with and without Coordinates. The students in this course will sit for the Geometry Regents exam in early June of the school year that they take the course. The students in this course will sit for the Geometry Regents exam in January and again in early June if necessary.

ESSENTIALS OF GEOMETRY (357) **Grade Level 10- 12** **Prerequisite: Algebra I**

Full year/1 credit

weight 1.00

Description:

The course is aligned to the NYS Geometry Common Core curriculum. This course is intended for students that want to gain stronger foundation in their mathematical abilities before they enroll in Geometry. This course will provide students with an in-depth understanding of reasoning, problem solving, and geometric concepts with a focus on consistently building upon reinforcing algebra skills. Students who successfully complete this course may enroll in Geometry Regents the following year if

they wish to pursue an Advanced Regents Diploma. Students will sit for a department final at the end of the course demonstrating their proficient algebra skills and foundational understanding of geometric concepts.



ADVANCED ALGEBRA & TRIGONOMETRY (367)

Grade Level 11 – 12

Full Year/1 credit

weight 1.00

Prerequisite: Algebra I and Geometry

Description:

This is a one-year course that extends algebraic and geometric concepts learned in previous courses. It addresses rational numbers including complex rational expressions and solving rational equations and inequalities; real numbers and radicals including the rationalization of a denominator; relations and functions including composition of functions and inverse functions' quadratic functions and complex numbers including complex roots of a quadratic equation; exponential and logarithmic functions; and trigonometry. Trigonometry includes reciprocal functions, inverse functions, graphs of functions, identities, and equations. Students are required to take a midterm and final examination. Successful completion of this course will position students to take Regents Algebra II or Statistics.



ALGEBRA II (364)

Grade Level 10 – 12

Full Year/1 credit

weight 1.04

Prerequisite: Successful course completion in Algebra 1 and Geometry.

Description

This course is a third in a Regents sequence of three unified courses where the curriculum is based on the Common Core State Standards. This is a rigorous algebra course. It is expected that students will identify and justify mathematical relationships, formally and informally. The students will acquire and demonstrate mathematical reasoning ability when solving problems. Students enrolled in this class will sit for the Common Core Algebra II Regents in June.



PRE-CALCULUS (311)

Grade Level 11-12

Full year/1 credit

weight 1.04

Prerequisite: Course credit in Algebra II

Description:

The Pre-calculus course is offered to those students who have shown a strong inclination and ability in the study of mathematics. It is designed as a pre-calculus program for those students who wish to continue their work in college-level mathematics. This course integrates topics from algebra, analytic geometry, and trigonometry from a modern and advanced point of view. It includes the study of sequences, limits and series, and linear and quadratic expressions. The course also covers special functions, complex numbers, polar coordinates, exponential and logarithmic functions, matrix algebra and determinants. A school final exam is required.



PRE-CALCULUS HONORS (319)

Grade Level 11-12

Full year/1 credit

weight 1.08

Prerequisite: Course Credit in Algebra II and also please refer to the guidelines at the front of the book for Honors classes

Description:

This honors program is the third in an Honors sequence of courses specifically designed to prepare students to take a calculus course or any other fifth-year advanced mathematics course. This program allows

students to develop a solid foundation of advanced mathematical skills and concepts. It develops the student's ability to use mathematical models and technology (a graphing calculator) to investigate reason, predict, and interpret, so that they may solve advanced problems with confidence. The topics listed in the Pre-calculus honors course description will be covered from a more abstract and detailed perspective. An extensive use of the graphing calculator is woven into the curriculum. A school final exam is required.



ADVANCED PLACEMENT CALCULUS AB (312)

Grade Level 12

Full year/1 credit

weight 1.18

Prerequisite: Pre-Calculus and departmental approval

Description:

This Advanced Placement course in mathematics consists of a full academic year of work in calculus and related topics. This course is intended for students who have a thorough knowledge of college preparatory mathematics. In this program, the student studies differential calculus of algebraic functions and its applications. Integral calculus, including geometric and physical applications of integration, is covered. The calculus of elementary transcendental functions and its applications are also studied. Students must take the Advanced Placement Calculus Exam designed for use in awarding credit or placement or both in a college calculus sequence. All related fees must be paid by the student.



ADVANCED PLACEMENT CALCULUS BC (326)

Grade Level 12

Full year/1 credit

weight 1.18

Prerequisite: Students must have grades of at least 90% in Algebra II and a grade of 95% from Math 12 Honors Pre-Calculus. Students who have not met the grade requirement must receive permission from the director of mathematics in order to be enrolled in this class.

Description:

Advanced Placement Calculus BC is a full-year course in the calculus of functions of a single variable. It includes all topics covered in Advanced Placement Calculus AB plus additional topics and is intended to be especially challenging and demanding. Calculus BC is therefore considered an extension of Calculus AB rather than an enhancement; common topics require a similar depth of understanding. Additional topics covered in Calculus BC include: (1) parametric, polar and vector functions (2) numerical solutions of differential equations (3) slope fields (4) improper integrals and (5) polynomial approximations and series. Students must take and pay for the cost of the Advanced Placement Calculus Exam designed for use in awarding college credit or placement or both, from institutions of higher learning.



INTRODUCTORY STATISTICS (383)

Grade Level 11-12

Full year/1 credit

weight 1.04

Prerequisite: Course credit in a three year math sequence

Description:

This course is designed for students who have completed a three year math sequence. The goal of this course is to make the study of statistics interesting and accessible to students with a wide variety of interests. The course covers basic topics including: organization of data, numerical descriptive measures, probability, probability distributions, sampling distributions, hypotheses testing and estimation, analysis of variance, simple linear regression, sampling techniques, surveys and design of experiments. Students will use the graphing calculator and a statistical package (Microsoft Excel) to carry out extensive analysis of data. A school final examination is required.

ADVANCED ALGEBRA WITH FINANCIAL APPLICATIONS (310)

Grade Level 12

Full year/1 credit

weight 1.00

Prerequisite: Course credit in Algebra I and/or Geometry

Description:

Advance Algebra with financial Applications is a course designed to develop a strong foundation in logical thinking and problem solving that will enable students to make informed decisions regarding matters of money and finance in their daily lives. The mathematics necessary to make these financial decisions is directly embedded in content. The mathematical formulas, functions, and pictorial representations used in the class will assist students in making sense of the financial works around them, and equip them with the ability to make sound financial decisions based on data. Topics covered include investments, starting your business, banking, budgeting, credit, automobile ownership, income taxes, and employment basics.

AIS ALGEBRA/GEOMETRY

AIS stands for Academic Intervention Services. Academic intervention services (AIS) are services designed to help students achieve the learning standards in English language arts and mathematics in grades K-12. It provides additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance.

Additional instruction means the provision of extra time for focused instruction and/or increased student-teacher instructional contact time designed to help students achieve the learning standards in the standards areas requiring AIS.

At RHS, a typical AIS class meets every other day (A or B). The topics that will be taught will focus on basic skills necessary for the student to achieve success in their regular math class and on the Regents exam.

Students will receive a grade for AIS which will be passed on to their Algebra classroom teacher.

This grade will be based on attendance and participation in AIS. On the report card for AIS they will receive a P or F (pass or fail).

COMPUTER SCIENCE

COMPUTER SCIENCE – 9 Python (329)

Grade Level 9

Full year/1 credit

weight 1.00

Prerequisite: Course credit in Algebra I

Description:

This course is designed to offer an introduction to computer science. Students will learn the basics of computer programming along with the basics of computer science. The material emphasizes computational thinking and helps develop the ability to solve complex problems. This course covers the basic building blocks of programming along with other central elements of computer science. It gives a foundation in the tools used in computer science and prepares students for further study in computer science, including AP Computer Science Principles and AP Computer Science A courses.

The primary language for the course is Python. The course will consist of teacher lecture, video lectures, daily programming exercises, longer coding assignments, regular quizzes, projects and exams. Students will also participate in online discussion forums.

COMPUTER SCIENCE – Python (328)**Grade Level 10-12****Full year/1 credit****weight 1.00****Prerequisite: Course credit in Algebra I****Description:**

This course is designed to offer an introduction to computer science. Students will learn the basics of computer programming along with the basics of computer science. The material emphasizes computational thinking and helps develop the ability to solve complex problems. This course covers the basic building blocks of programming along with other central elements of computer science. It gives a foundation in the tools used in computer science and prepares students for further study in computer science, including AP Computer Science Principles and AP Computer Science A courses.

The primary language for the course is Python. The course will consist of teacher lecture, video lectures, daily programming exercises, longer coding assignments, regular quizzes, projects and exams. Students will also participate in online discussion forums.

ADVANCED PLACEMENT COMPUTER SCIENCE PRINCIPLES – Python (324)**Grade Level 10-12 (9 with dept. approval)****Full year/1 credit****weight 1.18****Prerequisite: Course credit in Algebra I****Description:**

This course introduces students to the creative aspects of programming, abstractions, algorithms, large data sets, the Internet, cybersecurity, and how computing impacts our world. Students will develop the computational thinking skills needed to fully exploit the power of digital technology and help build a strong foundation in core programming and problem-solving.

This course is designed to engage students from diverse backgrounds and those new to computing – and excite students with a curriculum that focuses on the core ideas that shape the landscape of computer science and its impact on our society.

Using project-based lessons and materials throughout, student will work to address real-world problems and design solutions to put computational thinking into practice. These culminate in a capstone Performance Task project where students can demonstrate what they've learned – to become creators, instead of merely consumers, of the technology all around them.

SCIENTIFIC COMPUTING – C++ (323)**Grade Level 11-12 (9-10 with dept. approval)****Full year/1 credit****weight 1.00****Prerequisite: Course credit in Algebra I and Living Environment****Description:**

This course will introduce students to many of the fundamental mathematical and computer science programming techniques *employed by scientists* to discover natural laws governing biology, chemistry, and physics. Through a series of demonstrations and hands-on programming exercises, students will acquire the coding skills needed in all modern science experiments.

ADVANCED PLACEMENT COMPUTER SCIENCE A – Java (327)**Grade Level 10 -12 (10 with dept. approval)****Full year/1 credit****weight 1.18****Prerequisite: Course credit in Algebra I and Geometry, and any computer science course**

Description:

An introductory course in computer science, the AP Computer Science A course emphasizes Object Oriented Program Design, Program Implementation, Program Analysis, Standard Data Structures, Standard Algorithms and Computing in Context.

Students will understand and apply the main principles of object-oriented software design and programming: classes and objects, constructors, methods, instance and static variables, inheritance class inheritance and polymorphism. They will learn to code fluently in Java in a well-structured fashion and in good style; learn to pay attention to code clarity and documentation. Students will learn to use Java library packages and classes within the scope of the AP Java subset.

Students will understand the concept of an algorithm; implement algorithms in Java using conditional and iterative control structures and recursion. They will meet all of the curricular requirements defined by the College Board for this course and prepare for the AP Computer Science A exam.

MUSIC

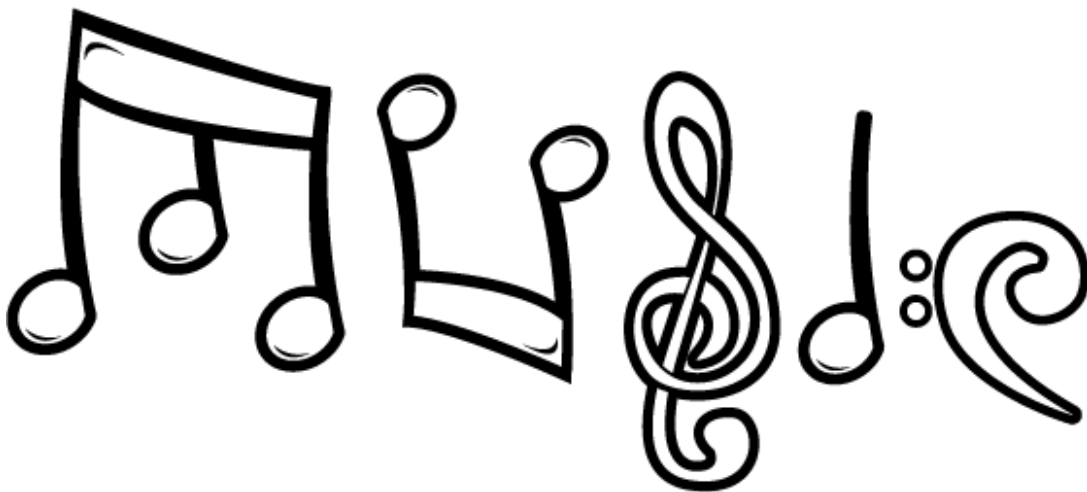
Music is an integral part of the human experience. The aim of the music program is to assist students in developing the ability to express themselves musically, while helping them to develop critical thinking skills by responding to music (listening, evaluating), performing music, creating music (composing, improvising, notating), and connecting to music (reflecting upon and relating to various personal, cultural, and historical influences). The music courses at Riverhead High School will also facilitate the development of students' musical literacy through authentic practice, permitting them to enjoy music for a lifetime, and helping them learn to actively perceive, analyze, and interpret the music they hear.

Students can fulfill their graduation requirement in the arts by successfully completing a full year of either *Music Theory I* or one of the performing ensemble courses – a band, orchestra, or chorus. Students enrolled in performing ensembles may have additional opportunities to enhance their high school musical experience through participation in NYSSMA, select local/regional/state honors groups such as NYSCAME and SCMEA All-County, and co-curricular select ensembles. In addition, the Advanced Placement course in Music Theory offers a distinguished scholarly rigor for students.

Students who wish to add depth to their music learning may select a sequential program of music courses, earning credits in *Music Theory I*, *AP Music Theory*, and three credits in performing ensemble courses. This five-credit sequence in music will provide students with the opportunity to earn a Regents Diploma with Advanced Designation.

5-UNIT SEQUENCE (MUSIC MAJORS)

- 2 UNITS - THEORY DEVELOPMENT
(THEORY 1 & AP)**
- 3 UNITS - PERFORMANCE**



9th GRADE BAND (901)**Full year/1 credit****weight 1.00****Grade Level 9****Prerequisite: Successful completion of 8th Grade Band or audition by the band director****Description:**

This is a first-year high school band course and a continuation of the band program from the middle school. Students meet every day for an ensemble rehearsal. In addition, students are required to attend weekly small-group lessons on a rotating basis. Band students are also required to participate in other activities throughout the year, such as evening concerts, festivals, parades, football games (Pep Band), and other events as needed. Attendance at these events is a requirement of the class. Practice at home will be necessary for the success of the student as well as the group. Grades in *Concert Band* are based upon participation, performance, and progress in lessons, ensemble rehearsals, concerts, and other public performances. As members of the *Concert Band*, students may have the opportunity to participate in small ensembles and audition for co-curricular music ensembles such as Jazz Band, Wind Ensemble, or Chamber Choir. This course satisfies the NYS graduation requirement for the arts.

