Riverhead High School

Course Offering Book 2026-2027

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 2027 through 2030

(Entered 9th grade in September 2023– 2026)

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
5 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.

Pathways for Local Diploma for Students with Special Needs

Low Pass Safety Net	Compensatory Safety Net
• 55-64 on ELA, One Math, One Science, Global and Us History Regents Exams	• Score between 45-54 on one required Regents Exam other than ELA or One Math • ELA and one Math must be a minimum of 55

Multiple Pathways to Graduation: Students may substitute one Social Studies Regents Exam with an alternate assessment. To review alternate pathways, students are advised to see their school counselor.

Non-Diploma Exiting Credentials:

Career Development and Occupational Studies Credential (CDOS)	Skills and Achievement Commencement Credential
• Students may qualify for this as a supplement to a diploma OR can be used as exiting credential for those students with special needs who are unable to meet above requirements • Recognizes work readiness skills through a combination of CTE courses and/or work-based experiences.	• Students with server special needs assessed using NYSSA.

Note: Appeals are considered on an individual basis.

WHAT DOES OUR PORTRAIT OF GRADUATE REPRESENT?

Graduates of Riverhead High School embody a remarkable array of traits and skills that resonate profoundly with the principles of 21st-century learning. Emerging from a distinctive school district that cherishes both tradition and diversity, our graduates are not only well-prepared for the present but are also equipped to embrace the limitless possibilities of the future.

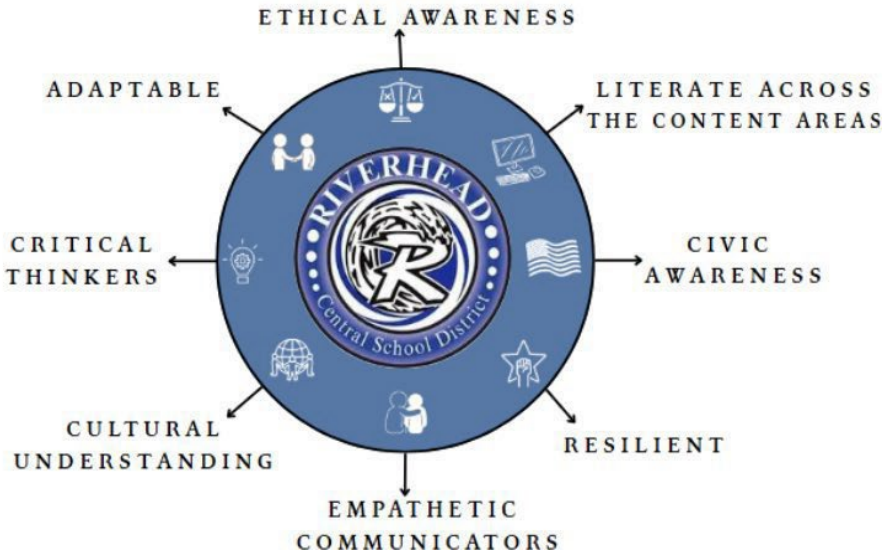
At the heart of our graduates lies a foundation of critical thinking, coupled with a deep cultural understanding and ethical awareness that enables them to engage thoughtfully in an increasingly interconnected world. They are empathetic communicators, adept at expressing their thoughts and listening to others, demonstrating an adaptability to the ever-changing landscape of society.

In the face of adversity, our graduates exhibit resilience and strength, navigating life's challenges with unwavering determination. They possess robust literacy across content areas and sharp problem-solving skills, which empower them to traverse the complexities of a global society with confidence and competence.

Our graduates hold a profound respect for the importance of civic engagement and collaborative problem-solving. They understand that meaningful solutions arise not only from individual effort but from the collective wisdom and creativity of diverse perspectives. They are not only prepared to contribute to their communities but are also poised to lead with integrity and compassion in an ever-evolving world.

NYS Portrait of a Graduate

RSCD Portrait of a Graduate



RIVERHEAD HS NYS SEAL OF BILITERACY

In recognition of the importance of bilingualism, many states, including New York, award a *Seal of Biliteracy* in formal recognition of students who have studied and attained a high proficiency in two or more languages by high school graduation.

The intent of a Seal of Biliteracy is to:

- encourage the study of languages,
- identify high school graduates with language and biliteracy skills for employers,
- provide universities with additional information about applicants seeking admission,
- prepare students with twenty-first century skills, and
- affirmthe value of diversity in a multilingual and global society.

Students who earn the Seal of Biliteracy will have a seal affixed to their diplomas, which they will receive at graduation. In addition, students who complete the requirements for earning the NYSSB will have the designation listed on their final transcripts upon graduation. Students who qualify for the seal as juniors will have several opportunities to announce their successful candidacy to their colleges of choice, through their applications as well as on their letters of recommendation.

INITIAL REQUIREMENTS FOR EARNING THE NYS SEAL OF BILITERACY

1. Students must either earn an 80 or higher on the NYS ELA Regents exam, or maintain an 85 or higher average in their English class.
2. Students must also maintain an 85 or higher average in their World Language course(s). The full list of requirements can be found online in the **NYS Seal of Biliteracy Handbook.**

OVERVIEW OF RIVERHEAD HS NYS SEAL OF CIVIC READINESS

The *Seal of Civic Readiness* is a special distinction on a high school transcript and diploma. It recognizes high school graduates who have attained a high level of proficiency in civic knowledge, civic mindset, civic skills, and civic experiences.

The goals of the Seal of Civic Readiness include:

- Exemplifying a commitment to participatory government, civic responsibility, and civic values.
- Recognizing the value of civic engagement and scholarship.
- Demonstrating to universities, colleges, and future employers that the student has completed an action project in civics or social justice.

Students who wish to apply for the Seal of Civic Readiness must meet the initial requirements listed below. Students who meet these requirements, and who are interested in earning the seal, will be given the opportunity to start the application process immediately.

Initial Requirements for Earning the NYS Seal of Civic Readiness

1. Students must obtain course credit in Global History I, Global History II, **and** US History & Government (**or** course credit in Global History 1 Honors, AP World, **and** AP US History & Government)
2. Students must obtain mastery or proficiency level (passing score) **on one or more** of the following Regents Exams: Global History Regents Exam, United States History Regents Exam. The full list of requirements can be found online at: http://www.nysed.gov/curriculum-instruction-civic-readiness-initiative

INDIVIDUAL ARTS ASSESSMENT PATHWAY (IAAP): VISUAL AND MEDIA ARTS

Prerequisite: Completion of 8th grade studio art or performing at least a NYSSMA Level 3 solo in 8th grade and achieving a score of Outstanding.

The New York State Individual Arts Assessment Pathway (IAAP) offers students an innovative graduation pathway by showcasing their artistic growth through a curated portfolio. This portfolio reflects progress aligned with the New York State Learning Standards for the Arts, emphasizing key artistic areas such as creativity, performance, interpretation, and connections between personal expression and broader contexts.

Program Highlights:

- **Creating**: Conceive and develop new artistic concepts and works.
- **Performing/Presenting**: Translate artistic ideas into realized works through presentation and production.
- **Responding**: Critically analyze how artistic works convey meaning.
- **Connecting**: Relate personal artistic endeavors to cultural, historical, and societal contexts.