SYMPHONIC BAND (902)**Grade Level 10-12****Full year/1 credit****weight 1.00****Prerequisite: Successful completion of Concert Band and/or based on teacher recommendation and/or audition****Description:**

This is an upper-level high school band course in which advanced performance and musical skills will be studied. Students meet every day for an ensemble rehearsal. In addition, students are required to attend weekly small-group lessons on a rotating basis. Band students are also required to participate in other activities throughout the year, such as evening concerts, festivals, parades, football games (Pep Band), and other events as needed. Attendance at these events is a requirement of the class. Practice at home will be necessary for the success of the student as well as the group. Grades in *Symphonic Band* are based upon participation, performance, and progress in lessons, ensemble rehearsals, concerts, and other public performances. As members of the *Symphonic Band*, students may have the opportunity to participate in small ensembles and audition for co-curricular music ensembles such as Jazz Band, Wind Ensemble, or Chamber Choir. This course satisfies the NYS graduation requirement for the arts.

CONCERT CHOIR (903)**Grade Level 9 (alto/soprano voices)****Full year/1 credit****weight 1.00****Prerequisite: None****Recommended: Prior musical experience is beneficial****Description:**

This is a first-year high school choral course for voices in the soprano or alto range. No prior experience is required – just a desire to sing. Students meet every day for an ensemble rehearsal. Activities include a study of vocal techniques as well as general musical skills including sight-singing and musicianship. Students in this course will sing every day. In addition, students are required to attend weekly small-group lessons on a rotating basis. Choir students are also expected to participate in other activities throughout the year, such as evening concerts, festivals, and assembly performances. Attendance at most of these events will be mandatory. Grades in the *Treble Choir* are based upon participation, performance, and progress in lessons, ensemble rehearsals, concerts, and other public performances. As members of the *Treble Choir*, students may have the opportunity to participate in small ensembles and audition for the Chamber Choir. This course satisfies the NYS graduation requirement for the arts.

SYMPHONIC CHOIR (904)**Grade Level: 9th grade by teacher recommendation, 10-12****Full year/1 credit****weight 1.00****Prerequisite: 9th grade mixed and/or teacher recommendation****Recommended: Prior musical experience is beneficial****Description:**

This is an advanced high school course in choral performance. Students meet every day for an ensemble rehearsal. A wide-range of choral/vocal techniques will be studied in this course. Students in this course will sing every day. In addition, students are required to attend weekly small-group lessons on a rotating basis. Choir students are also expected to participate in other activities throughout the year, such as evening concerts, festivals, and assembly performances. Attendance at most of these events will be mandatory. Grades in the *Mixed Choir* are based upon participation, performance, and progress in lessons, ensemble rehearsals, concerts, and other public performances. As members of the *Mixed Choir*, students may have the opportunity to participate in small ensembles and audition for the Chamber Choir. This course satisfies the NYS graduation requirement for the arts.

CONCERT ORCHESTRA (912)**Grade Level 9-10****Full year/1 credit****weight 1.00****Prerequisite: Successful completion of 8th Grade Orchestra or audition by the orchestra director****Description:**

This is a first-year high school orchestra course and a continuation of the orchestra program from the middle school. Techniques and musical skills specific to string instruments will be studied through the practice of a wide range of music. Students meet every day for an ensemble rehearsal. In addition, students are required to attend weekly small-group lessons on a rotating basis. Orchestra students are also expected to participate in other activities throughout the year, such as evening concerts, festivals, and assembly performances. Attendance at most of these events will be mandatory. Practice at home will be necessary for the success of the student as well as the group. Grades in the *9th Grade Orchestra* are based upon participation, performance, and progress in lessons, ensemble rehearsals, concerts, and other public performances. As members of the orchestra, students may have the opportunity to participate in small ensembles and audition for co-curricular music ensembles such as Chamber Orchestra and Chamber Choir. This course satisfies the NYS graduation requirement for the arts.

SYMPHONY ORCHESTRA (905)**Grade Level 11-12****Full year/1 credit****weight 1.00****Prerequisite: Successful participation and completion of 9th Grade Orchestra or audition by the orchestra director****Description:**

This is an upper-level high school orchestra course in which advanced performance and musical skills will be studied and performed. Techniques and musical skills specific to string instruments will be studied through the practice of a wide range of challenging music. Students meet every day for an ensemble rehearsal. In addition, students are required to attend weekly small-group lessons on a rotating basis. Orchestra students are also expected to participate in other activities throughout the year, such as evening concerts, festivals, and assembly performances. Attendance at most of these events will be mandatory. Practice at home will be necessary for the success of the student as well as the group. Grades in the *Senior Orchestra* are based upon participation, performance, and progress in lessons, ensemble rehearsals, concerts, and other public performances. As members of the orchestra, students may have the opportunity to participate in small ensembles and audition for co-curricular music ensembles such as Chamber Orchestra and Chamber Choir. *Note: The woodwind, brass, and percussion players for the full orchestra will be selected from the band membership.* This course satisfies the NYS graduation requirement for the arts.

MUSIC THEORY 1 (906)**Grade Level 9-12****Full year/1 credit****weight 1.08****Prerequisite: Ability to read music. Choral or instrumental experience is recommended****Description:**

This is an introductory course in the fundamentals of music construction and composition. Topics explored include scales, intervals, chords, ear training, composition, and arranging. These are discussed within the context of the literature and history of western music. This course satisfies the NYS graduation requirement for the arts. *Note: Students who plan to take AP Music Theory as part of a five-unit sequence should take Music Theory I as a freshman or sophomore to allow for the possibility that the AP class may not be offered every year.*

ADVANCED PLACEMENT MUSIC THEORY (915)**Grade Level 9-12****Full year/1 credit****weight 1.18****Prerequisite: Music Theory I or comparable experience****Description:**

The AP Music Theory Course is the second of a two-year long Music Theory course sequence. This class is designed for more serious and interested students who have competently mastered the fundamentals taught in Music Theory 1 – a prerequisite for taking this AP course. The course is a participation-oriented class in which students will develop a background in musical terminology, harmonic language, compositional skills, and aural recognition. The development of aural and listening skills is a primary objective of the AP Music Theory course. The students will also engage in a variety of written, singing and compositional exercises that teach them the many aspects of musical composition and analysis. The course prepares students to take the AP Music Theory exam. AP Music Theory will greatly enhance and improve a student's ability to comprehend, analyze and notate music in a traditional style.

INTRODUCTION TO MUSIC AND CINEMA (916)**Grade Level 10-12****Alt days/Half year/½ credit****weight 1.00****Prerequisite: None****Description:**

This course studies the history of music in cinematic productions, the basic concepts and terminology used to describe music and sound in cinema, techniques of audio-visual design, and the roles that music and sound play in the overall aesthetic effects in the cinema. The course studies music and sound in cinema from the earliest instances in the beginning of the 20th century to the most recent instances in the 21st century. No previous musical training is required.

INTRODUCTION TO GUITAR (917)**Grade Level 10-12****Alt days/Half year/½ credit****weight 1.00****Prerequisite: None****Description:**

Students will learn all about the electric guitar, including its parts and their functions, the basic care and maintenance of a guitar, how to hold a guitar, and use a plectrum (guitar pick) as well as how to tune a guitar. Students will study the history of the electric guitar and some of its most famous and innovative players including Les Paul, Jimi Hendrix, Edward Van Halen, Steve Vai, and many others. Curriculum will include chord charts, strum simple chords using various rhythms, and learn to play popular Rock and Roll guitar “riffs”, as well as popular songs and ability to read guitar tablature and pick single note melodies to songs.

NJROTC

The purpose of the NJROTC program is “To instill in students the value of citizenship, service to the United States, personal responsibility and a sense of accomplishment.” By pursuing the three or four year cadet program in the Navy Junior Reserve Officers Training Corps, students will strengthen their awareness, develop self-confidence and self-respect, achieve commitment, appreciate the value of a quality education, and learn the significance of paying attention to detail. Course material interfaces with nearly every other academic discipline and reinforces students’ knowledge in their ever-changing world. Military Service after graduation is not required although participation in this program makes them eligible for nominations to service academies, advanced promotions upon military enlistment and ROTC college scholarships. Skills learned prepare students for college, work and any other pursuits they choose. This is a co- educational program.

NJROTC I (952)

Grade Level 8-12

Full year/1 credit

weight

1.00Prerequisite: None

Description:

This course can best be described as a joint academic/youth citizenship program for high school level students, which is co-sponsored by the Riverhead Central School District and the United States Navy. Students are introduced to military procedures, terminology, and concepts. Military conduct, appearance, and drill, as well as the wearing of the cadet uniform, are emphasized to teach self-discipline and team work concepts. Two highly qualified instructors with over 50 years of experience are on staff in the high school full time. They are retired Navy and Marine Corps personnel who are certified by both the U.S. Navy and the New York State Education Department to perform their duties as NJROTC instructors and administrators. Course content includes:

Familiarization with the care and wearing of the Navy Junior ROTC uniform, instructions in leadership, human behavior, customs and courtesies, military rank and rating insignia, an introduction of the Navy Department and the Department of Defense, Naval history and familiarization with naval ships, aircraft and their purpose. Field trips to a variety of military bases, cruises on naval ships and flights in military aircraft may be included. Military drill will also be incorporated into the curriculum. Students will learn teamwork in drilling, marching, and ceremonies. They will also learn various military concepts which develop their thinking and acting as “one unit.” Military drill enables cadets to develop pride and self-confidence while participating in parades, field meets, and military reviews. All new cadets must start the program at the NJROTC I Level.

NJROTC II (951)

Grade Level 10-11

Full year/1 credit

weight

1.00Prerequisite: NJROTC I

Description:

NJROTC II is a follow-up to NJROTC I with an emphasis on development of leadership skills. Having already satisfactorily completed the basic introduction to military drill, cadets now participate as drill leaders and are introduced to the use of demilitarized drill rifles and military dress swords. The curriculum focuses on the importance of sea power illustrated by a survey of military and naval history. Cadets will also receive instruction in maritime geography and oceanography.

NJROTC III**Grade Level 11-12****Full year/1 credit****weight 1.00****Prerequisite: NJROTC II****Description:**

NJROTC III is a follow-up to NJROTC II. Third year cadets are expected to help plan the activities of the unit and to lead the Corps of Cadets through the yearly cadet activities. The academic syllabus includes military drill refresher training, study of the role of the United States and the United States Navy in world affairs. Cadets will be exposed to law of the sea, seamanship and navigation, ship construction and weapons systems. The NJROTC III year has strong emphasis on leadership.

Third year cadets are encouraged to spread their talents around by active participation in school and community service activities.

NJROTC IV**Grade Level 12****Full year/1 credit****weight 1.00****Prerequisite: NJROTC III, record of exemplary performance, and approval of SNSI or NSI.****Description:**

Outstanding cadets who have proven their leadership ability and who have displayed exemplary personal qualities may qualify to participate in NJROTC IV subject to the approval of the naval science instructor. They are utilized as staff cadets to the NJROTC instructors and are required to help plan and implement the cadets' schedule. This includes their involvement in classroom supervision and instruction.

Senior cadets are assigned as class leaders in NJROTC I classes to help new cadets "learn the ropes." NJROTC IV cadets are graded on a competitive basis, involving their ability to lead, inspire, and motivate, maintain class conduct and control. Senior NJROTC Cadets will be required to complete assignments in the NSTC NJROTC IV Curriculum.

NJROTC IV cadets assist with the administrative, supply and operational reports and requirements involved with the NJROTC Program. Cadets learn to function within the guidelines promulgated by the United States Navy and the Riverhead Central School District.



OCCUPATIONAL EDUCATION

Students who are interested in attending occupational programs at the BOCES H.B. Ward Technical Center and the Gary D. Bixhorn Technical Center can apply in the winter of their sophomore year. Each year, representatives from BOCES make a presentation to the sophomore class to describe the programs offered and to answer any questions. Interested students must visit and fill out an application, review it with their parents and guidance counselor, and meet the following criteria for eligibility:

- A. Students in the graduating classes of 2022-2023 must have 12 credits completed prior to beginning a BOCES program and be able to fit the occupational programs into the four-year plan.
- B. Students must have and maintain a school attendance rate of at least 90% and demonstrate a serious commitment in attending occupational courses. Students with 19 or more absences at Riverhead High School and/or BOCES, (if already enrolled) will be ineligible to participate in the BOCES program.
- C. In order to participate in the BOCES program students must remain in good academic standing in accordance with the established promotional gateways as described on page 3 of this course offering booklet.
- D. Students will be dropped in mid-October, or at any other time during the school year, if he/she fails to satisfy Riverhead High School's attendance requirements.

Eligibility for all occupational education programs is subject to change each school year.

Please talk to your guidance counselor if you have specific questions.

Students attending BOCES programs may use their earned program credits as elective course credits. They may not be used for Riverhead High School core academic course credits. (Math, Science, Social Studies, English)

Courses offered at:

Harry B. Ward Technical Center (Riverhead)

Animal Science
Audio Production Technology
Auto Body Repair & Car Cust.
Automotive Technology
Clinical Medical Assisting
Cosmetology
Culinary Arts/Rest. Op. Mgmt.
Early Childhood Education
Heating, Ventilation & Air
Conditioning (HVAC)
Law Enforcement
Nurse Assisting

Gary D. Bixhorn Technical Center (Bellport)

Art, Design & Visual Communications
Aviation/Professional Pilot Training
Barbering
Carpentry/Res, Const. & Home Imprv.
Certified Personal Trainer
Computer Science & APP Dev.
Computer Tech. & Repair
Dental Chairside Assisting
Drone Technology
Electrical Trade & Alternative Energy
Engineering
Fashion Merchandising & Design
Marine/Motorsports Technology
Physical Therapy Aide
Plumbing and Heating
Practical Nursing
Prof. Photography & Digital Imaging
STEM Regional High School
Television, Video & Digital Film Prod.

PHYSICAL EDUCATION

Physical Education is a required course for all students in public school in the State of New York. Riverhead Central School requires two units of credit for graduation (1/2 unit per year).

Physical Education is an important component of each student's school experience. Physical wellness and psychomotor skills are developed through a variety of activities. As a young adult, it is important to acquire and refine skills that will enhance quality of life through physically active and healthy habits.

The sequential physical education program includes a variety of activities with an emphasis on personal fitness designated to promote growth in skill, knowledge and appreciation of an active lifestyle. An emphasis is placed on the instruction of skills and activities that reflect current trends in fitness and healthy lifestyles. Students will be given the opportunity to select many of their units throughout the school year.

PHYSICAL EDUCATION

Grade Level: 9-12

**Full year/½ credit
Alternate days**

no weight

Description:

Students will be introduced to a variety of physical activities that include discovering the value and benefits of physical activity and promote health and wellness. Students will be provided the opportunity to participate in a series of individual and group activities. During team and individual sports, students will participate in skill development, game strategies, socialization, teamwork and cooperation. More importantly, this curriculum will introduce students to lifetime activities they can use after their high school experience.

CORE BASED FITNESS TRAINING (1518)

Grade Level 9-12

**Full year/ ½ credit
Alternate days**

no weight

Prerequisite: Recommendation of Physical Education staff and/or athletic team coach

Description:

In keeping with the Physical Education curriculum and the New York State Standards for Physical Education this course will focus on Core Based strength training and the development of athletic movements. This course will enroll all participants in the nationally recognized Bigger, Faster, Stronger

Program. All participants will receive a personalized computer generated workout program that will focus on the development of a strong athletic core.

This course will focus on the following core lifts: squat, towel bench, dead lift and power clean. In addition, this course will emphasize the development of power through the use of plyometric training as well as the development of speed through the use of agility drills.

All participants are expected to dress appropriately for class (gym clothes) and be able to complete all assigned workouts. Students will be tested every four weeks on their knowledge of training applications as well as performance-based criteria.

CLUB FITNESS (1505)**Grade Level 10-12****Full year/ ½ credit****no weight****Alternate days****Description:**

Club Fitness focuses on fitness, nutrition and health information pertinent to teenagers. The class is designed as an alternative to regular sport oriented physical education classes. Students will participate in a variety of fitness class activities similar to what they may experience in a gym/fitness center setting.

Yoga

Stability balls

Step aerobics

Cardio kickboxing

Fitness challenges

Fitness games

Body mass index evaluation

Zumba

Pilates

Weighted ball

Body bars

App related activities

Weight ropes

Walking/orienteering

Drums fitness

Self Defense

Students will experience a safe non-competitive atmosphere where they can gain both skill and confidence in controlling their personal fitness.

LIFETIME ACTIVITIES (1507)**Grade Level 10-12****Full year/ ½ credit****no weight****Alternate days****Description:**

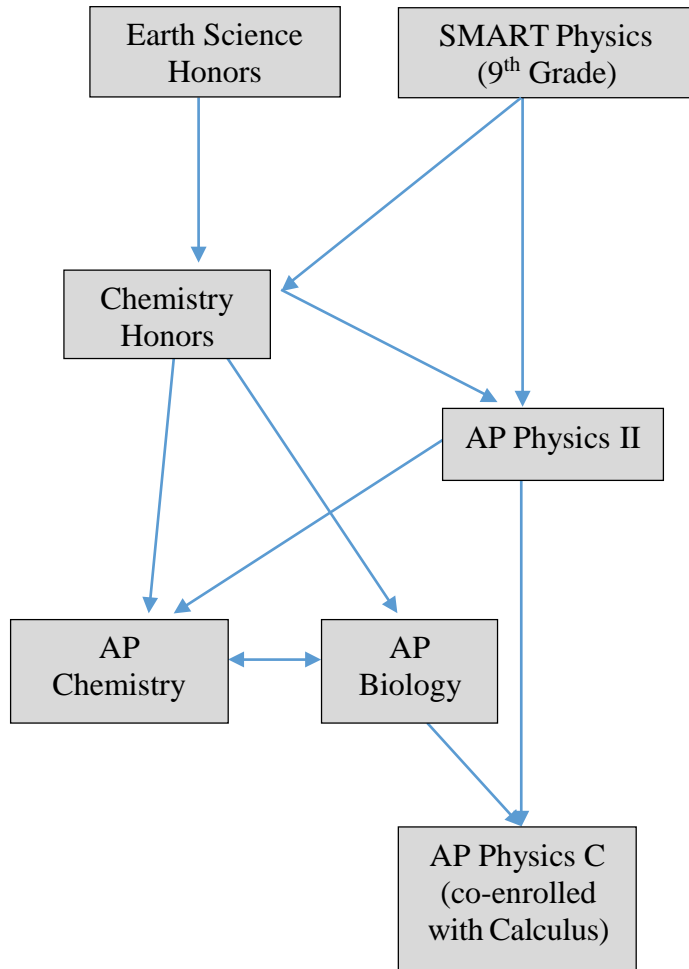
Lifetime activities consists of activities that students can do on their own and can continue to do throughout their lives. Activities include but are not limited to Tennis, Pickleball, Badminton, Volleyball, Cardio Fitness, Leisure Activities, etc.

UNIFIED PHYSICAL EDUCATION (1508)**Grade Level 10-12****Full year/ ½ credit****no weight****Alternate days****Description:**

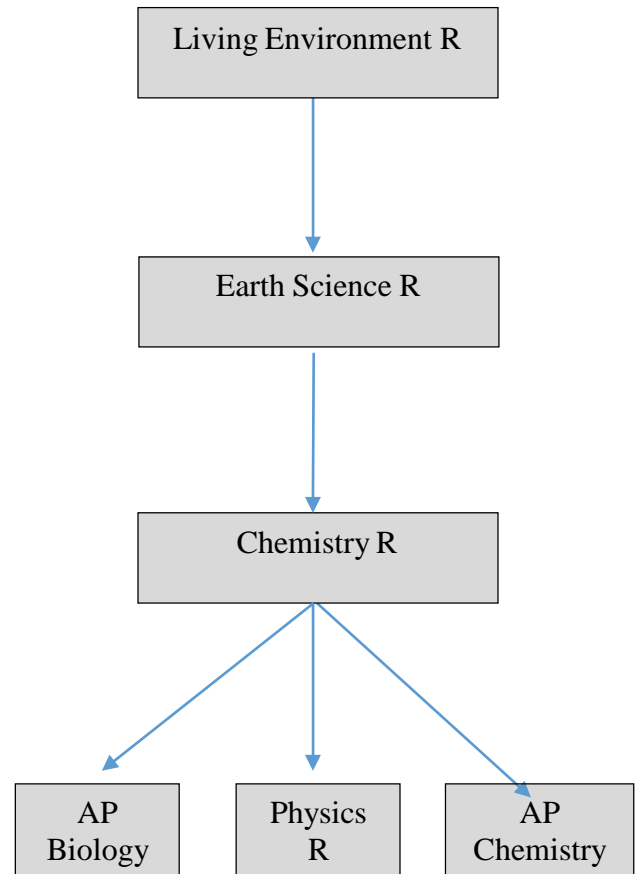
Unified Physical Education includes hands-on mentoring, which provides a unique opportunity for students with and without disabilities to come together through educational and physical activities. Students will assist the teacher and participate in all the inclusive activities. This class supports the development of leadership skills and the empowerment of ALL students to foster an inclusive class and school-wide environment.

SCIENCE

Accelerated



Regents Level



ELECTIVES

Astronomy/Meteorology	Care & Prevention of Athletic Injuries
Marine Biology	Environmental Science
Student Research Program	Forensics
SUPA Forensics	ACE Biological Anthropology
Bioethics	Marine Science
Sports Science	

SCIENCE

Riverhead High School's science curriculum provides varied opportunities and challenges for all students. All course offerings are designed to meet the future needs of the student. The technological advancements of our society made during the last decade will be greatly enhanced during the next decade. Thus, the background needed for scientific literacy and for future competition is available during the four years of high school. Careful planning can result in the equivalent of seven years of science. College level courses are available in biology, chemistry and physics.

REGENTS PHYSICAL SETTING/EARTH SCIENCE (402)

Grade Level 9 – 12

Full year/1credit

weight 1.04



Description:

Physical Setting/Earth Science is a laboratory-oriented course which places emphasis on the analysis of the environment. Content areas include investigating processes of change in the environment, the motions of the earth, the earth's energy, and the rock cycle. The syllabus has been designed to facilitate teaching by the investigative method. Earth Science is a challenge for the dedicated, hard-working student. The course consists of five lecture-discussion periods followed by laboratory reinforcement sessions scheduled on an alternate day basis. Frequent reading and writing tasks beyond the school day are assigned to meet the course requirements and follow the New York State guidelines on homework of 30-45 minutes per school day with weekend assignments.

A New York State mandated laboratory requirement must be completed by each student to become eligible to take the final State examination. It is the student's responsibility to submit, on specific due dates, satisfactorily written laboratory reports. This course may be used for a unit of credit toward a New York State Regents High School Diploma. A Regents examination is required at the conclusion of the course.

HONORS PHYSICAL SETTING/EARTH SCIENCE (400)

Grade Level Accelerated 9-12

Full year/1 credit

weight 1.08



Prerequisite: Departmental Approval

Description:

This enriched course will include all of the required and extended areas in Regents Earth Science and will also include many enrichment activities. This course is designed for the highly motivated, independent learner who is willing to do much more both in and out of the classroom. The pace will be significantly faster than in Regents Earth Science so that more class time can be spent on additional laboratory and project work.

REGENTS LIVING ENVIRONMENT (404)

Grade 9-12

Full year/1 credit

weight 1.04



Description:

The intent of this course will be to provide students with an awareness of the natural world, basic and scientific concepts, stimulation of inductive reasoning, and a basic understanding of biological processes and generalizations. Broad ranges of fundamental principles of life, similarities and differences among living organisms, homeostasis in organisms, genetic continuity, reproduction and development, evolution and ecology are included in this course. Modern evolution and ecology stimulate self motivation, interest, and enlightenment of the integration of life forms.

Regents Living Environment is a challenge for the dedicated, hard working student. The course consists of five lecture-discussion periods followed by laboratory reinforcement sessions scheduled on an alternate day basis. Frequent reading and writing tasks beyond the school day are assigned to meet the course requirements and follow the New York State guidelines on homework of 30-45 minutes per school day with weekend assignments.

A New York State mandated laboratory requirement must be completed by each student with intentions of taking the final State examination. It is the student's responsibility to submit, on specific due dates, satisfactorily written laboratory reports. This course may be used for a unit of credit toward a New York State Regents High School Diploma. A Regents examination is required at the conclusion of the course.



SMART PHYSICS (430)

Grade Level 9

Full year/1 credit

weight 1.08

Prerequisite: Living Environment with a minimum grade of 85 and Algebra I with a minimum grade of 85 or Math 8 with a minimum grade of 90.

Description:

This exciting program offers incoming freshmen the opportunity to participate in a rigorous project-based class designed to stimulate interest and achievement in math and science. This elite program is designed to encourage mastery in math and science and culminates in the students sitting for the NYS Physics Regents exam. Students who take this challenging class are laying the groundwork to further their science education throughout their high school career by taking multiple advanced placement science courses. Smart Physics will focus on inquiry and investigation.



REGENTS PHYSICAL SETTING/CHEMISTRY (407)

Grade Level Accelerated 10, 11, 12

Full year/1credit

weight 1.04

Prerequisite: Course credit in Algebra I (or equivalent), Regents Earth Science, Regents Living Environment or departmental approval

Description:

This course stresses fundamental concepts and unifying principles of chemistry, of particular interest to students who intend to pursue some future science courses. Emphasis is placed on the use of chemical measurement with respect to behavior of matter and energy. Bonding, periodicity, and atomic structure are studied in detail, including introductory quantum mechanics. The theory of chemical reactions, which includes kinetics, equilibrium, acid-based, and redox reactions are also covered. A brief introduction to organic reactions, structure, and naming is included. Laboratory work and reports are required which emphasize the principles of qualitative and quantitative analysis. The course consists of five lecture-discussion periods followed by laboratory reinforcement sessions scheduled on an alternate day basis. Frequent reading and writing tasks beyond the school day are assigned to meet the course requirements and follow the New York State guidelines on homework of 10-15 minutes per school day.

A New York State mandated laboratory requirement must be completed by each student in order to take the Chemistry Regents examination. It is the student's responsibility to submit, on specific due dates, satisfactorily written laboratory reports, which will be filed for six months for Board of Regents certification. This course may be used for a unit of credit toward a New York State Regents High School Diploma.



REGENTS PHYSICAL SETTING/CHEMISTRY HONORS (428)

Grade Level Accelerated 10, 11, 12

Full year/1credit

1.08 weight

Prerequisite: Course credit with an overall average of 85 or higher score on Living Environment or Earth Science, or course completion of Smart Physics

Description:

This enriched course will cover all of the required and extended areas in Regents Chemistry and will also include many additional enrichment activities and applications. It is a course designed for the highly motivated, independent learner who is willing to do much more both in and out of class. The pace will be significantly faster than in Regents Chemistry so that more class time can be spent on additional material and laboratory work. The final exam will be the New York State Regents Chemistry Exam. The minimum overall course grade to continue in the honors program is 80.



REGENTS PHYSICAL SETTING/PHYSICS (410)

Grade Level 11-12

Full year/1credit

weight 1.04

Prerequisite: Course credit in Regents Earth Science, Regents Living Environment, Regents Chemistry, or departmental approval

Description:

Why do you need to wear a seatbelt? How does radar work? What happens when someone jumps out of an airplane? Study motion through racing and analyze your personal horsepower as you run up a flight of stairs. Explore the fundamental concepts of core scientific principles with inquiry based group activities that reinforce vital concepts across all learning styles. This physics class has been designed to create a student centered climate which integrates hands on lab activities in an interactive learning environment.

Honors bridge projects are also built in to the curriculum allowing all Juniors to receive honors bridge weighting for class ranking. Physics is a must for all college bound students; especially those who plan to major in any type of science, medicine, music or engineering. In today's competitive college application process challenging classes such as physics can help set your application apart. Why not give yourself a leg up on the competition and get yourself college ready by exploring the wonders of the Universe.

A New York State mandatory laboratory requirement must be completed by each student with intentions of taking the final State examination. It is the student's responsibility to submit, on specific due dates, satisfactorily written laboratory reports. This course may be used for a unit of credit toward a New York State Regents High School Diploma.



ADVANCED PLACEMENT BIOLOGY (405)

Grade Level Accelerated 10-12

Full year/1 credit

weight 1.18

Prerequisite: See Guidelines; Chemistry recommended.

Description:

The design of this course is to explore in depth the general principles of Introductory Biology and to increase student ability to synthesize independent thought connecting related biological ideas and concepts. The major themes discussed, observed and tested in Advanced Placement Biology are molecular and cellular aspects of life, cell biology, ecology, population genetics, evolution and behavior relationships. The topics will be covered through reading, critical analysis of concepts, extensive notes, selected video presentations, free-response essays, the twelve recommended AP laboratories, and ten to fifteen additional supplemental laboratories. Upon completion of the course, students have explored all the prescribed themes outlined by the College Board for AP Biology.



ADVANCED PLACEMENT CHEMISTRY (408)

Grade Level Accelerated 11-12

Full year/1 credit

weight 1.18

Prerequisite: See Guidelines

Description:

Advanced Placement Chemistry is designed to be the equivalent of the general chemistry course usually taken during the first college year. For some students, this course enables them to undertake, as freshmen, second year work in the chemistry sequence at their institutions or to register in courses in other fields where general chemistry is a prerequisite. For other students, the Advanced Placement Chemistry course fills the laboratory science requirement and frees time for other courses. Advanced Placement Chemistry will meet the objectives of a general chemistry course. Students should attain a depth

of understanding of fundamentals and a reasonable competence in dealing with chemical problems. The course will contribute to the development of the students' ability to think clearly and to express their ideas, orally and in writing, with clarity and logic. The college course in general chemistry differs qualitatively from the usual first secondary school course in chemistry with respect to the kind of textbook used, the topics covered, the emphasis on chemical calculations, the mathematical formulation of principles, and the kind of laboratory work done by students. Quantitative differences appear in the number of topics treated, the time spent on the course by students, and the nature and the variety of experiments done in the laboratory. It is recommended for most students that Advanced Placement Chemistry be taken only after the successful completion of a first course in high school chemistry. It is desirable that a student have a course in secondary school physics and a four-year college preparatory program in mathematics. Advanced Placement Chemistry is completed by taking a national exam which may lead to advanced standing and monetary savings in many leading universities. Students are responsible for paying all related fees.