Completion of the IAAP provides a 4+1 graduation pathway, helping students prepare for future academic and professional opportunities in the arts. Students will work closely with their teachers throughout the program, receiving feedback and guidance to develop their artistic voice.

Portfolio Requirements: To complete the IAAP successfully, students must earn three (3) points by assembling a comprehensive portfolio over the course of 3 academic years. The portfolio will include the following mandatory elements:

1. **Artistic Statement**: A reflective piece outlining the student's goals and journey as an artist.
2. **Creative Works**: Two completed artworks showcasing development and mastery. Music students will showcase performances.
3. **Evidence of Creative Process**: Documentation of sketches, storyboards, or other preparatory materials. Music students will engage in composition of original music.
4. **Reflection Pieces**: Analytical reflections discussing artistic growth and challenges.
5. **Final Growth Statement**: A conclusive evaluation of the student's progression throughout the IAAP.

Portfolios will be evaluated using an NYSED-approved rubric, ensuring alignment with state standards and district criteria.

Submission Guidelines: Students must organize their portfolio digitally, ensuring all components are professionally formatted. Elements such as a title page, table of contents, and reflective writing must meet specific structural and content standards. Teachers will provide detailed timelines and checkpoints to facilitate a successful portfolio submission, but the majority of the work is student driven.

By completing the IAAP, students demonstrate a commitment to excellence in the arts, preparing them for meaningful contributions to academic and professional artistic communities.

AP CAPSTONE DIPLOMA

Riverhead High School now offers students an opportunity to earn an AP Capstone Diploma in addition to their New York State Diploma.

What is the AP Capstone™ Program?

AP Capstone is an innovative diploma program that helps students stand out in the college admission process by developing the critical skills needed to succeed in college and in life.

Two new courses (AP Seminar and AP Research) allow students to immerse themselves in topics that matter to them while developing the analytic, research, problem-solving, and communication skills that colleges seek in their applicants. This challenging program helps students deepen their passion for learning, gives them great confidence in their academic skills and provides a broader perspective on a student's world.

How AP Capstone Works

Students will take AP Seminar in the 11th grade followed by AP Research. Students who earn a 3 or higher on the AP Seminar and AP Research Exams and on four additional AP Exams of their choosing will receive the **AP Capstone Diploma™.** This signifies outstanding academic achievement and attainment of college-level academic and research skills.

Alternatively, the **AP Seminar and Research Certificate™**, signifying attainment of college-level academic and research skills, is awarded for scores of 3 or higher on the AP Seminar and AP Research Exams only.

Year One: AP Seminar

In the first year, you'll develop and strengthen your analytic and inquiry skills, exploring deeply topics and issues chosen by you and/or your teacher. You'll learn to consider an issue from multiple perspectives, evaluate the strength of an argument, and make logical, fact-based decisions. For example, you might explore the question of whether national security is more important than a citizen's right to privacy, or whether genetic engineering is beneficial to society.

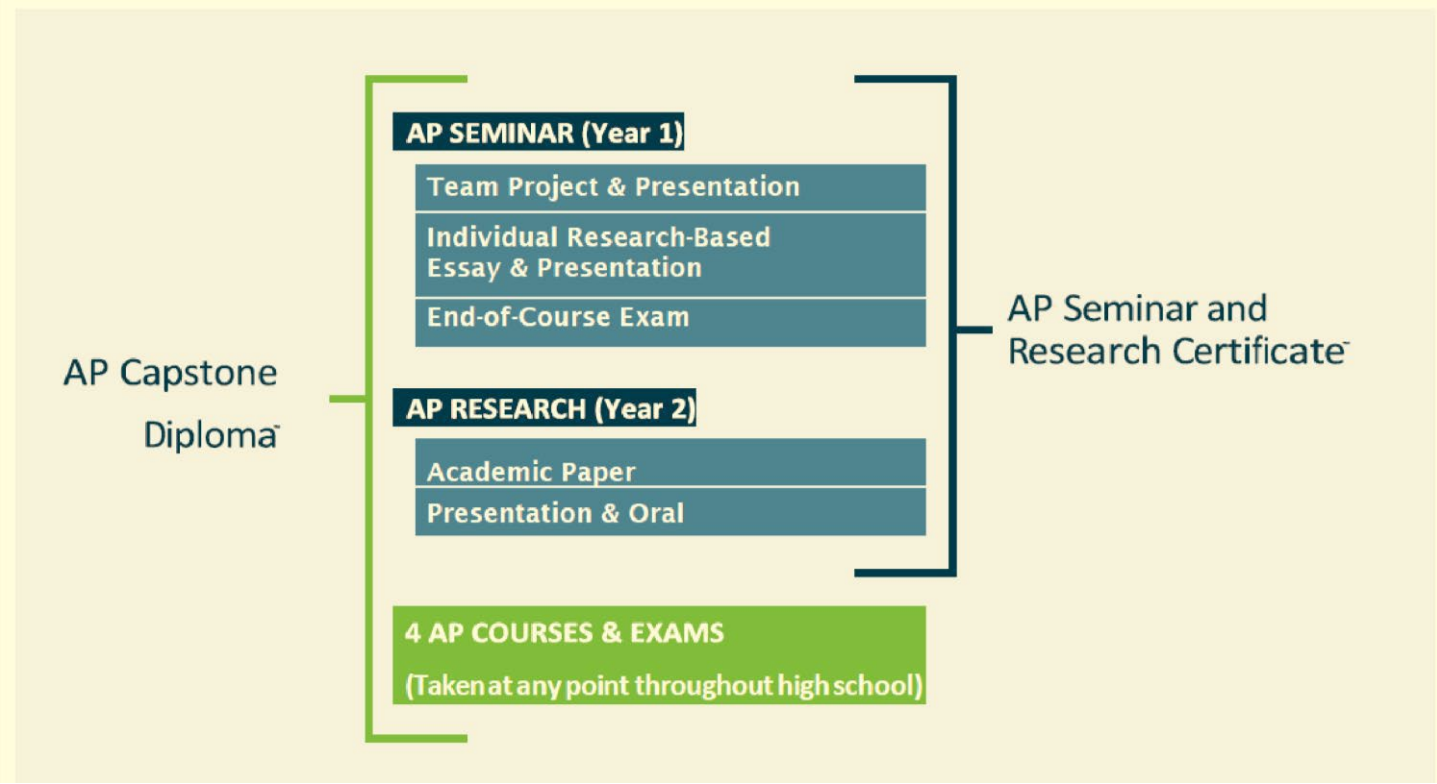
During the course, you'll complete a team project, an individual paper and presentation, and take a written end-of-course exam. Your AP Seminar Exam score will be based on all three assessments using the usual 1-5 AP scoring scale.

Year Two: AP Research

In this course, you'll complete an independent research project on a top of interest to you. For example, you can:

- Dig deeper into a topic you studied in an AP course
- Work across academic areas on an interdisciplinary topic
- Study a new area of interest, perhaps one you'd like to study in college

At the end of the research project, you'll submit an academic thesis paper of about 5,000 words, present your findings, and orally defend your work. Your AP Research score will be based on your paper, the presentation, and the oral defense, using the 1-5 AP scoring scale.