ADVANCED PLACEMENT PHYSICS I (416)

Grade Level 11 & 12

Full year/1 credit

weight 1.18

Prerequisite: Course credit in Regents Earth Science, Living Environment, Chemistry or departmental approval.

Description:

Advanced Placement Physics I is the equivalent to a first semester college course in algebra-based physics. The course covers Kinematics (one and two dimensional motion), Newton's Laws of Motion, rotational dynamics, angular momentum, work, energy and power, circular motion, oscillations, mechanical waves, sound and it will also introduce electric circuits.

Learn why you need to wear a seat belt, why you need to be a certain height to ride some amusement park rides, why banked angles help you run around a curve, how musical instruments work, why a train whistle sounds higher pitched coming toward you and learn how wind can make bridges collapse. Explore the fields of engineering and physics during our lab and engineering activities. You will finally get to use the math you've been learning!

If you are planning on pursuing a career in any science field, medicine, music, criminal justice, physics or engineering, you need to take the class to be ready for your college physics classes.

All students are expected to take the AP exam in May.



ADVANCED PLACEMENT PHYSICS II (417)

Grade Level 10-12

Full year/1 credit

weight 1.18

Prerequisite: Advanced Placement Physics I

Description:

Advanced Placement Physics II is the equivalent to a second semester college course in algebra-based physics. The course covers fluid mechanics, thermodynamics, electricity and magnetism, optics, atomic and nuclear physics.

Learn why you have low water pressure in you upstairs bathroom, how many people you can fit on a life raft, how engines and refrigerators work, how boats float, why gas laws are important to scuba divers, how energy is stored in a computer or cell phone, why eyeglass lenses are curved, why a pencil looks broken in a glass of water, what quantum mechanics really is and how to create circuits and how to create electric current with a magnet.

If you are planning on pursuing a career in any science field, medicine, music, criminal justice, physics or engineering, you need to take the class to be ready for your college physics classes.

All students are expected to take the AP exam in May.

**ADVANCED PLACEMENT PHYSICS C (409)****Grade Level 12****Full Year/1 credit****weight 1.18****Prerequisite: AP Physics I and II or AP Smart Physics completed and enrolled in AP Calculus****Description:**

The real geniuses in the 12th grade class will be taking Advanced Placement Physics C, which is a calculus based class that will prepare future medical, computer programming, mathematics, chemistry,

physics and engineering majors for college physics. This class builds on the AP Physics I and II or AP Smart Physics curriculum. Methods of calculus are used whenever appropriate in formulating physical principles and in applying them to physics problems.

This class is designed to create a student centered environment that integrates group problem solving and discussion with interactive computer based learning. Be as prepared as you can possible be for college physics by taking this class!

Students will have the opportunity to study topics in Mechanics and Electricity and Magnetism.

**FORENSIC SCIENCE (412)****Grade Level 11-12****Full year/1 credit****weight 1.00****Prerequisite: Course credit in Regents Earth Science, Regents Living Environment or Regents Chemistry****Description:**

Forensic Science is the application of the natural sciences to investigation of physical evidence. This course is an applied or practical science course designed for students who may not have had a previous interest in the field of pure science. It will attempt to capture students' interest by applying science skills to a contemporary popular professional field, law enforcement. Students will be involved in the collection of physical evidence from a simulated crime scene. The evidence collected will be analyzed by the students in the lab as pertinent topics are covered in lectures. Field trips to police labs and medical examiner offices will be scheduled. This course will be supplemented with guest speakers. The course meets five periods per week. The level of work is similar to a Regents level course.

**SUPA FORENSIC SCIENCE (415)****(Syracuse University Project Advance)****Grade Level 11-12****Full year/4 college credits****weight 1.18****Prerequisite: Course credit in Earth Science R, Chemistry R, Living Environment R and corresponding exam****Description:**

Forensic Science is focused upon the application of scientific methods and techniques to crime and law. Recent advances in scientific methods and principles have had an enormous impact upon law enforcement and the entire criminal justice system. This course is intended to provide an introduction to understanding the science behind crime detection. Scientific methods specifically relevant to crime detection and analysis will be presented with emphasis placed upon the techniques used in evaluating physical evidence. Topics included are blood analysis, organic and inorganic evidence analysis, microscopic investigations, hair analysis, DNA, drug chemistry and toxicology, fiber comparisons, paints, glass compositions and fragmentation, fingerprints, soil comparisons and arson investigations, among others. Laboratory exercises will include techniques commonly employed in forensic investigations.

The forensics requirement is satisfied upon successful completion of this course. **Students are required to pay the tuition charges and fees assessed by Syracuse University (as of 2022, cost is \$448 for a four credit course).**



ASTRONOMY/METEOROLOGY (413)

Grade Level 11-12

Full year/1credit

weight 1. 00

Prerequisite: Course credit in either Regents Earth Science, Regents Living Environment, or Regents Chemistry

Description:

Astronomy will introduce students to the evolution of our solar system and will develop an appreciation for the uniqueness of each planet, especially Earth. Students will utilize the telescope in the J.E. Young Observatory at the high school for class time observations. Field trips will be conducted to the planetarium. In the planetarium students will learn about the Earth's place in the solar system, galaxy, and universe as well as the locations of stars and various constellations that can be observed at different seasons of the year. Numerous laboratory exercises, which reinforce lecture discussions, are completed during class sessions. Current events in astronomy will be referenced throughout the class to understand the importance of the place of humans in outer space.

Meteorology will emphasize weather topics which directly relate to one's everyday experiences and stress the understanding and application of principles in meteorology. Students will develop an understanding of the physical process responsible for daily weather changes through lab work and hands on activities. During the course we will take a look at weather fronts, air masses, hurricanes, blizzards and severe weather. We will use computers to create our own weather forecasts for Long Island.



ENVIRONMENTAL SCIENCE (440)

Grade Level 11-12

Full year/1 credit

weight 1.00

Prerequisite: Course credit in either Living Environment R or Earth Science R

Description:

This course surveys key topic areas including the application of scientific process to environmental analysis; ecology; energy flow; ecological structures; earth systems and atmospheric, land and water science. Students will research various environmental sub topics, such as global warming, alternative energy and bio diversity and be able to develop and defend their view points based on science, as well as critique solutions to these and other environmental problems that societies face. When applicable we will also engage in outdoor activities for environmental sampling and population studies and take field trips to local habitats of interest.



MARINE BIOLOGY (414)

Grade Level 11-12

Full year/1 credit

weight 1.00

Prerequisite: Course credit in either Regents Earth Science or Regents Living Environment

Description:

Marine Biology is the study of living organisms in the ocean. Field trips are an important aspect of this course: recent field trips have been to Fire Island, Montauk Point, Mystic Aquarium and the Museum of Natural History in NYC (pending RCSD Board approval.) Specimens collected in the field will be studied in the classroom. The marine life in waters surrounding Long Island is emphasized; students will learn to identify common seashells and make seaweed prints. The first semester focuses on invertebrate animals and the second semester focuses on vertebrate animals such as sharks, sea turtles, and whales. This course is a very "hands-on" learning experience. The level of work is similar to a Regents level course.

MARINE SCIENCE (443)

Grade Level 10-12

Alt days/Half Year/ ½credit

weight 1.00

Prerequisite: None

Description:

Students will explore the oceans and the ocean basis to learn about how the physical world influences and is influenced by the biological realm. Topics will include the physics of the seas, including the origin of the ocean currents and their effect on the Earth's climate, marine geology and bathymetry, water chemistry, and the study of winds, waves and tides. Real time buoy, floater and glider data will be used to understand what is going on within the ocean off Long Island and around the world. Specific study of tropical, temperate, and polar regions will be explored.

Coursework will include field trips to collect data from local waterways, a trip to learn about how our local aquarium replicates ocean conditions and a short voyage aboard a research vessel with the Marine Science department of SUNY Stony Brook. Students should graduate from the course with an understanding of the dynamic systems of the oceans and an introductory knowledge of how physical oceanography relates to life on Earth.

CARE & PREVENTION OF ATHLETIC INJURIES (441)**Grade Level 11-12****Half year/ ½ credit****weight 1.00****Corequisite: Sports Science****Description:**

This course will provide students with a basic background and understanding in the recognition, care and prevention of common exercise and athletic injuries. Students will review the major anatomical structures of the human body to better understand the common injuries that occur to these structures. Proficiency in the application of the taping and wrapping techniques that are used will be developed. Students will have the opportunity to meet with guest speakers who are currently working in the Sports Medicine field.

This course may be taken by a junior or senior who may be interested in pursuing a college education and career path in the fields of Sports Medicine, Orthopedics, Athletic Training, Physical or Occupational Therapy as well as other areas related to health and exercise.

SPORTS SCIENCE (442)**Grade Level 11-12****Half year/ ½ credit****weight 1.00****Corequisite: Care and Prevention of Athletic Injuries****Description:**

This introductory course offers students an opportunity to learn the technical and practical aspects of the field of Sports Science. This course includes career exploration, as well as the role physics, biomechanics, and physiology play in sports. Specific sports covered are (but not limited to): gymnastics, golf, figure skating, soccer, swimming, tennis, track and field, football, baseball, volleyball, basketball, and boxing.

RESEARCH (420)**Grade Level 10-12****1 semester/ ½ credit/1 credit****weight 1.08****Description:**

This honors level science course is available for those highly motivated and disciplined students who have the ability to work independently on research projects under the direction of a research scientist from a neighboring facility. The first year (1/2 credit) students will work at RHS to develop the skills and foundations needed to do a research project.

At the end of the first year the student is responsible for applying to and getting accepted into a summer research based project that is approved by the teacher.

During year two (½ credit) and three (1 credit) the student will continue work on a research project possibly leading to entering a major talent search competition. After the first year in the program transportation to a

program will be provided by the school district during the school day. Students will be expected to spend approximately 15 hours a week at the facility or at RHS working on various aspects of their research. These hours may be scheduled during the school day, or possibly after school or on weekends to provide some flexibility for the student. Students will be placed according to their areas of interest and as opportunities are available during years two and three. During years two and three a scientific research paper is required. After the first year, to continue on, the prerequisite is a grade of 85% each year.

Qualifying 10th - 12th grade students may earn up to 12 credits through the University at Albany.

ACE Biological Anthropology

(Accelerated College Education Program – Stony Brook University)

Grade Level 11-12

Full year/3 college credits

weight 1.18

Description:

Biological Anthropology is an introduction to the evolutionary study of humans and nonhuman primates with a concentration in advanced topics and concepts. These include evolutionary thought and principles; human variation and environmental adaptation; the anatomy, ecology, and behavior of nonhuman primates; the fossil record of nonhuman primates and human ancestors; current research on human origins; and, human behavior in an evolutionary context. This course requires a significant commitment due to the independence necessary for reading college level texts and meeting the expectations of college level assignments. Students who have aspirations for studying medicine, advanced biology, and medical engineering will benefit from this foundational course.

In order to earn college credit students are required to pay the tuition charges and fees assessed by Stony Brook University (as of 2022, cost is \$300 for a three credit course).

BIOETHICS (444)

Grade Level 10-12

Full year/1 credit

weight 1.00

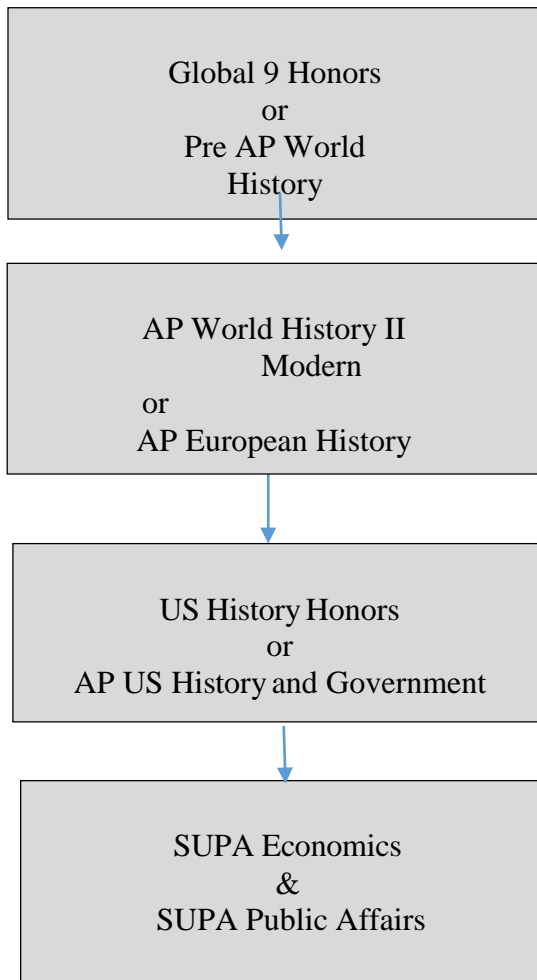
Prerequisite: None

Description:

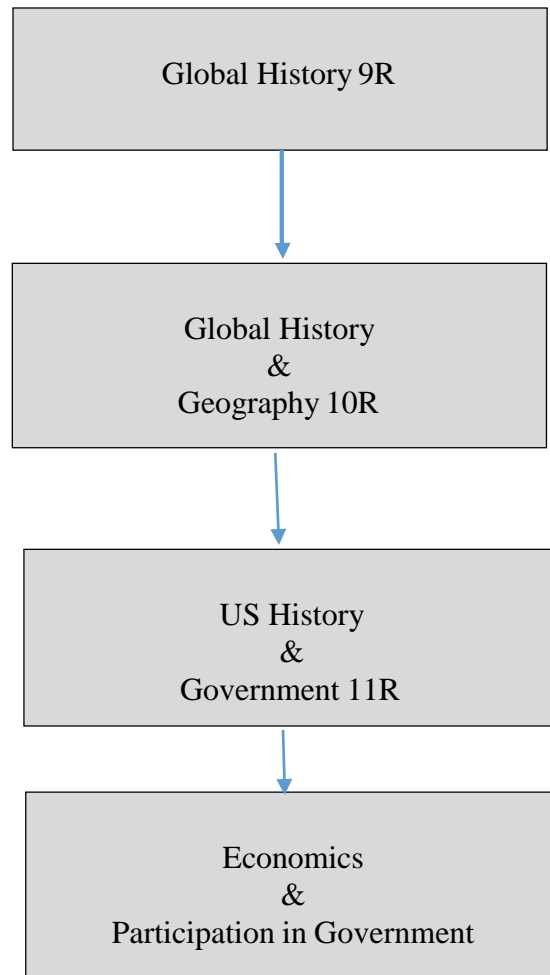
As a result of science and technology having an impact on our overall health and society, the implementation and continued use of innovations should be debated and discussed. In the last century, we have seen advances in technology to extend our lives, increase our food yields, grow our families, satisfy our curiosity, and even show our national superiority. This course will consider many sensitive issues. Student-led conversations will be the format of lessons conducted in an orderly manner for students to gain experience in civil discourse, as well as, learn to examine a claim for fallacy. Examples of questions that will prompt and instill critical thought, such as, do you know what a Test Tube Baby is? What was once the great controversy over Test Tube Babies? What is a GMO and why do people in some countries protest to keep them out of their marketplaces? Have you heard of Dr. Death? Is there ever a time to help someone die? Will be used to prompt discussion and debate. In using foundational question prompts, this course will help to calibrate student understanding of further advancements in the context of where it all started as related to the study of science. In addition, we will examine the nature of the bioethicist's job and education necessary to pursue this course of study beyond the high school experience.