The AP Capstone program offers students the opportunity to:

- Engage with rigorous college-level curricula focused on the skills necessary for successful college completion;
- Synthesize information and apply skills in new situations and cross-curricular contexts;
- Collect and analyze information with accuracy and precision;
- Craft, communication, and defend evidence-based arguments; and
- Practice disciplined and scholarly research skills while exploring topics that appeal to their interests and curiosity.

AP Capstone Students will:

1. Develop a critical questioning approach to information
2. Investigate issues from multiple, interdisciplinary perspectives
3. Craft, communicate, and defend evidence-based arguments

ADMISSION GUIDELINES FOR ENROLLING 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

B. 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

C. Students enrolled in AP courses take the appropriate Regents exam at the end of the AP course if applicable.

D. Students enrolled in AP classes are <u>required</u> to take the AP exam. Students who fail to take the respective AP examwill 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 2025-2026 school year was $99 for each AP Examination (AP Capstone exams). Financial assistance is available for students who qualify through the College Entrance Examination Board which will result in a reduced fee to $22.00 per exam. 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 core Regents exams (1 Math, 1 Science)
- 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 core Regents exams (1 Math, 1 Social Studies, 1 Science)
- 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 core Regents exams (1 Math, 2 Social Studies, 1 Science, 1 ELA)
- 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*	1.18	*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 only, 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 at 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, Dr. Vincent Mulieri. Complaints concerning discrimination on the basis of disability should be directed to Ms. Melissa DeRosa, Director of Special Education & PPS, at (631) 369-6826.

THE COURSE SELECTION PROCESS

- Counselors facilitate whole class presentations to all students in all grade levels. Information is shared regarding graduation requirements, courses, and programs.
- Counselors will meet with students in person to discuss the course selection process, dates, and timelines.
- Counselors are available to meet with parents in person or virtually to review graduation, course requirements, and programs when 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 August.

Be aware that courses will be offered only if a sufficient number of students register for the course. Some courses listed may not run if registration is too low, while other courses may only be offered during limited periods, within the school day. 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 and the student's parent/guardian 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 August. 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 January 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. Both High School & 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 and building facility.

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 www.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 www.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.

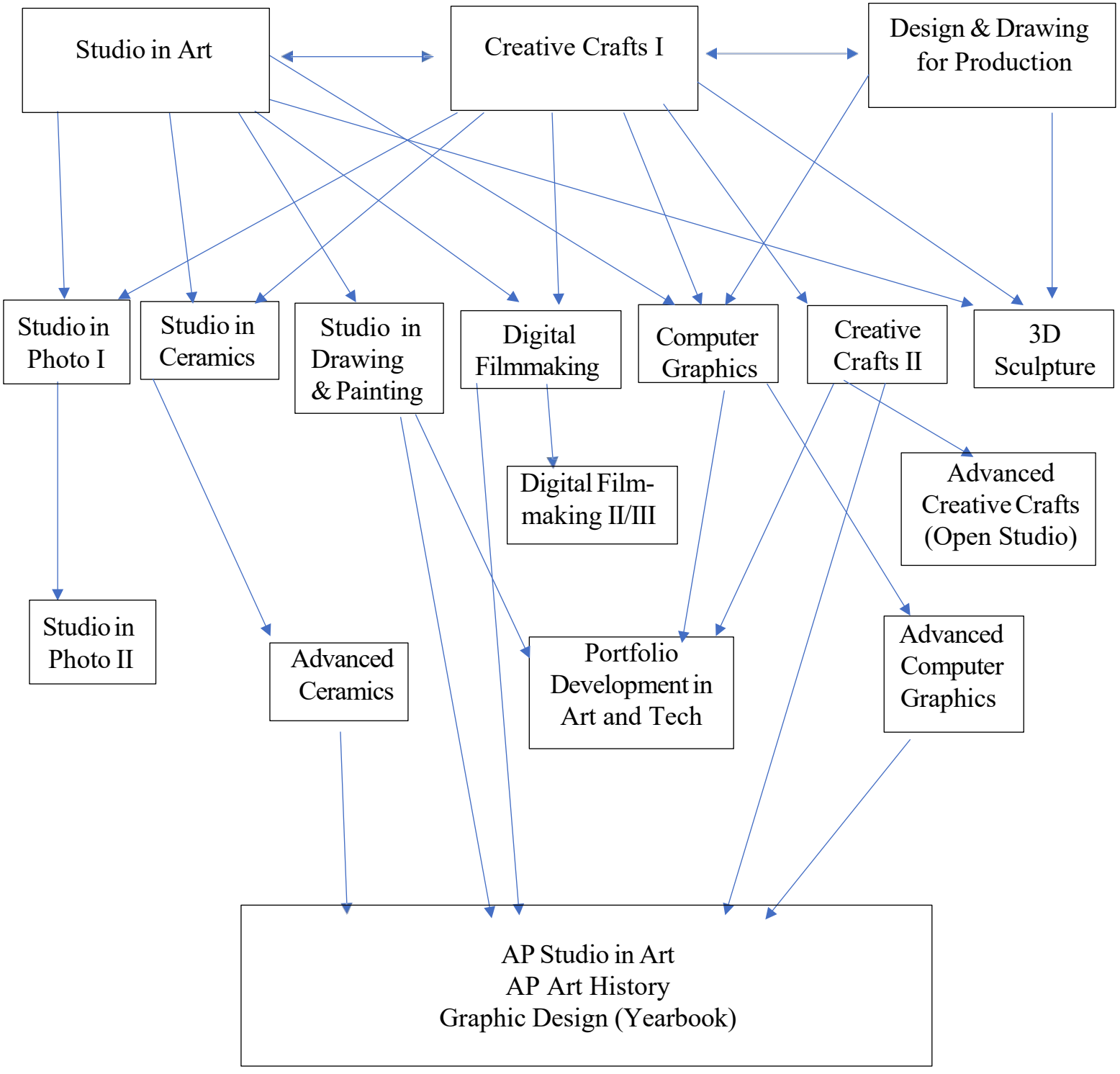
For more information regarding the rules, please go to www.ncaa.org. Click on "Academics and Athletes" then "Eligibility and Recruiting." Or visit the Eligibility Center Web site at www.ncaaclearinghouse.net.

DIVISION 1 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 year of natural/physical science, (1 year of lab if offered by the high school). 3 years of additional language, 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 a core GPA of at least 2.200 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

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


Studio in Art
Creative Crafts I
Design & Drawing for Production
Studio in Photo I
Studio in Ceramics
Studio in Drawing & Painting
Digital Filmmaking
Computer Graphics
Creative Crafts II
3D Sculpture
Digital Film-making II/III
Advanced Creative Crafts (Open Studio)
Studio in Photo II
Advanced Ceramics
Portfolio Development in Art and Tech
Advanced Computer Graphics
AP Studio in Art
AP Art History
Graphic Design (Yearbook)

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.

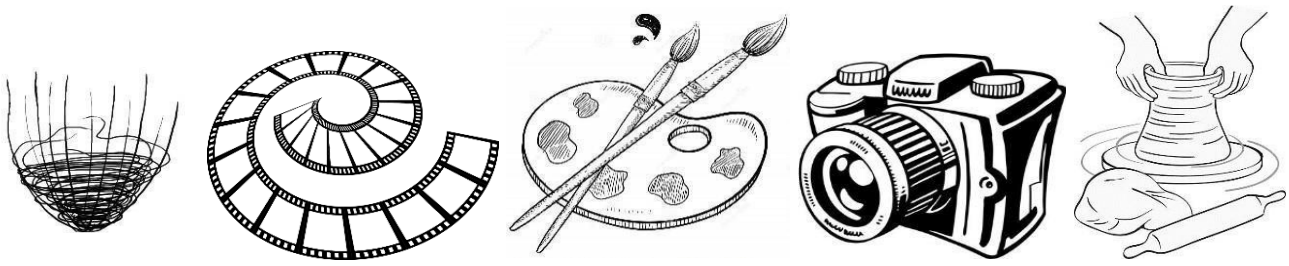
It is recommended (and sometimes required) that *Studio in Art* or *Creative Crafts I* be taken before taking an advanced elective course. In special circumstances, the advanced elective may be taken without the foundation course if the student has permission from the Director of Fine Arts. Students 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	Creative Crafts I/II
Studio in Ceramics	Portfolio Development in Art and Technology
Studio in Photo I/II	Advanced Ceramics Advanced Computer
Computer Graphics	Graphics AP Studio Art
Digital Filmmaking	AP Art History
3D Sculpture	Advanced Creative Crafts (Open Studio)
Digital Filmmaking II/III	Graphic Design (Yearbook)



STUDIO IN ART
(701) Grade Level 9-12 **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 10-12

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 10-12 **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) **STUDIO IN PHOTO II (709)**
Grade Level 10-12 **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 mâché and 3D printing.

PORTFOLIO DEVELOPMENT IN ART AND TECHNOLOGY (715)
Grade Level 10-12 Full year/1 credit weight 1.00
Prerequisite: Completion of any one of the following courses: Drawing & Painting, Computer Graphics, Engineering, Robotics, Studio Ceramics, and Creative Crafts II

Description:
This class is a full year course and ideal for students who plan to pursue an art or architecture/engineering degree and who need guidance on developing a college portfolio. This course will cover all traditional art and technology mediums as well as the non-conventional. Serving a wider student population, those interested in Architecture, Sculpture, Engineering and Interior/Fashion design will have a place to gain instruction and support. (Currently, there is nothing in place for these students other than foundation classes.) There will be a focus on the fundamental, cornerstone pieces that every portfolio needs. In addition, there will be an emphasis on constructive critique and advice on college applications and pre-college programs. Students will learn and work collaboratively by sharing concepts and ideas as well as developing their personal voices through their unique portfolios. This class is a transition between the upper level classes; Drawing & Painting and Computer Graphics, Engineering, Robotics. The work produced in this class will also prepare students to submit professional, high quality portfolios for the College Board Exam taken in AP Studio Art, increasing their scores and opportunity for college credit.

AP STUDIO ART: PORTFOLIO DEVELOPMENT (718)

Grade Level 10-12 **Full year/1 credit** **weight 1.18**

Prerequisite: Studio in Drawing & Painting, Digital Filmmaking, Advanced Computer Graphics, Creative Crafts 2, Advanced Ceramics, or Department Permission

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 ¾ 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 ¾ 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.

ADVANCED CREATIVE CRAFTS (OPEN STUDIO) (721)
Grade Level 11-12 **Full year/1 credit** **weight 1.00**
Prerequisite: Creative Crafts I & II and Teacher Recommendation

Description:
This course will be structured as an "Open Studio" which will offer the student the opportunity to create projects and techniques learned in Creative Crafts I & II on a larger scale. Elements and principles of design will be further explored and various techniques previously learned will be enhanced and perfected. Students will be working in an "Open Studio" wherein each will be working on something different. Some of the materials and techniques that will be explored are as follows: fiber arts-rug making, needle felting, wet felting, weaving: plaster, wood assemblage, stained glass, mosaic wall décor, printmaking, collage, basketmaking, and textile design.

DIGITAL FILMMAKING II/III (722)
Grade Level 10-12 **Full year/1 credit** **weight 1.00**
Prerequisite: Digital Filmmaking

Description:
This advanced digital filmmaking course will extend the students' opportunity to learn about filmmaking and explore more opportunities to advance their skills. We will study advanced editing software and beginner animation techniques. The classroom will facilitate an atmosphere of respect and inclusion while the students display their original films to their peers and community. We will also pursue multiple film contests which will provide the opportunity to win college scholarships and filmmaking equipment.

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.

FINANCIAL ACCOUNTING SUNY Stony Brook (828)
Grade Level 11-12 **Full Year / 1 Credit** **weight 1.18**
Prerequisite: None **3 SUNY Stony Brook credits available**

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.

In order to earn college credit students are required to pay the tuition charges and fees assessed by Stony Brook University (as of 2024, cost is $300 for a three-credit course).

WALL STREET SUNY Stony Brook (821)
Grade Level 9-12 **Half year/ ½ credit** **weight 1.18**
3 SUNY Stony Brook credits available

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.

In order to earn college credit students are required to pay the tuition charges and fees assessed by Stony Brook University (as of 2024, cost is $300 for a three-credit course).

CAREER AND FINANCIAL MANAGEMENT SUNY Stony Brook (822)
(Introduction to Business) **Half year/ ½ credit** **weight 1.18**
Grade Level 9-12 **3 SUNY Stony Brook credits available**

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.

In order to earn college credit students are required to pay the tuition charges and fees assessed by Stony Brook University (as of 2024, cost is $300 for a three-credit course).

SPORTS MARKETING LIU (825)

Grade Level 10-12 **Half year/ ½ credit** **weight 1:18**

Corequisite: Entertainment Marketing **3 LIU credits available**

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 LIU (826)

Grade Level 10-12 **Half year / ½ credit** **weight 1.18**

Corequisite: Sports Marketing **3 LIU credits available**

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 SUNY Stony Brook (824)

Grade Level 11-12 **Half year / ½ credit** **weight 1.18**

3 SUNY Stony Brook credits available

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.

In order to earn college credit students are required to pay the tuition charges and fees assessed by Stony Brook University (as of 2024, cost is $300 for a three-credit course).

BLUE WAVE NEWS SUNY Stony Brook (823)

Grade Level 10-12 **Full year / 1 credit** **weight 1.18**

3 SUNY Stony Brook credits available

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**

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 SUNY Stony Brook (829)

Grade Level 11-12 **Full year/1 credit** **weight 1.18**
3 SUNY Stony Brook credits optional

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.

In order to earn college credit students arerequired to pay the tuition charges and fees assessed by Stony Brook University (as of 2024, cost is $300 for a three-credit course).