SOCIAL STUDIES

Accelerated



Regents Level



ELECTIVES

The Black Experience in America
The Latin Experience in America
Criminal Justice
History of Long Island – SBU
Psychology/Abnormal Psychology
SUPA Economics
SUPA Public Affairs
SUPA Sociology

SOCIAL STUDIES

The purpose of the social studies curriculum is to give students the knowledge, intellectual skills, civic understandings, and dispositions toward democratic values that are necessary to function effectively in American society.

The social studies curriculum will help students understand their roots, see their connections to the past, recognize the commonality of people across time, respect diversity, appreciate the delicate balance of rights and responsibilities in society, and develop the habits of thoughtful analysis and reflective thinking.

The curriculum will provide students with the background to conduct research in order to cast informed votes, the skills to place conflicting ideas in context, and the wisdom to make good judgments in dealing with the tensions inherent in society such as the enduring struggle to find the proper balance between protecting the rights of the individual and promoting the common good.

Ultimately, social studies instruction should help students assume their role as responsible citizens in America's constitutional democracy and as active contributors to a society that is increasingly diverse and interdependent with other nations of the world.

GLOBAL HISTORY AND GEOGRAPHY 9R (252)

Grade Level 9

Full year/1 credit

Prerequisite: Social Studies 8



weight 1.04

Description:

After developing working definitions for the basic tools of the social sciences, the students will begin their journey through time with the early river civilizations of the Middle East, India, and China. The classical civilizations of Ancient Greece, Rome, and the less than familiar, Han Dynasty of China. This will lead into a detailed study of the world's religions. The students will also analyze the period of history from 500-1200, called the Middle Ages, which includes medieval Europe. The students will also be exploring the Gupta Empire of India, the Tang Dynasty of China, the Byzantine Empire, and the Golden Age of Islam.

The next unit, 1200-1650, begins with the impact of trade between cultures/civilizations. This flows into the European Renaissance. The students will also look at Japanese Feudalism, the Mongol Dynasty, and its conquests.

The concluding 9th grade unit examines the age of exploration and the civilizations that the Europeans encountered in Latin America, Africa, and Asia. The age of kings and emperors, those absolute rulers, end the year.

Instruction will emphasize Stimulus-Based Questions, Constructed-Response Questions and Enduring Issue Essays. Departmental quarterly exams, a midterm exam and a final exam, will be given.

GLOBAL HISTORY AND GEOGRAPHY 9 HONORS (253)

Grade Level 9

Full year/1 credit

Prerequisite: Social Studies 8



weight 1.08

Description:

This Honors Course is designed to prepare students for the Advanced Placement offerings at the High School. Instruction is based on the New Framework in the Social Studies Curriculum. This includes Enduring Issue essay writing, Stimulus-Based Questions and Constructed Response Questions.

After developing working definitions for the basic tools of the social sciences, the students will begin their journey through time with the early river civilizations of the Middle East, India, and China. The classical civilizations of Ancient Greece, Rome, and the less than familiar, Han Dynasty of China. This will lead into a detailed study of the world's religions. The students will also analyze the period of history from 500-1200, called the Middle Ages including medieval Europe. The students will also be exploring the Gupta Empire of India, the Tang Dynasty of China, the Byzantine Empire, and the Golden Age of Islam. The next unit, 1200-1650, begins with the impact of trade between cultures/civilizations. This flows into the European Renaissance. The students will also look at Japanese Feudalism, the Mongol Dynasty, and its conquests.

The concluding 9th grade unit deals with the age of exploration and the civilizations that the Europeans encountered in Latin America, Africa and Asia. The age of kings, emperors, and the Absolute rulers, end the year.

**PRE AP-WORLD HISTORY (203)****Grade Level 9****Full year/1 credit****weight 1.18****Prerequisite: Social Studies 8 and English 8 with a minimum grade of 90 in each subject.****Recommendation from Social Studies 8 teacher.****Description:**

This Pre-Advanced Placement college-level course which surveys world history from 10000 BCE - 1200 CE. The course will transition to learning AP historical reasoning skills for the 1200-1750 time period in preparation for their 10th grade course. This course is designed to prepare students for the Advanced Placement offerings at the High School.

This course requires a considerable time commitment for work outside of class, including chapter outlines, college level readings, research papers, and book reviews. All students taking this course will also be preparing to take both the Advanced Placement exam in May and the Regents Global History and Geography exam in June of their 10th grade year. Assessments will reflect those used in both the Advanced Placement and Regents exams.

**ADVANCED PLACEMENT EUROPEAN HISTORY (211)****Grade Level 10-12****Full year/1 credit****weight 1.18****Prerequisite: None****Description:**

This full year college level course surveys European History from 1300 CE to the present. It is designed to help students develop a greater understanding of World and European history. The class will focus on religious, social, economic and political themes.

Period 1 1300-1648:

Renaissance and Exploration, Age of Reformation

Period 2 1648-1815:

Absolutism and Constitutionalism, Scientific, Philosophical and Political Developments: Conflict Crisis and Reaction in the late 18th Century.

Period 3 1815-1914:

Industrialization and its Effects, Century Perspectives and Political Developments.

Period 4 1914-Present:

20th Century Global conflicts, Cold War and Contemporary Europe

Requirements include college level readings, research papers and book reviews. Students are required to take the Advanced Placement exam in May. Students must pay all related fees. All students taking this course in place of Global 10R will be required to take the AP exam in May and the Regents exam in June.
***Subject to acceptable enrollment.**



GLOBAL HISTORY AND GEOGRAPHY 10R (255)

Grade Level 10

Full year/1 credit

weight 1.04

Prerequisite: Global History and Geography 9

Description:

This Regents course is a continuation of the chronological study of Global History and Geography 9. The first unit begins with a study of the Age of Revolutions from 1750-1914 and includes the American, French, Latin American, Napoleonic, and Industrial, political, economic, and social revolutions. The 19th century eras of nationalism and imperialism as products and outgrowths of these revolutions are studied in detail. The second unit, the Half Century of Crisis 1900-1945, includes World War I, the Russian Revolution, the rise of dictators, and World War II. The third unit focuses on a study of The World from 1945 to the Present Millennium. Areas of focus include the Cold War to the Little Hot Ones, Mao to Tiananmen Square, apartheid to Mandela, Saddam to the Ayatollah, Peron to Castro, and Gorby to Boris. The final unit, Global Connections and Interactions, ties it all together by focusing on connections, trends, patterns, and problems.

This course takes a look to the 21st Century by studying the past. Instruction will emphasize enduring issues and text analysis. All students will be required to take the Global History and Geography Regents examination in June.



ADVANCED PLACEMENT WORLD HISTORY II MODERN (204)

Grade Level 10

Full year/1 credit

weight 1.18

Prerequisite: Advanced Placement World History I

Description:

This college level course, which is designed to help students develop greater understanding of the evolution of global processes and contacts as well as interactions between different human societies. This course is organized around four periods and nine units.

1. c. 1200 to 2. 1450: The Global Tapestry and Networks of Exchange - 1914
2. c. 1450 to c. 1750: Land Based Empires and Transoceanic Interconnections
3. c. 1750 to c. 1900: Revolutions and Consequences of Industrializations
4. c. 1900 to the Present: Global Conflict, Cold War and Decolonization; and Globalization

Requirements include college level readings, research papers and book reviews. All students taking this course are required to take both the Advanced Placement exam in May and the Regents Global History and Geography exam in June. Students are responsible for all fees associated with the Advanced Placement exam. Assessments will reflect those used in both the Advanced Placement and Regents exams.



ADVANCED PLACEMENT UNITED STATES HISTORY (209)

Grade Level 11

Full year/ 1credit

weight 1.18

Prerequisite: Please refer to guidelines at the front of the book

Description:

Advanced Placement United States History is a college level course offered to highly motivated, academically successful students who wish to pursue college studies while still in high school. This is a rigorous course of study where students are expected to read and comprehend large tracts of historic material from both primary and secondary sources on their own. The instructor serves as a resource person, leading discussions on historic topics/events of importance.

The course follows a chronological history of the United States emphasizing the development of our political and economic institutions, America's everchanging roles in the international arena (from Washington's Farewell Address to President Clinton's Global Warming Pronouncement), to the social/intellectual history of our people.

The Advance Placement examination, given in May, is required of all students enrolled. Students must pay all related fees. The remaining 6 weeks are devoted to independent research projects and preparation for the U.S. History and Government Regents Examination (a State requirement for graduation).

UNITED STATES HISTORY AND GOVERNMENT R (208)

Grade Level 11

Full year/1 credit

Prerequisite: Global History and Geography 9 and 10



weight 1.04

Description:

This is a chronological survey of the history of the United States. The beginning units emphasize not only the structure of our government institutions, but how they have evolved to date. The Constitution and constitutional issues in a historic frame will be studied in depth. The balance of the course will trace:

- 1) Our economic development from our industrial infancy to that of a global economic giant in an ever increasingly interdependent world family;
- 2) Our role in international affairs from the Monroe Doctrine and Manifest Destiny to UN Resolution 342 and the New World Order;
- 3) America's human expansion from its Puritan origins to "One Nation/Many Peoples" a struggle for human equality, identity, unity and goals;
- 4) The impact of geography on America's historical development;
- 5) The analysis of primary source documents to better understand the historical, cultural, economic, and social development;
- 6) Document-Based Questions, Short Response Essays and the Civic Literacy Essay.

The U.S. History and Government Regents Examination serves as the final examination. In order to graduate, a student must pass the U.S. History and Government Regents Examination.

UNITED STATES HISTORY AND GOVERNMENT HONORS (210)

Grade Level 11

Full year/1 credit

Prerequisite: Please refer to the guidelines in front of the book



weight 1.08

Description:

This course of study is identical in content to the U.S. History and Government course described above. The difference lies in the approach. Greater emphasis is placed on scholarship/critical thinking, analysis of primary source documents and the study of events from multiple perspectives. It differs from the AP American History course in that it is less rigorous although still academically challenging, bears no college credit and has a varying emphasis in certain content units. Instruction will emphasize Document-Based Questions, Short Response Essays and the Civic Literacy Essay.

The U.S. History and Government Regents Examination serves as the final examination. In order to graduate, a student must pass the U.S. History and Government Regents Examination.

ECONOMICS R (214)

Grade Level 12

1 semester/ ½ credit

Prerequisite: U.S. History and Government



weight 1.04

Description:

The study of economics in grade 12 should provide students with the economic knowledge and skills that enable them to function as informed and economically literate citizens in our society and in the world. The course is designed to be used with all students, emphasizes rational decision-making, and encourages students to become wiser consumers as well as better citizens. Teachers will provide for different student needs by selecting appropriate instructional materials and learning strategies.



ECONOMICS BLENDED 12R (214)

Grade Level 12

1 semester/ ½ credit

weight 1.04

Prerequisite: US History and Government and a self-motivated student

Description:

The study of Economics in grade 12 should provide students with the economic knowledge and skills that enable them to function as informed and economically literate citizens in our society and in the world. This course is designed to be used with all students, emphasizes rational decision-making, and encourages students to become wiser consumers as well as citizens. Students will participate in the Stock Market Game and learn investing techniques and strategies. Students will also participate in the Financial Literacy Program learning the cost of money, banking, budgeting, investing, establishing and managing credit, and investigating careers. The “Blended” course takes advantage of the best features of traditional face to face class meetings and independent, online learning activities. When students are not scheduled for an in-class session, the course teacher will be available for support. Students will be provided a laptop for the duration of the class in order to complete course work.



PARTICIPATION IN GOVERNMENT R (215)

Grade Level 12

1 semester/ ½ credit

weight 1.04

Prerequisite: U.S. History and Government

Description:

Students studying participation in government in grade 12 should experience a culminating course that relates the content and skills component of the K-11 social studies curriculum, as well as the total educational experience, to the individual student’s need to act as a responsible citizen.

Course content will be:

- * interdisciplinary, for it will be drawn from areas beyond the defined social studies curriculum; will include life experience beyond classroom and school
- * related to problems or issues addressed by students, i.e., content in the form of data, facts, or knowledge may vary from school to school, but real and substantive issues at the local, state, national, and global levels should be integrated to the program
- * in the form of intellectual processes or operations necessary to deal with data generated by problems or issues addressed, i.e., the substance of the course

In addition, the term *participation* must be interpreted in the broad sense to include actual community service programs or out-of-school internships, and in-class, in-school activities that involve students in the analysis of public issues chosen because of some unique relevance to the student involved. Defining, analyzing, monitoring, and discussing issues and policies is the fundamental participatory activity in a classroom.



PARTICIPATION IN GOVERNMENT-BLENDED 12R (215)

Grade 12

1 semester/1/2 credit

weight 1.04

Prerequisite: US History and Government and a self-motivated student

Description:

Students of Participation in Government should in grade 12 experience a culminating course that relates the content and skills component of the K-11 social studies curriculum, as well as the total educational experience, to the individual student's need to act as a responsible citizen. This course will focus on the interaction of citizens and the government at the local, state, and federal levels. Course content will focus on foundations of government, political socialization, elections, as well as the 3 Branches of Government. The "Blended" course takes advantage of the best features of traditional face to face class meetings and independent online learning activities. This will allow students the autonomy of working on and completing assignments at home or in the classroom. When students are not scheduled for an in-class session, the course teacher will be available for support. Students will be provided a laptop for the duration of the class in order to complete course work.



PUBLIC AFFAIRS (216)

(Syracuse University Project Advance)

Introduction to the Analysis of Public Policy

Grade Level 12

1 semester/ 3 college credits/ ½ credit

weight 1.18

Prerequisite: U.S. History and Government and teacher recommendation

Description:

This one-semester course will emphasize the interaction between citizens and government at all levels, (local, state and federal.) The course will encourage students to understand and participate in the democratic process. A "hands-on" approach will be used to involve students. The objectives are to: introduce students to decision-making and problem solving, analyze individually selected public policy issues, assess student ability to establish criteria, identify alternatives, evaluate alternatives, and choose and solve the problem.