COUNCIL FOR UNITY

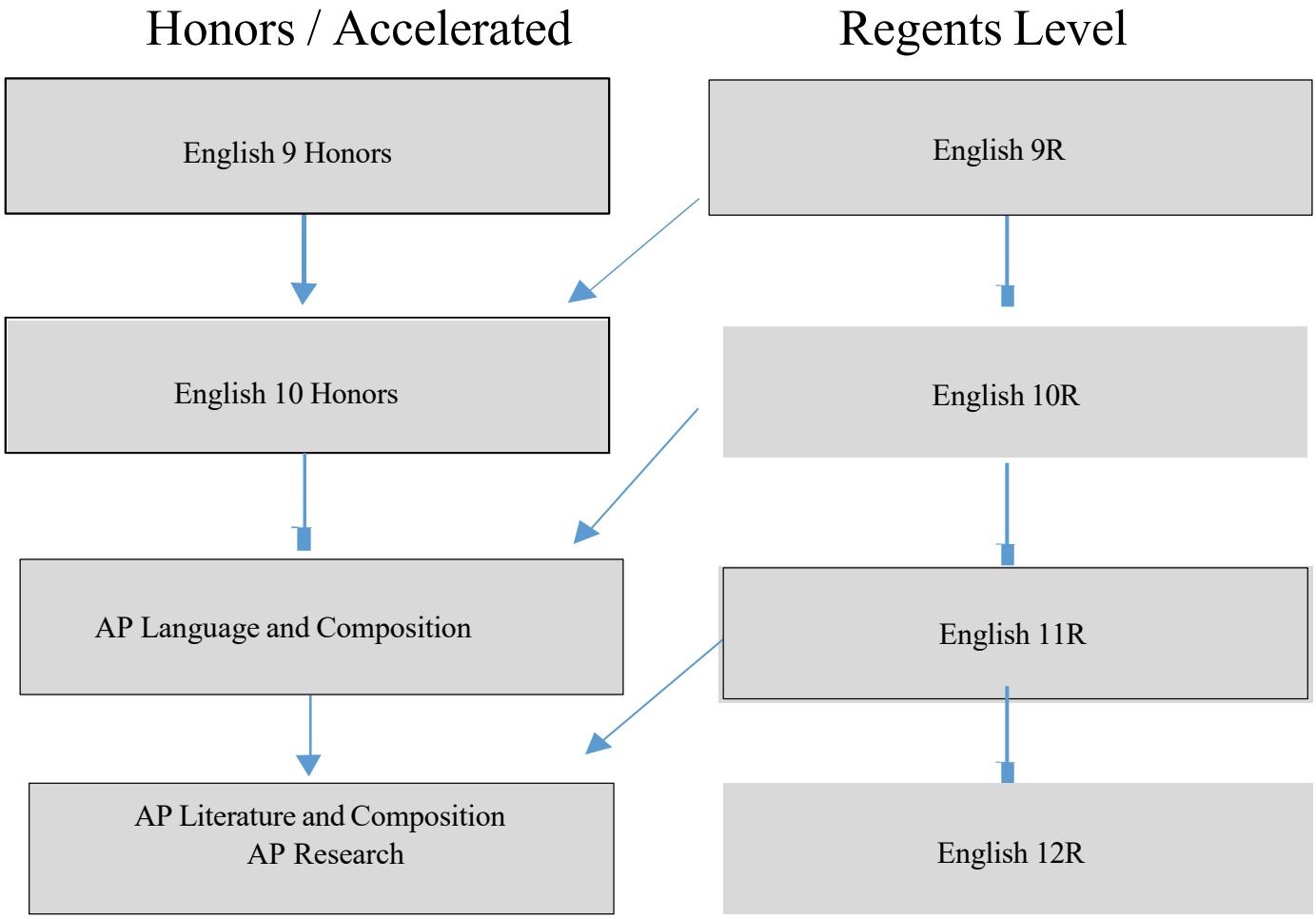
COUNCIL FOR UNITY I and II (274) **Full year/ ½ credit** **weight 1.00**
Prerequisite: Student essay and interview

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



ELECTIVES

ACE -Introduction to Film: Angels and Demons SBU
Creative Writing
Historical Fiction
ACE-News Literacy SBU
AP Seminar
Literature of Genocide
Public Speaking
Poetry in Life
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 9 (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 on page 8.
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 on page 8.

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 on page 8.

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:

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 nonfictional 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 on page 8.

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.

ADVANCED PLACEMENT SEMINAR (179)

Grade Level 11 **Full year/1 credit** **weight 1.18**

Prerequisite: Please refer to guidelines on page 8.

Description:

AP Seminar is a program that focuses on interdisciplinary conversations and inquiry-based instruction and is created around a pedagogical framework that will aid students in analyzing and synthesizing research from multiple sources to construct evidence-based arguments and presentations. The curriculum is designed to empower students to think in new ways and to present their ideas comprehensively and creatively through written, digital, and oral presentations. Eleventh-grade students enrolled in the AP Capstone Program (AP Seminar and AP Research) and at least four additional AP classes are eligible for the AP Capstone diploma.

ADVANCED PLACEMENT RESEARCH (194)

Grade Level 12 **Full Year/ 1 credit** **weight 1.18**

Prerequisite: AP SEMINAR

Description:

AP Research is an interdisciplinary course that encourages students to demonstrate critical thinking and academic research skills on a topic of the students choosing. Students will build on what they learned in AP Seminar to deeply explore an academic topic, problem, or issue of individual interest. Through this exploration, students will design, plan and conduct a year-long research-based investigation to address a research question. Students receive support from a mentor throughout the research process**.** This course satisfies the 4th year of English NYS gradution requirement.

POETRY IN LIFE (193)

Grade Level 9-12 **½ credit** **weight 1.00**

Description:

Students will study the poetry that is found in everyday life (ads, songs, stories, etc.). The course will discuss the devices that are used, discuss the motivation and author's craft, and then using projects and creativity craft their own work.

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 (171)

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.

ACE-INTRODUCTION TO FILM: ANGELS AND DEMONS (175)

Grade Level 11-12 **Half year/ ½ credit** **weight 1.18**

3 SUNY Stony Brook Credits Available

Description:

This course looks at different films (from short films to longer epic models) that explore the supernatural and science fiction genres that have fascinated humans for as long as there have been humans. Many of the narratives take their inspiration from short stories, poetry, myths, fairy tales, legends, etcetera from a variety of different societies and cultures and time periods. Students will be given time to watch particular movies and then analyze key scenes for analyzing and exploring 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 or the unknown or

The class will include weekly readings, screenings, and short writing assignments or video essays.
Examples of Films to be viewed:
"Dracula," "Frankenstein," "Jaws," "Sixth Sense," "The Ring," "Incantation," "Twilight," (A) "Star Wars," (A) "Harry Potter," "The Shining," "The Seventh Sign," "Defending Your Life," an assortment of short films, etc.

In order to earn college credit students are required to pay the tuition charges and fees assessed by Stony Brook University (as of 2024, the cost is $300 for a three-credit course).

HISTORICAL FICTION (192)

Grade Level 10-12 **Full year/1 credit** **weight 1.00**

Description:

This course will be a mix of nonfiction and fiction texts, coupled with media to present relevant information that has occurred in history. The purpose of this course is to foster a connection between historical events and our current world; giving students a strong sense of understanding that we must know where we have been to carve a clear path for the future. This course will be a combination of social studies background information and English literature, with the incorporation of current events and situations.

LITERATURE OF GENOCIDE (173)

Grade Level 10-12 **½ credit** **weight 1.00**

Description:

This course will explore resilience in the fact of adversity. Various groups of people such as victims, bystanders, perpetrators, upstanders, rescuers, and resistors 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, Armenis, Darfur, and Bosnia, among others.

ACE-NEWS LITERACY SBU (177)

Grade Level 11-12 **½ credit** **weight 1.18**

3 SUNY Stony Brook Credits Availalbe

Description:

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

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).

PUBLIC SPEAKING (178)

Grade Level 10-12 **½ credit** **weight 1.00**

Description:

This course will provide high school students with an opportunity to develop an essential form of communication: public speaking. This course will stress the impact of public speaking on one's role as a communicator. It will aid students who are apprehensive about public speaking as well further advance the skills of those students who excel in this arena.

ENGLISH AS A NEW LANGUAGE

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.

ENL Entering English Language Arts (6123, 6156)
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 (6130)
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 (6127, 6155)
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 (6129)
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 (6122, 6126)
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 (6124, 6148)
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 (6147,6149)

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 1 (6140) & 2 (6141)

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 (6139)

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

English as a New Language course for students 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.

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) **weight 1.00**
Level 10 - 12 **Full year/1 credit**
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 10-12 **Full year/ ½ credit** **weight 1.00**
Prerequisite: None **Alternate days**

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.

CPR/AED/FIRST AID (1524)
Grade Level 10-12 **Half year/½ credit** **weight 1.00**
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)
Grade Level 10-12 **Half year/½ credit** **weight 1.00**
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)
Grade Level 10-12 **Half year/½ credit** **weight 1.00**
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)
Grade Level 10-12 **Half year/½ credit** **weight 1.00**
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 10-12 **Full year/ 1 credit** **weight 1:00**
Prerequisite: None
Description:
This course is a great fit for students interested in careers such as architecture, construction, interior design, electrical work, plumbing, or residential trades. Throughout the year, students will gain hands-on experience and practical knowledge in these fields.
Using computer design software, students will create detailed building plans and explore interior layouts and design principles. They will also work on projects like constructing a small-scale home framework, which provides a tangible understanding of residential structures. Along the way, students will delve into essential topics such as job site math and science, building technology, and construction safety.
Mathematics is integrated throughout the course, ensuring students apply and strengthen their skills in real-world contexts.

DESIGN AND DRAWING FOR PRODUCTION (857)
Grade level 9-12
Prerequisite: None **Full year/ 1 credit**

Description: **weight 1.00**
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.**

weight 1.00

PRINCIPLES OF ENGINEERING (854)
Grade Level 10-12 **Full year/ 1 credit**
Prerequisite: Design & Drawing for Production
Description:

This course offers a hands-on, laboratory-based experience designed to explore key engineering principles through engaging, project-based learning. Students will work on a variety of engineering projects that combine creativity with practical application. Using 3D modeling software and a 3D printer, along with other tools and materials, students will gain a solid understanding of essential concepts such as Engineering Design, Modeling, Systems, Optimization, and the integration of Technology and Society. The course also emphasizes Engineering Ethics, helping students consider the broader impact of their work.
Additionally, students will apply computer science and physical computing principles to design and create automated projects, providing a comprehensive foundation in modern engineering practices.

COMPUTER REPAIR (851)
Grade Level 10-12
Prerequisite: None **Half year ½ credit** **weight 1.00**

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. TestOut courseware will be used and students have the opportunity to earn the TestOut PC Pro Certification.

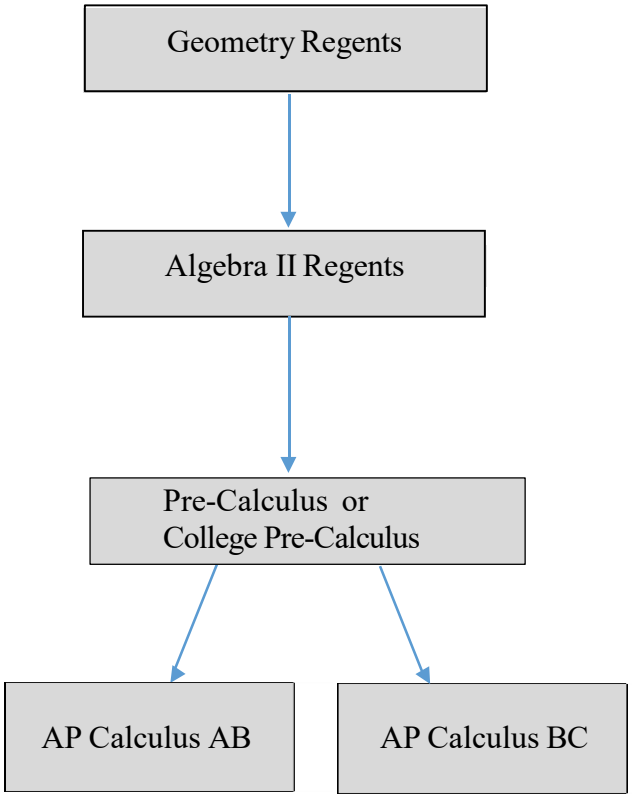
INTRO TO NETWORKING (852)
Grade 10-12
Prerequisite: None **Half year ½ credit** **weight 1.00**
Description:

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. TestOut courseware will be used and students have the opportunity to earn the TestOut Network Pro Certification.

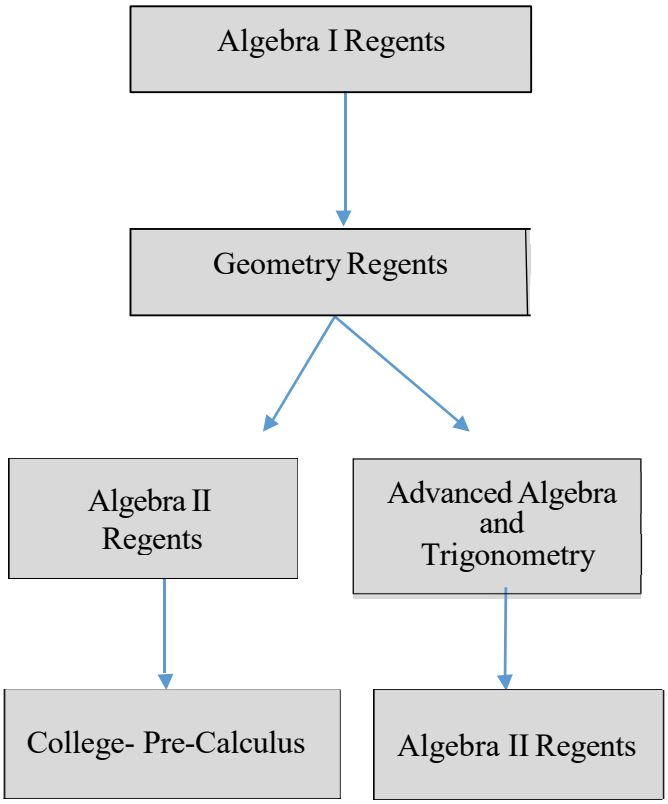
BASIC ELECTRICITY (853)
Grade 10-12
Prerequisite: Course credit in Algebra 1 **Alt days / Full year / ½ credit** **weight 1.00**
Description:
Digital Electronics is a hands-on course focused on applied digital logic and foundational principles of electrical technology. Students will be introduced to digital circuits and learn to interpret schematic diagrams for logic circuits accurately. Through practical projects, students will assemble and test-operate circuits, solder circuit boards, and use Arduino programming to manipulate components. Along the way, they will gain insight into the theory, design, and fabrication of various electrical systems. The course also covers key concepts in electronics, including simple circuit construction and the function of active and passive components, providing students with a comprehensive understanding of digital electronics and its applications.