Students are required to pay the tuition charges and fees assessed by Syracuse University (as of 2022 cost is \$336 for a three credit course).



ECONOMIC IDEAS AND ISSUES (217)

(Syracuse University Project Advance)

Grade Level 12

1 semester/ 3 college credits/ ½ credit

weight 1.18

Prerequisite: U.S. History and Government and teacher recommendation

Description:

Economic Ideas and Issues is designed for students with a liberal arts interest and constitutes an introduction to mainstream economic thought. The course is rigorous, but not heavily mathematical. Students should understand basic algebra and geometry. More importantly, they should be able to reason effectively.

The course begins with a presentation of the scientific method, which is then used to analyze the question: How do individuals and societies make choices when they are faced with scarcity? Beginning with the individual in the simplest of situations, a one-person society, the course moves step by step to develop a model of a complex society based on division of labor and exchange through markets. The process takes students from the microeconomic to the macroeconomic level, emphasizing the connection between these two perspectives. Students examine the benefits, as well as the problems, inherent in a market-oriented economy. The course prepares students to analyze and understand the ongoing economic policy debate between interventionists and non-interventionists. Students will play *Newsday's* Stock Market Game, where they will compete against high schools all over the Island.

Additionally, the economics requirement is satisfied upon successful completion of this course. **Students are required to pay the tuition charges and fees assessed by Syracuse University (as of 2022 cost is \$336 for a three credit course).**

**PSYCHOLOGY (220)****Grade Level 11-12****Half year/ ½ credit****weight 1.00****Prerequisite: Satisfactory completion of Global History and Geography 9R & 10R and Regents exam****Description:**

This half year elective is an introductory course in psychology is designed to promote self-understanding and to improve interpersonal relationships. The course is designed for students who have completed the required social studies courses and for those who may have room in their schedules for an elective. Traditional psychological approaches are studied as well as transactional analysis techniques.

ABNORMAL PSYCHOLOGY (221)**Grade Level: 11- 12****Half year/ ½ credit****weight 1.00****Prerequisite: Satisfactory completion of Global History and Geography 9R and 10R and Regents exam****Description:**

This half year elective course in psychology will examine the broad and exciting field of abnormal psychology. Students will learn about the many aspects of psychological disorders which are currently accepted by the American Psychological Association. Students will study the wide variety of psychological disorders, from the more common disorders (such as anxiety and depression) to the less common and more severe disorders (such as schizophrenia and anti-social personality disorders). Students will analyze the causes and symptoms of all such disorders as well as the variety of treatment options for the mental illnesses. This course will help students to better understand this important and fascinating aspect of psychology and will also help to prepare any students who may be interested in furthering his or her studies in the field of psychology.

**SOCIOLOGY (201)****(Syracuse University Project Advance)****Grade Level 11-12****Full year/3 college credits/ ½ credit
Alternate days****weight 1.18****Prerequisite: Final average of 80 or better in previous years' social studies course and teacher recommendation.****Description:**

The SUPA Sociology course introduces C. Wright Mills classic notion of “the sociological imagination” and the promise of sociology, and encourages students to see and think about the social world, themselves and the relations between themselves and the social world in new ways. **Students are required to pay the tuition charges and fees assessed by Syracuse University (as of 2022 cost is \$336 for a 3 credit course).**

HISTORY OF LONG ISLAND-SBU (213)**Grade Level: 11-12****Full year/ ½ credit
Alternate days
3 SUNY Stony Brook credits****weight 1.18****Prerequisite: None****Description:**

An exploration of U.S. History through the lens of Long Island's history from colonial times to the present. Topics include the island's Native Americans, colonial settlement, towns and counties, the Revolution, slavery, whaling, farming, the Long Island Railroad, suburbanization and modern cultural, social and

economic developments. In order to earn college credit, students are required to pay the tuition charges and fees assessed by Stony Brook University (as of 2021 cost is \$300 for a three-credit course.)



THE BLACK EXPERIENCE IN AMERICA (202)

Grade Level 11-12

1 semester/ ½ credit

weight 1.00

Prerequisite: Successful completion of previous year's social studies course.

Description:

This course will examine the different experiences, perspectives, and culture of so called Black/African Americans from the early beginnings of America to the present day. The course will examine many different aspects of Black people and Black culture and will also examine the struggles as well as the triumphs of Black/African Americans through many different lenses. The course will also focus on race in America and its impact on those who identify as Black or African American. The course will examine “controversial” topics that are not typically discussed in a traditional school setting. Students will be free to express their thoughts, and ideas based on specific facts presented throughout the course on a variety of different subjects. Critical thinking, debate, discussion, and analysis are critical to success in this course.

THE LATIN AMERICAN EXPERIENCE (272)

Grade Level 10-12

Half year/1/2 credit

weight 1.00

Prerequisite: None

Alternate days

Description:

The Latin American Experience explores the Latin American journey from the 1800's to 21st Century America. In order to explore Latin America, which include Meso-America, Mexico, Central America, South America, and the Caribbean, this course will focus on a cultural perspective including but not limited to: food, gender, race and class to understand the experience and processes which have shaped the region. Additionally, students will reflect on identity, revolutions, nation-state formation, modernization, social mobilization and distinctions which exist among Latin American countries based on analysis of primary sources such as cinema, music, literature, art and historical documents along with secondary sources.

CRIMINAL JUSTICE (218)

Grade Level 11-12

Half year/1/2 credit

weight 1.00

Prerequisite: None

Description:

This is a one semester course that discusses the foundations of the Criminal Justice System, Theories of Crime Causation, Introduction of Criminal Law and Law Enforcement and the American Court System. There will also be Mock Trial learning activities, guest speakers and various trips. Academic skills in writing, research and oral presentations are also developed in this class

GLOBAL HISTORY AND GEOGRAPHY REGENTS TEST PREP (228)

Grade Level 10-12

Half/Full Year/Graduation Requirement

Prerequisite: Failure on Global History and Geography Regents examination

Description:

This test prep course is designed to prepare students for the new Global History and Geography Regents exam. Students must pass this exam in order to receive a local high school diploma or Regents diploma. The exam is offered in January, June, and August of every calendar year.

U.S. HISTORY AND GOVERNMENT REGENTS TEST PREP (227)

Grade Level 11-12

Half/Full Year/Graduation Requirement

Prerequisite: Failure on U.S. History Regents exam

Description:

This test preparation course is designed to prepare students for the U.S. History Regents exam. Students must pass this exam in order to receive a local high school diploma or a Regents diploma. This exam is offered in January, June and August of every calendar year.

SPECIAL EDUCATION

The Special Education Program is a four-year program designed to meet the individual requirements of students with special needs as per their Individual Education Plan (IEP).

The first level of programming is the Resource Room (RR) provided to those students who need a period a day to receive academic or behavior management assistance.

The second level is the Integrated Co-Taught (ICT) program, in which students are fully mainstreamed in primary academic areas with support from a learning specialist in each of these classes.

The third level (School Within a School-SWS) is a Special Class for students who require further academic support in major subject areas as well as additional remedial interventions in reading, writing and basic mathematical concepts. The goal of this class is to prepare students to successfully challenge the rigors of the Collaborative Teaching Program.

Special Class Common Core Algebra I	1 credit
Special Class Common Core Algebra	1 credit
Special Class Geometry	1 credit
Special Class Applied Math for the Real World	1 credit

These math courses provide the special education student the equivalent of a high school three-year math program. The curriculum is presented in a modified manner so that the unique needs of the special education student are met.

Special Class Global History 9R	1 credit
Special Class Global History 10R	1 credit
Special Class U.S. History & Government R	1 credit
Special Class Participation in Government/Economics R	1 credit

These four social studies courses provide the special education student the equivalent of a regular high school four-year program, yet the curriculum is designed to meet the unique needs of the special education student.

Special Class English 9R	1 credit
Special Class English 10R	1 credit
Special Class English 11R	1 credit
Special Class English 12R	1 credit

This represents a four year English program leading to the passing of the Regents exam as well as fulfilling the necessary requirements for the high school diploma.

These science courses provide the special education student the equivalent of a high school three-year science program. The curriculum is presented in a modified manner so that the unique needs of the special education student are met.

Special Class Living Environment I	1 credit
Special Class Living Environment II	1 credit
Special Class Forensics	1 credit

The fourth level is a Basic Skills Development Program special occupational education. This program could be carried out in a variety of trade areas in all four years of high school. When a student is approved to participate in occupational education as a component of his or her I.E.P., a fifth year of high school may be considered for the attainment of the high school diploma.

The fifth level is a combination of the first three levels where students are partially mainstreamed, partially self-contained in the school-within-a-school program and some may even add an occupational dimension.

2 WAYS SPECIAL EDUCATION STUDENTS CAN EARN A LOCAL HIGH SCHOOL DIPLOMA

To graduate with a Regents diploma, students must pass five required Regents exams (English, math, Global History, U.S. History and Government and science) with a score of 65 or more. School boards can issue a local high school diploma for students with disabilities who meet the requirements of one of the three options below.

SPECIAL EDUCATION SAFETY NET

Regents Score Low Pass Option

1. Achieve a 55 – 64 score

- The student obtains only a score of 55-64 on one or more of the required Regents examinations.

2. Compensatory scoring option

- The student scores at least 55 on the English and math Regents examinations, can compensate a score of 45-54 on any other Regents exam with a score of 65 or higher on separate examinations, and meets additional school attendance and course grade requirements.

Superintendent determination option for graduation with a Local Diploma – UPDATED August 2020

This option is available to students with disabilities with a current individualized education program (IEP) only. It does not apply to students with section 504 accommodation plans or students who have been declassified from special education. Information about this option is available at: <http://www.p12.nysed.gov/specialed/publications/documents/attachment-information-superintendent-determination-option-graduation-with-a-local-diploma.pdf>

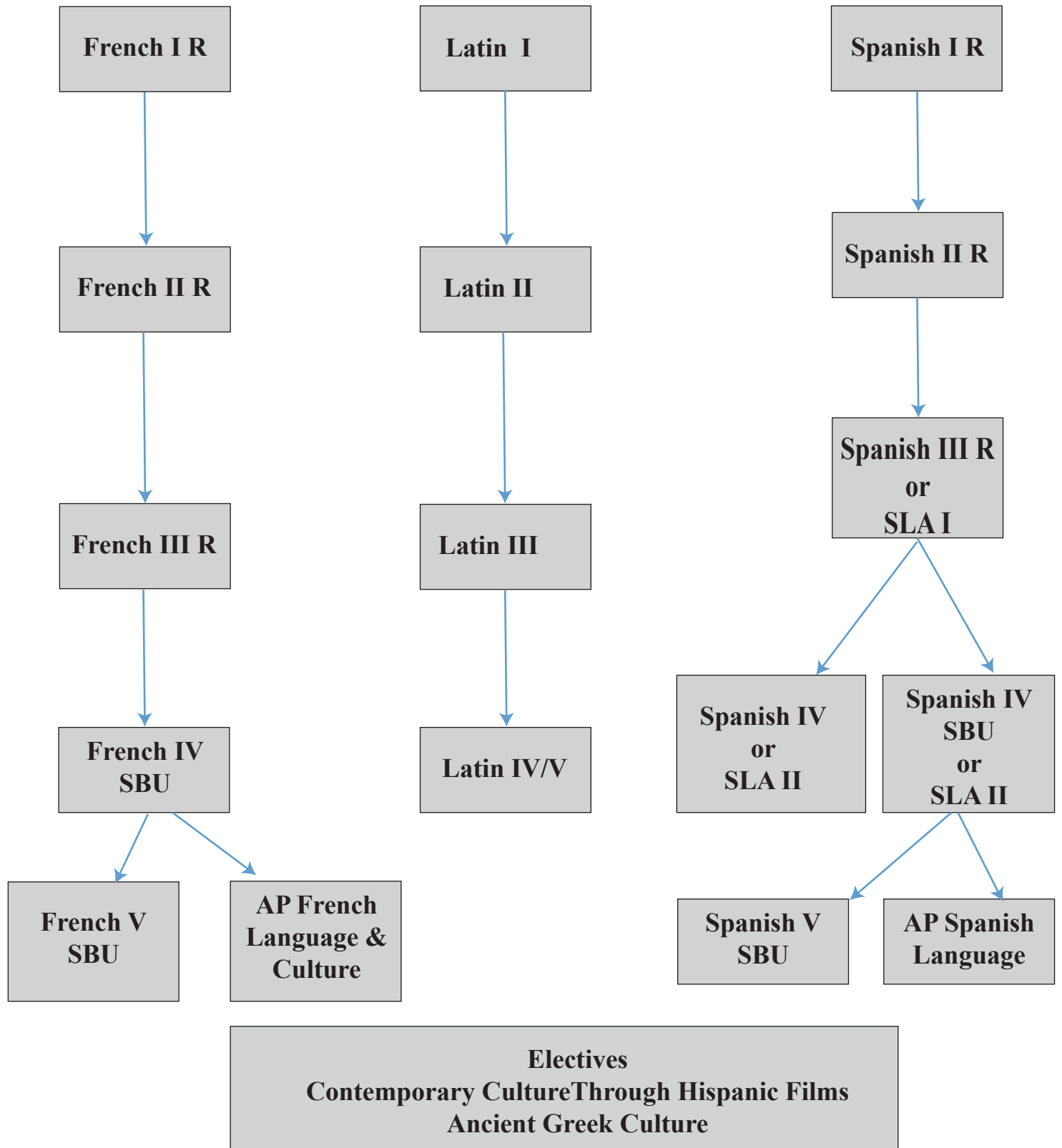
SKILLS AND ACHIEVEMENT COMMENCEMENT CREDENTIAL FOR STUDENTS WITH SEVERE DISABILITIES

Skills and Achievement Commencement Credential is available for students with severe disabilities who are eligible to take the New York State Alternate Assessment (NYSAA). The Skills and Achievement Commencement Credential will provide this group of students who are exiting school after attending at least 12 years, excluding kindergarten, with a commencement certificate.

NEW YORK STATE CAREER DEVELOPMENT AND OCCUPATIONAL STUDIES (CDOS) COMMENCEMENT CREDENTIAL

Students may earn a New York State Career Development and Occupational Studies (CDOS) Commencement Credential. This credential will recognize each individual student's preparation and skills for post-school employment. For students with disabilities who are exiting with a regular high school diploma, it provides them with the additional opportunity to exit school with a credential that also recognizes the students' work readiness skills.

WORLD LANGUAGES AND CULTURES



WORLD LANGUAGES & CULTURES

To meet the challenges of a radically shifting population base in the United States, and to keep pace with the increasingly multi-lingual international business and cultural scene, we Americans are now more than ever required to expand our language and cultural abilities beyond English alone. To meet these challenges, the Riverhead High School Language Department offers comprehensive beginning and intermediate training in two of today's most widely spoken world languages, French and Spanish. Additionally, to meet the need for an understanding of the common origin of the Romance languages and Western culture, a full program of Latin is offered.