MATHEMATICS & COMPUTER SCIENCE

Accelerated Regents



Advanced Regents



MATH ELECTIVES

Advanced Algebra with Financial Applications
Essentials of Geometry
Statistics

COMPUTER SCIENCE ELECTIVES

AP Computer Science A – Java
Video/Computer Game Design
Computer Science Python

MATHEMATICS & COMPUTER SCIENCE

ENL PreAlgebra (6128)
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 (6134)
This course is the first year of a two-year program following the NYS Next Generation State Learning Standards 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 (6135)
This course is the second year of a two-year program following the NYS Next Generation State Learning Standards 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 (6137)
This course is the first core course of a three-year Mathematics sequence where the curriculum is based on the NYS Next Generation State Learning Standards 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 Essentials of Geometry (6163)
The course is aligned to the NYS Next Generation State Learning Standards for Geometry. This course is intended for students that want to gain stronger foundation in their mathematical abilities before they enroll in Geometry. Students who successfully complete this course may enroll in Geometry Regents the following year if they wish to pursue an Advanced Regents Diploma.

ENL Geometry (6162)
This is the second course of the core three-year mathematics sequenced where the curriculum is based on the Next Generation State Learning 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.

ALGEBRA I (350)
Grade Level 9

Full year/1 credit **weight 1.04**

Description:

This is the first course in a three-year Mathematics sequence, with the curriculum designed around the Next Generation Learning Standards. This course is intended as a one-year course of study. The essential units of study are: The Real Number System, Quantities, Algebra, Seeing Structure in Expressions, Arithmetic with Polynomials and Rational Expressions, Creating Equations, Reasoning with Equations and Inequalities, Interpreting and Building Functions; Linear, Quadratic, and Exponential Models, Statistics and Probability, Interpreting Categorical and Quantitative Data. 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 10/11 (358)
Grade Level 10
Prerequisite: Algebra I

Full year/1 credit **weight 1.04**

Description:

This is the second course in a three-year Mathematics sequence, with the curriculum designed around the Next Generation Learning Standards. This course is intended as a one-year course of study. The essential units of study are: Congruence; Similarity, Right Triangles, and Trigonometry, Circles, Expressing Geometric Properties with Equations, Geometric Measurement and Dimensions, and Modeling with Geometry. The students in this course will sit for the Next Generation Geometry Regents exam in June of the school year that they take the course.

GEOMETRY 9 (361)
Grade Level 9
Prerequisite: Algebra I

Full year/1 credit **weight 1.04**

Description:

This is the second course in a three-year Mathematics sequence, with the curriculum designed around the Next Generation Learning Standards. This course is intended as a one-year course of study. The essential units of study are: Congruence; Similarity, Right Triangles, and Trigonometry, Circles, Expressing Geometric Properties with Equations, Geometric Measurement and Dimensions, and Modeling with Geometry. The students in this course will sit for the Next Generation Geometry Regents exam in June of the school year that they take the course.

ESSENTIALS OF GEOMETRY (357)
Grade 10-12 **Full year/1 credit** **weight 1.00**
Prerequisite: Algebra 1

Description:
The course is aligned to the NYS Geometry Next Generation 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**
Prerequisite: Successful course completion in Algebra 1 and Geometry.
weight 1.04

Description

This is the third course in a three-year Mathematics sequence, with the curriculum designed around the Next Generation Learning Standards. This course is intended as a one-year course of study. The essential units of study are: Identify and justify mathematical relationships, formally and informally, explore complex numbers, quadratic and exponential functions, logarithms, sequences, series, and an introduction to trigonometry. The course emphasizes problem-solving, critical thinking, and mathematical reasoning. Students enrolled in this class will sit for the Next Generation 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.

COLLEGE PRE-CALCULUS (317)

Grade Level 11-12 **Full year/1 credit** **weight 1.18**

Prerequisite: Students must have earned a final grade of 85 or higher in Algebra 2 and must have successfully passed the Algebra 2 Regents exam with a grade of 70 or better. These requirements are set by SUNY Farmingdale to ensure that students have a strong foundation in algebraic concepts and are prepared for the rigor of this course.

Description:

This is a 4-credit college level course that builds on the topics introduced in Algebra 2 and provides a comprehensive, college-level study of functions—the cornerstone of calculus and higher mathematics. Students will study the properties, graphs, and applications of polynomial, rational, inverse, exponential, logarithmic, and trigonometric functions. Emphasis is placed on understanding function behavior, transformations, and real-world applications, preparing students for advanced mathematics courses

ADVANCED PLACEMENT CALCULUS AB (312)

Grade Level 12 **Full year/1 credit** **weight 1.18**

Prerequisite: Course credits in 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 APPLICATONS (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 – 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 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.

VIDEO/COMPUTER GAME DESIGN (309)
Grade Level 10-12 **Full year/1 credit** **weight 1.00**
Prerequisite: None

Description:
Game design resources will be used to give students the opportunity to become video game developers and develop their own games. The course will take a look at the knowledge, technology, and resources needed to design games in this interactive industry using GameMaker software.

MUSIC

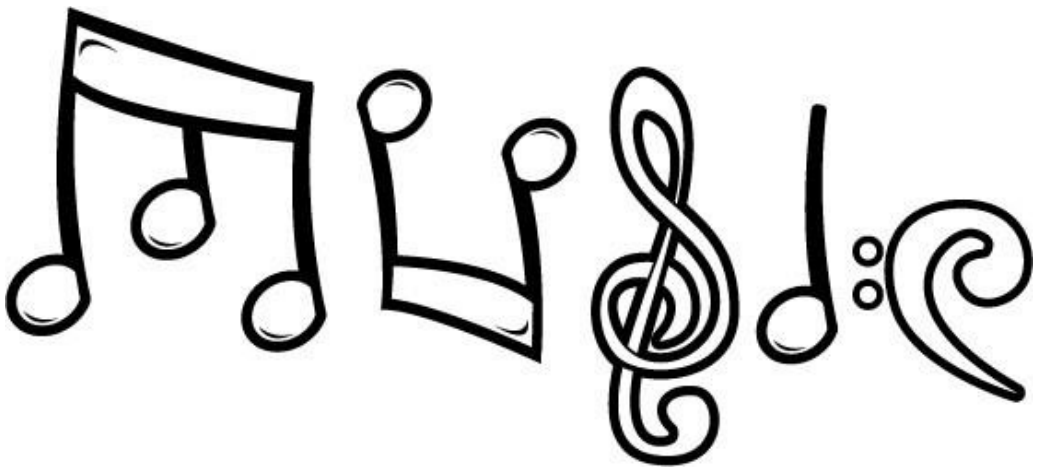
Music is an integral part of the human experience. The aim of the music program is to assist students in developing the ability to express themselves musically, while helping them to develop critical thinking skills by responding to music (listening, evaluating), performing music, creating music (composing, 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



CONCERT BAND (901) **Full year/1 credit** **weight 1.00**
Grade Level 9-10
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 11-12 **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.