As mandated by the New York State Board Department of Education, language training at Riverhead High School cultivates the four proficiencies of communication: speaking, listening, reading, and writing. One unit of credit is awarded for the successful completion of each level of study up to and including the Level III year. Following this year of study, students may pursue more sophisticated coursework and earn college credit and/or AP credit while enriching their understanding of their chosen foreign language and culture.

Students will take the appropriate Second Language Proficiency B examinations at the end of the third unit of High School level French, Spanish or Latin.



FRENCH I R (509)

Grade Level 9-12

Full year/1 credit

weight 1.04

Prerequisite: None

Description:

This course is designed to introduce the novice student to the fundamentals of the French language. Students of French I attain proficiency in listening, speaking, reading, and writing in the target language. The language is presented within the context of the contemporary French-speaking world and its culture. The content of this course includes an introduction to fundamental vocabulary, such as basic greetings, family life, health and welfare, and the environment. Aspects of everyday culture in France and French-speaking countries are also studied and the geography of France is explored.



FRENCH II R (510)

Grade Level 9-12

Full year/1 credit

weight 1.04

Prerequisite: French I

Description:

This course is designed to sequentially follow the curriculum presented in French I. In French II, students continue to develop their proficiency with regards to reading, speaking, listening and writing. French II promotes a greater level of accuracy when using basic language structures and students are exposed to more complex features of the French language, such as past and future tenses and reflexive verbs. Students continue to focus on communicating about their immediate world and daily life activities. Topics include meal-taking, accepting/rejecting invitations and fashion. A focus on relevant vocabulary, grammar and culture is prevalent throughout each unit.

An Honors Bridge option is available, offering a higher weighted credit value, involving various student-teacher conferences and an in-class presentation. Honors Bridge students must maintain above a 90% for each quarter in order for honors weight to be granted.

FRENCH III R (512)
Grade Level 10-12
Prerequisite: French II

Full year/1 credit


weight 1.04

Description:

In French III, students will build upon their abilities to communicate in French effectively in all four areas of communication (speaking, listening, reading, and writing). The class provides a broadening of the basics of the French language, in addition to the introduction of new grammatical topics and vocabulary. There is a special emphasis on active communication skills and to build a strong linguistic base. The course culminates with the SLP FLACS B exam in June, by which students will earn their second Foreign Language credit needed to graduate with an Advanced Regents diploma. In class, students learn how to communicate about a variety of everyday topics in French, including the following areas: school, jobs, nature & the environment, modern media, government & politics, art & esthetics, travel, and health.

There is a strong emphasis on expanding students' range of grammatical structures, including the review and introductions of several different tenses, and the usage of pronouns to make language more natural. The class will also discuss cultural differences between the U.S. and French-speaking countries as they relate to these topics. To immerse students in the target language, students will view French video clips, listen to French music, read authentic French texts, and listen to various native speakers to enhance the learning and understanding of the francophone culture.

If French III R students complete additional specific independent study projects and the required portfolio, they may be eligible to receive Honors Bridge weighting of 1.06. A minimum 90% average for each quarter and a final average of 90% will be required for this Honors Bridge weighting.

FRENCH IV (513)

Grade Level 11-12 **Full year/1 HS credit/(4 Stony Brook credits-optional)**
Prerequisite: French III and a passing grade on the Foreign Language B exam


weight 1.18

Description:

In French IV, students will further expand and fine-tune their ability to communicate in French effectively in all four areas of communication (speaking, listening, reading, and writing). There is a special emphasis on the study of French culture and civilization through an introduction to francophone history, geography, and literature. Students will read from classic novels in addition to the numerous short readings and other authentic materials. We will continue to practice active communication skills and to build a strong linguistic base. The curriculum includes oral presentations on various topics, skits, interviews, debates, critiques, projects, etc. The six themes, based on the College Board's Curriculum Framework, will be introduced throughout the year. Students will expand their knowledge of French and Francophone cultures. Class is conducted in French as much as possible and students are expected to use the target language during class at all times. This course is conducted as a precursor to the AP level and is designed for any student with a strong command of and interest in French. Students may elect to take French IV for either/both high school and/or Stony Brook University credit. Students are responsible for paying tuition and fees for college credit.

FRENCH V (515)

Grade Level 11-12 **Full year/1 HS credit/(4 Stony Brook credits-optional)**
Prerequisite: French IV


weight 1.18

Description:

Students may elect to take French V for either/both High School and college credit through Stony Brook University. The class may satisfy the requirement for one high school sequence and/or six college credits. Students are responsible for paying the tuition and related fees.

This course is designed to improve fluency of both writing and speaking in French. The first semester is dedicated to expanding the grammar and usage of standard writing in French through accurate and appropriate usage of the past, present and future tenses as well as vocabulary registers. The second semester is designed to improve fluency and comprehension in standard conversation as it is used orally and on the Internet.

AP FRENCH LANGUAGE AND CULTURE (516)

Grade Level 11 – 12

Full year/1 credit

weight 1.18

Prerequisite: French IV Stony Brook College

Description:

The AP French Language and Culture course emphasizes communication by applying interpersonal, interpretive and presentational skills in real-life situations. This includes vocabulary usage, language control, communication strategies and cultural awareness. The AP French Language and Culture course strives not to overemphasize grammatical accuracy at the expense of communication. To best facilitate the study of language and culture, the course is taught almost exclusively in French. Students are engaged in an exploration of culture in both contemporary and historical contexts. The course develops students' awareness and appreciation of cultural products (e.g. tools, books, music, laws, conventions, institutions); practices (patterns of social interactions within a culture); and perspectives (values, attitudes, and assumptions).

**Student must take the AP French Language Exam in May in order to receive weight.*



SPANISH I R (525)

Grade Level 9-12

Full year/1 credit

weight 1.04

Prerequisite: None

Description:

It is expected that within the next generation and a half, nearly one-third of the population of the United States will speak Spanish as its primary language. The first year of the Spanish program lays the foundation for students who wish to be ready to participate fully in this emerging society. The students are introduced to the full range of Spanish sounds and speech patterns, and through oral and written practice develop an initial familiarity with the fundamentals of Spanish vocabulary and grammar. This introduction to the Spanish language is complemented by a full range of cultural activities, including exploration of holidays, cuisine, and music.



SPANISH II R (526)

Grade Level 9-12

Full year/1 credit

weight 1.04

Prerequisite: Spanish I

Description:

In this second level of language study, the four basic skills are considerably developed. Oral expression is regularly encouraged, more sophisticated reading passages are read, authentic audio-visual materials are used, and students take their first steps in writing short compositions in Spanish. Students' vocabularies widen, and their cultural understanding is enhanced through the study of the similarities and differences among the world's Spanish-speaking countries.

If Spanish IIR students complete additional specific independent study projects and the required portfolio, they may be eligible to receive Honors Bridge weighting of 1.06. A minimum average of 90% for each quarter and a final average of 90% will be required for this Honors Bridge weighting.

SPANISH III R (527)**Grade Level 10-12****Full year/1 credit****weight 1.04****Description:**

Emphasis is clearly placed on a comprehensive understanding of the grammatical and syntactical structures of Spanish. Students are now developing competence in the spoken language, and, accordingly, classes are often conducted primarily in Spanish. Reading ability is improved through practice with extensive authentic passages. Through coordination with a more formal study of Spanish civilization and heritage, students' vocabularies are increased significantly. This course culminates in a Foreign Language B exam and is intended for non-native speakers of Spanish.

If Spanish IIIR students complete additional specific independent study projects and the required portfolio, they may be eligible to receive Honors Bridge weighting of 1.06. A minimum average of 90% for each quarter and a final average of 90% will be required for this Honors Bridge weighting.

SPANISH IV (528) (College Spanish)**Grade Level 11-12****Full year/1 HS credit/(4 Stony Brook credits-optional)****weight 1.18****Prerequisite: Spanish III and a passing grade on the Foreign Language B exam.****Description:**

This elective course class is taught primarily in Spanish. The students review previously learned grammar and learn more advanced grammatical concepts. Students are introduced to the study of history, literature and culture of Spanish speaking countries. Students may elect to take this class for either/both high school and ACE Stony Brook credit. Students are responsible for paying the tuition fees to the college.

SPANISH V (530) (College Spanish)**Grade Level 12****Full year/1 HS credit/(4 Stony Brook credits-optional)****weight 1.18****Prerequisite: Spanish IV or Department approval****Description:**

This course is designed to improve and expand student's communicative ability and cultural understanding by combining reading, writing, and review of grammar and syntax. Students engage with a variety of authentic materials, including films and video clips. In addition, texts such as magazine and online articles, short stories, and poetry are essential components of the course. In class essays and creative writings are required. Several cultural projects will be used for the assessment of skills. Students will work on all language skills daily, with a major emphasis on the development of spoken proficiency. Class is taught primarily in Spanish. Students may elect to take this class for either/both high school and ACE Stony Brook credit. Students are responsible for paying the tuition fees to the college.

ADVANCED PLACEMENT SPANISH LANGUAGE (531)**Grade Level 12****Full year/1 credit****weight 1.18****Prerequisite: Spanish IV Stony Brook College or SLA II****Description:**

This is a rigorous course taught exclusively in Spanish that requires students to improve their proficiency across the three modes of communication (Interpretive, Interpersonal, and Presentational). The course focuses on the integration of authentic resources including online print, audio, and audiovisual resources, as well as traditional print resources that include literature, essays, and magazine and newspaper articles

with the goal of providing a rich, diverse learning experience. Students communicate using rich, advanced vocabulary and linguistic structures. When communicating, students in this class demonstrate an understanding of the culture(s), incorporate interdisciplinary topics (Connections), make comparisons between the native and target language and between cultures (Comparisons), and use the target language in real-life settings (Communities).

In addition, students can participate in the *AP with WE Service program*, a service-learning model where students identify local and global service opportunities that translate classroom learning into hands-on problem-solving. In order to receive service learning recognition students must engage in 20 hours of service, which includes in- and out-of-class work.

**Student must take the AP Spanish Language Exam in May in order to receive weight and AP with WE Service recognition.*

SPANISH LANGUAGE ARTS I (522)

Full year/ 1 credit

weight 1.04

Description:

This course is designed to develop literacy skills of students' home language. It provides instruction directed to the continued development of existing competencies (listening, reading, writing and speaking) in Spanish, while increasing academic and grammatically accurate language. Students develop their communicative skills through the study of authentic printed and audiovisual resources, while expanding their understanding and appreciation of a variety of Spanish speaking cultures. Class is conducted entirely in Spanish.

The course culminates with the FLACS B Exam, which leads to an Advanced Regents Diploma.

SPANISH LANGUAGE ARTS II (523)

ACE – Accelerated College Education Program – 3 Stony Brook College credits

Full year/ 1 credit

weight 1.18

Prerequisite: Spanish Language Arts I

Description:

This course is designed to expand the literacy skills of students' home language. It provides instruction directed to develop and improve each communicative competency: interpretive, presentational and interpersonal, in Spanish. The use of authentic printed and audiovisual material in a thematic and cultural context support this process, while expanding the understanding, evaluation, and appreciation of a variety of Spanish speaking cultures. In addition, this class provides preparation to those students that wish to continue to AP Spanish Language and Culture. Class is conducted entirely in Spanish. Students may elect to take this class for either/both high school and ACE Stony Brook credit. Students are responsible for paying the tuition fees to the college.

CONTEMPORARY CULTURE THROUGH HISPANIC FILMS (505)

Grade Level 11-12

Full year/1 credit

weight 1.00/1.18

Description:

This course is designed to develop students' confidence in their Spanish language proficiency and their cultural knowledge of the Spanish-speaking world, through the discussion of cultural and social issues relevant to the contemporary world as presented via recent films from Latin America and Spain. Class work will focus on analyzing the way the films work and present real world problems, on learning more about Spanish-speaking cultures, and on strengthening students' interpretive, interpersonal and presentational skills to communicate. Course grades will be based on projects.

LATIN I R (501)**Grade Level 9-12****Full year/1 credit****weight 1.04****Prerequisite: None****Description:**

Absolute beginners in Latin study are concurrently enrolled in Latin I and II, since the first high school Latin course is level II. Thus, new students will join classmates who have already had two years of middle school Latin. As the high school program uses a textbook new to both groups of students, absolute beginners will not be at any disadvantage. Latin I qualifies students to move directly to Latin III.

If Latin IR students complete additional specific independent study projects and the required portfolio, they may be eligible to receive Honors Bridge weighting of 1.06. A minimum 90% average for each quarter and a final average of 90% will be required for this Honors Bridge weighting.

LATIN II R (502)**Grade Level 9-12****Full year/1 credit****weight 1.04****Prerequisite: Latin I****Description:**

This is the second level of language study in a sequential program. Designed to follow the two years of middle school training, but also appropriate to absolute beginners, Latin II uses the traditional Jenney's Latin" textbook to introduce a formal study of language in addition to other texts. A highly rigorous and rewarding program of grammar, syntax and fundamental vocabulary building, as well as introductory work in translation and composition. Latin II is the transition course between the initial middle school exposure to the ancient world and the considerable demands of the Regents-level curriculum.

If Latin IIR students complete additional specific independent study projects and the required portfolio, they may be eligible to receive Honors Bridge weighting of 1.06. A minimum 90% average for each quarter and a final average of 90% will be required for this Honors Bridge weighting.

LATIN III R (503)**Grade Level 10-12****Full year/1 credit****weight 1.04****Prerequisite: Latin II****Description:**

This is the third level of language study. Students do intensive work on vocabulary, forms and syntax to facilitate reading extended passages of original Latin. Ancillary readings in ancient history, mythology, and culture round out the students' exposure to the Roman world. The year culminates with the CAWNY Language Level B exam.

If Latin IIIR students complete additional specific independent study projects and the required portfolio, they may be eligible to receive Honors Bridge weighting of 1.06. A minimum 90% average for each quarter and a final average of 90% will be required for this Honors Bridge weighting.

LATIN IV (504)**Grade Level 11-12****Full year/1 credit each
(SUNY College credits optional)****weight 1.18****Prerequisite: Latin III and a passing grade on the Latin Proficiency exam (CAWNY B)**

Description:

This elective course offers advanced study of language and literature of various authors in alternating years. This course provides to students the fruits of the previous three years of language study, and the broad curricula allow the opportunity for in-depth study and appreciation of the ancient epic and other major styles of classical poetry. Metrics, thematic analyses, poetic devices, literary history, and related topics are covered, and students are introduced to secondary scholarship in addition to the primary texts.

LATIN V (506)**Grade Level 11-12****Full year/1 credit each
(SUNY College credits optional)****weight 1.18****Prerequisite: Latin IV and a passing grade on the Latin Proficiency exam (CAWNY B)****Description:**

This elective course offers advanced study of language and literature of various authors in alternating years. This course provides to students the fruits of the previous three years of language study, and the broad curricula allow the opportunity for in-depth study and appreciation of the ancient epic and other major styles of classical poetry. Metrics, thematic analyses, poetic devices, literary history, and related topics are covered, and students are introduced to secondary scholarship in addition to the primary texts.

ANCIENT GREEK CULTURE (521)**Grade Level 10-12****Half year/½ credit
Alternative Days****weight 1.00****Description:**

Students will learn about key topics of ancient Greek culture. This course requires no previous knowledge of the Latin or Greek languages. Through primary and secondary texts in translation, students will become familiar with the most relevant aspects of ancient Greek mythology, history, art, architecture, and philosophy. The goal of the course is to enhance students' literacy in common classical references, giving them knowledge that they can apply forward to their study of English Language Arts, history, science, and modern popular culture. This course is designed to expose students who aren't taking Latin to topics from Classical culture.

ENGLISH AS A NEW LANGUAGE

ENL Newcomer English Language Arts (145)

Introductory level English as a New Language course for new entrants who have been identified as Entering level based on NYSITELL scores. Addresses appropriate language skills development in listening, speaking, reading and writing. This course will focus on ELA standards with support and scaffolds at the appropriate linguistic level. This course should be taken with *ENL Newcomer Content Area*.

ENL Newcomer Content Area (146)

Introductory level English as a New Language course for new entrants who have been identified as Entering level based on NYSITELL scores. Addresses appropriate language skills development in listening, speaking, reading and writing in the content areas. This course will focus on Social Studies and Science topics with appropriate levels of support and scaffolds. This course should be taken with *ENL Newcomer Language Arts*.

ENL Entering English Language Arts (123)

English as a New Language course for students who have been identified as Entering level based on NYSITELL or NYSESLAT scores. Addresses appropriate language skills development in listening, speaking, reading and writing. This course will focus on ELA standards with support and scaffolds at the appropriate linguistic level. This course should be taken with *ENL Entering Content Area*.

ENL Entering Content Area (130)

English as a New Language course for students who have been identified as Entering level based on NYSITELL or NYSESLAT scores. Addresses appropriate language skills development in listening, speaking, reading and writing in the content areas. This course will focus on Social Studies and Science topics with appropriate levels of support and scaffolds. This course should be taken with *ENL Entering Language Arts*.

ENL Emerging English Language Arts (127)

English as a New Language course for students who have been identified as Emerging level based on NYSITELL or NYSESLAT scores. Addresses appropriate language skills development in listening, speaking, reading and writing. This course will focus on ELA standards with support and scaffolds at the appropriate linguistic level. This course should be taken with *ENL Emerging Content Area*.

ENL Emerging Content Area (129)

English as a New Language course for students who have been identified as Emerging level based on NYSITELL or NYSESLAT scores. Addresses appropriate language skills development in listening, speaking, reading and writing in the content areas. This course will focus on Social Studies and Science topics with appropriate levels of support and scaffolds. This course should be taken with *ENL Emerging Language Arts*.

ENL Transitioning English Language Arts (122, 126)

English as a New Language course for students who have been identified as Transitioning level based on NYSITELL or NYSESLAT scores. Addresses appropriate language skills development in listening, speaking, reading and writing. This course will focus on ELA standards with support and scaffolds at the appropriate linguistic level to prepare students for the English Regents Exam.

ENL Expanding English Language Arts (124, 148)

English as a New Language course for students who have been identified as Expanding level based on NYSITELL or NYSESLAT scores. Addresses appropriate language skills development in listening, speaking, reading and writing. This course will focus on ELA standards with support and scaffolds at the appropriate linguistic level to prepare students for the English Regents Exam.

ENL Commanding (149)

English as a New Language course for students who have been identified as Commanding based on NYSESLAT scores. Addresses appropriate language skills development in listening, speaking, reading and writing as needed and continued support for former English Language Learners. (0.5 credit class)

ENL Bridges 2 (141)

Introductory level English as a New Language course for students with interrupted education in their native language. Addresses appropriate language skills development in listening, speaking, reading and writing using the Bridges curriculum for SIFE students. Academic language and background knowledge is developed and concepts are introduced and clarified.

ENL Literacy (139)

Introductory level English as a New Language course for students who are reading below grade level or have interrupted education. Addresses appropriate language skills development in listening, speaking, reading and writing using the American Reading Company Foundational Literacy Toolkits

ENL Entering/Emerging English Language Arts 11/12 NR (non-Regents (6170)

English as a New Language course for students who have been identified as Entering OR Emerging level based on NYSITELL or NYSESLAT scores AND who have passed or been exempted from the NYS English Regents exam. This course addresses appropriate language skills development in listening, speaking, reading, and writing. This course will focus on ELA standards with support and scaffolding at the appropriate language proficiency levels to prepare students for future academic, collegiate, and/or professional endeavors.

ENL Transitioning/Expanding English Language Arts 11/12 NR (non-Regents (6169)

English as a New Language course for students who have been identified as transitioning or Expanding level based on NYSITELL or NYSESLAT scores AND who passed or been exempted from NYS English Regents Exam. Addresses appropriate language skills development in listening, speaking, reading, and writing. This course will focus on ELA standards with support and scaffolding at the appropriate language proficiency levels to prepare students for future academic, collegiate, and/or professional endeavors.

Dual Language Latin American History (6175)

This course is designed to expose students to Latin American culture and history. Students will interact with primary and secondary source documents regarding the history of Latin American from Pre-Columbian times to the modern day. Students will alternate from Spanish language learning to English language learning on a day to day basis. Topics include Pre-Columbian societies (Incans, Aztecs, Olmecs, etc.), the encounter with the Europeans, European colonization, Hacienda Systems Independence movements, Panama Canal, American Economic, Imperialism, Cuban Revolution, Latin American during the Cold War.

CONTENT COURSES for ENL and BILINGUAL programs

Courses will be offered as English as a New Language (ENL) or Spanish Transitional Bilingual (BIL) programs by certified content teachers with TESOL certification or Bilingual Extension.

English as a New Language (ENL) Courses will address the linguistic needs of the English Language Learner through the development of discipline-specific vocabulary, grammatical structures and discourse and the strategic use of home language and English through ENL strategies.

Transitional Bilingual (BIL) Courses will address the discipline-specific vocabulary, grammatical structures and discourse through the home language (Spanish). These courses are part of the sequence for the Transitional Bilingual Education program.

Mathematics

ENL PreAlgebra (128)

BIL PreAlgebra (128)

This is a remedial course designed to help English Language Learners who need to develop skills and learn concepts prior to enrollment in a Regents-level Algebra course. This course is designed to help students learn the necessary math skills, concepts and vocabulary needed for success in a Regents-level Algebra course. Students will enroll in a credit-bearing ENL or BIL Algebra course the following school year.

ENL Algebra A (134)

BIL Algebra A (133)

This course is the first year of a two-year program following the NYS Common Core Curriculum for Algebra. See description for Algebra for units of study. Students will enroll in ENL/BIL Algebra B or ENL/BIL Algebra R the following school year.

ENL Algebra B (135)

BIL Algebra B (136)

This course is the second year of a two-year program following the NYS Common Core Curriculum for Algebra. Students enrolled in this course will sit for the Algebra 1 Regents in June. See description for Algebra for units of study. Successful completion of this course and passing the Algebra 1 Regents examination is a requirement for graduation.

ENL Algebra 1R (137)

BIL Algebra 1R (138)

This course is the first core course of a three-year Mathematics sequence where the curriculum is based on the NYS Common Core Curriculum for Algebra. See description for Algebra for units of study. Students enrolled in this course will sit for the Algebra 1 Regents in June. Successful completion of this course and passing the Algebra 1 Regents examination is a requirement for graduation.

ENL Geometry (162)

This is the second course of the core three-year mathematics sequenced where the curriculum is based on the Common Core State Standards. This course is intended as a one year course of study. See description for Geometry for units of study. **The Geometry Regents exam is only offered in English by NY State*

Please note: As per NYSED regulations, students can earn only two Algebra credits towards graduation. Students that require a three-year sequence for Algebra will only earn two credits for the three years of instruction.

Science

ENL Living Environment 1 (121)

BIL Living Environment 1 (171)

This course is the first year of a two-year program following the NYS Common Core Curriculum for Living Environment. See description for Living Environment for units of study. Students will enroll in ENL or BIL Living Environment 2 the following school year.

ENL Living Environment 2 (131)

BIL Living Environment 2 (172)

This course is the second year of a two-year program following the NYS Common Core Curriculum for Living Environment. See description for Living Environment for units of study. Students enrolled in this course will sit for the Living Environment Regents in June.

ENL Forensic Science (132)

This course is a one-year course in applied or practical science. See description for Forensic Science for units of study.

Social Studies

ENL Global History and Geography 9R (150)

BIL Global History and Geography 9R (152)

This course is the first year of a two-year chronological study of world history. See description of Global History and Geography 9R for units of study. Student will enroll in ENL or BIL Global History and Geography 10R the following school year.

ENL Global History and Geography 10R (158)

BIL Global History and Geography 10R (153)

This course is the second year of a two-year chronological study of world history. See description of Global History and Geography 10R for units of study. Students enrolled in this course will sit for the Global History and Geography Regents exam. Successful completion of this course and passing the Global History and Geography Regents examination is a requirement for graduation. Student will enroll in ENL or BIL US History R the following school year.

ENL United States History and Government R (157)

BIL United States History and Government R (164)

This course is a one-year chronological study of United States history. See description of United States History and Government R for units of study. Students enrolled in this course will sit for the United States History and Government R examination is a requirement for graduation. Student will enroll in ENL or BIL Participation in Government and Economics the following school year.

ENL Participation in Government (161)

BIL Participation in Government (167)

This course is a half-year study of Government. See description of Participation in Government for units of study. Successful completion of this course and passing the final examination is a requirement for graduation.

ENL Economics (160)

BIL Economics (168)

This course is a half-year study of Economics. See description of Economics for units of study. Successful completion of this course and passing the final examination is a requirement for graduation.

CLUBS AND ACTIVITIES

Riverhead High School offers a wealth of after school clubs, activities and sports:

3D Maker Club	Literary Magazine (Labyrinth) Math Club
9 th Grade Orchestra	Mentathletes
9 th Women's Choir	Mixed Choir
African American Culture Club	National Honor Society
Art Club	Newspaper (Riptide)
Athletes Helping Athletes	NJROTC
Bible Club	Pep Band
Blue Masques	Photography Club
Chamber Choir	Pit Orchestra
Chamber Orchestra	RHS Kick Line
Class of 2023	Riverhead CAP
Class of 2024	Robotics Club
Class of 2025	SADD
Class of 2026	School Store
Concert Band	Senior Orchestra
Cooking Club	Sewing Club
Council for Unity	Spanish Club
Debate Club	Student Council
ENL Support Club	Symphonic Band
French Club	Upstanders Club
Gaming Club	Wind Ensemble
G.S.A. – Gay-Straight Alliance	Women's Empowerment Club
Hispanic Youth Leadership	Yearbook
Interact Club	
Jazz Ensemble	
Key Club	
Leader's Club	

SPORTS

Baseball	Lacrosse
Basketball	Soccer
Bowling	Softball
Cheerleading	Tennis
Cross Country	Track & Field
Field Hockey	Volleyball
Football	Winter Track
Golf	Wrestling

RIVERHEAD HIGH SCHOOL CHAIN OF COMMUNICATION

Striving to Improve Communication in Our School

Students

We encourage all students to express their questions and concerns directly to the teacher.



Parents/Guardians

If you are concerned about an issue involving your child's education, classroom experience or teacher, go directly to the teacher.

Contact the Teacher

Teachers are available to communicate with students and parents/guardians. The most efficient and fastest way to communicate with a teacher is to send them an e-mail at: firstname.lastname@riverhead.net or leave a message for the teacher at 369-6727 between 7:10 AM and 2:10 PM. In order for a staff member to respond in a timely manner, indicate the time that you can be reached and a contact number. Please be patient...the teachers will try to contact you as soon as possible.

In the event that additional clarification is necessary, or if you haven't heard from the teacher in a reasonable amount of time, please contact the Guidance Counselor or the Assistant Principal listed below who is responsible for the subject you need help with.

Guidance Counselors

If you need an update on your child's progress, contact the guidance counselor at 369-6728 or 369-6730.

Directors/Assistant Principals

Directors are responsible for the K – 12 curriculum. If your concern stems from a classroom practice, grade or a particular book or assignment, contact the department's Director or Assistant Principal.

<u>Guidance Counselors</u>	<u>Last Name beginning with:</u>	<u>Directors</u>
Ms. Cobis	A – Cic/Grades 9-12	Mr. Charles Gassar (369-6728) - Guidance
Mr. Martin	Cid - Gel/Grades 9-12	Dr. Maria Casamassa (591-5984) – ELA
Ms. Boese	Gem – Lewin/Grades 9-12	Ms. Denise Stevenson (591-5979) – ENL/World Languages 5-12
Mr. Korobow	Lewis – Oba/Grades 9-12	Mr. Jason Rottkamp (591-5924) – Music & Fine Arts
Ms. Maurino	Obe – Sch/Grades 9-12	Ms. Jeanne-Marie Mazzaferro (369-6826) - Special Education & Pupil Personnel Services
Ms. Salerno	Sci – Z/Grades 9-12	Mr. Brian Sacks (369-6817) - Physical Education, Health, Driver's Education
Ms. Joyce	A – K (Bilingual/ENL)/Grades 9-12	Mr. Terry Culhane, Director of Safety/Security - (369-2279)
Ms. Macias	L – Z (Bilingual/ENL)/Grades 9-12	
<u>Psychologists</u> <u>A-F</u> Ms. Fazzino 369-6768 <u>G-M</u> Ms. Gustavson 591-5909 <u>N-Z</u> Ms. Dillon 369-7690	<u>Social Workers</u> Mr. Antz – 369-6744 Ms. Nigrel – 369-6724 Ms. Santos – 369-6737 Ms. Timpone – 591-5908 Ms. Ventura – 369-6740 Ms. Lindsay – Transition Coordinator 369-3517 Ms. Meyer CAP Social Worker 369-6738	<u>Dean of Students</u> Mr. Kenneth Coard (591-5928-Effective 10/1/21) <u>Assistant Principals</u> Dr. William Galati (369-6725) – Math, Science, Technology, NJROTC Ms. Kellyann Parlato (369-6746) - Social Studies, Student Activities Coordinator Ms. Nicole Taylor (369-6837) - Special Education Liaison, Business and Family & Consumer Science

If you have further questions or concerns exist, contact the Director of Guidance, Mr. Gassar (369-6728)

Principal/Assistant Principals

If questions or concerns exist after following the above chain of communication, contact the Assistant Principal for the appropriate grade level for further assistance.

Assistant Principal

Ms. Nicole Taylor
369-6837
Grade 9 – 12

Last Name beginning with A – Gam

Assistant Principal

Ms. Kellyann Parlato
369-6746
Grade 9- 12

Last Name beginning with Gan - Ode

Assistant Principal

Dr. William Galati
369-6725
Grade 9 – 12

Last Name beginning with Oje - Z

Principal

If further discussion is necessary, contact the Principal, Sean P. O'Hara at 369-6723.