SYMPHONIC CHOIR (904)
Grade Level: 9-12 **Full year/1 credit** **weight 1.00**
Prerequisite: 8th 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 GUITAR (917)
Grade Level 10-12 **Alt days/Full 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.

ADVANCED GUITAR (918)
Grade Level 10-12 **Alt days/Full year/½ credit** **weight 1.00**
1.00 Prerequisite: Introduction to guitar, or audition with instructor

Description:
This course is a continuation of beginning guitar. The class will explore more advanced techniques in music and playing the guitar. Students who have not taken beginning guitar but have the skills to participate in advanced guitar will be invited to audition into the advanced class. Note reading will also be explored throughout this course.

THEATRE PRODUCTION AND PERFORMANCE (919)
Grade Level 10-12
Prerequisite: None **Alt days/Full year/½ credit** **weight 1.00**

Description:
This course will explore all aspects of theater. Topics that will be explored are acting, stage production, lighting crew and stage design. Students will gain a through understanding of each job that exists to put on a full scale dramatic and/or musical production. There is no experience required in acting to take this class. Students enrolled in this class should greatly consider membership in Blue Masques to enhance and supplement their skills in this class.

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 1.00**
Prerequisite: 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 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 1.00**
Prerequisite: 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.

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 or junior year. Each year, interested students are offered the opportunity to attend the BOCES Visitors Day Field Trip which is held at the Riverhead and Bellport BOCES campuses. After the field trip, interested students must complete an application, review it with their parents and guidance counselor, and meet the following criteria for eligibility:

A. Students in the graduating classes of 2027 and 2028 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 (excused or unexcused) at Riverhead High School and/or BOCES, (if already enrolled) will be ineligible to participate in the BOCES program. If a student is absent for 5 or more periods on any school day, it constitutes a full-day absence.

C. 10th grade applicants (entering as 11th graders): Must have passed a minimum of 3 Regents examinations, including at least one mathematics and one science exam, plus Global History and Geography.
Passing scores: 55 for students with disabilities; 65 for general education students.
11th grade applicants (entering as 12th graders): Must have passed a minimum of 5 Regents examinations, including English Language Arts, one mathematics, one science, and two social studies exams. Passing scores: 55 for students with disabilities; 65 for general education students

D. Students must exhibit positive behavior and maintain good disciplinary standing at RHS. Students with ongoing behavioral or disciplinary concerns may be denied admission.

E. 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. This includes attendance at Riverhead High School as well as at the BOCES Center they are attending.

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

Eligibility for all occupational education programs is subject to change each school year. Please talk to your guidance counselor if you have specific questions.

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Courses Offered:

Harry B. Ward Technical Center (Riverhead- AM & PM)

Audio Production
Auto Body and Car Customization (2 Year Certificate)
Auto Technology (2 Year Certificate)
Clinical Medical Assisting
Cosmetology
Culinary Arts (2 Year Certificate)
Early Childhood Education
Trade Elective (2 Year Certificate)
Heating Ventilation & Air Conditioning (HVAC)
Law Enforcement
Nursing Assistant
Welding

Gary D. Bixhorn Technical Center (Bellport-AM Only)

Animal Science
Art, Design & Visual Communications
Aviation/Professional Pilot Training (2 Year Certificate)
Barbering
Carpentry (2 Year Certificate)
Certified Personal Trainer
Computer Repair & Networking
Dental Chairside Assisting
Medical Technician (EMT)
Fashion Merchandising & Design
Law Enforcement (2nd Year Students Only)
Marine/Motorsports Technology (2 Year Certificate)
Physical Therapy Aide
Plumbing & Heating
Practical Nursing (Seniors Only)
Professional Photography & Digital Imaging
Television, Video & Digital Film Production

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 (½ 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 EDUCATON (1503)
Grade Level: 9-12 **Full Year ½ credit** **no weight**
Alternate days

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.

ADVENTURE EDUCATION (1504)
Grade Level 10-12 **Full year/ ½ credit** **no weight**
Alternate days

Description:

Adventure Ed is a non-traditional physical education curriculum which is an experiential based learning process. It focuses on cooperation, encourages students to take risks, accept challenges and solve problems in a non-threatening environment. Through group work, students learn to trust and support each other. The emphasis in this course is on participation and students are encouraged to extend their limits both physically and emotionally.

CORE BASED FITNESS TRAINING (1518)
Grade Level 9-12 **Full year/ ½ credit** **no weight**
Alternate days

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	Pilates
Stability balls	Weighted ball
Step aerobics	Body bars
Cardio kickboxing	App related activities
Fitness challenges	Weight ropes
Fitness games	Walking/orienteering
Body mass index evaluation	Drums fitness
Zumba	Self Defense

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

UNIFIED PHYSCIAL EDUCATION (1508)

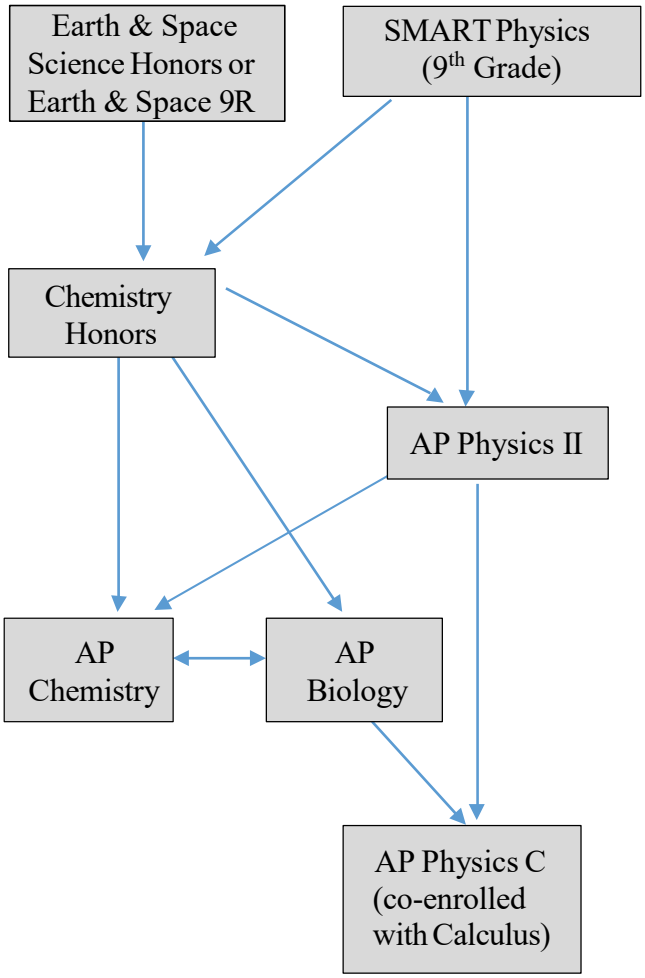
Grade Level 10-12 **Full year/ ½ credit** **no weight**
Alternate days

Description:

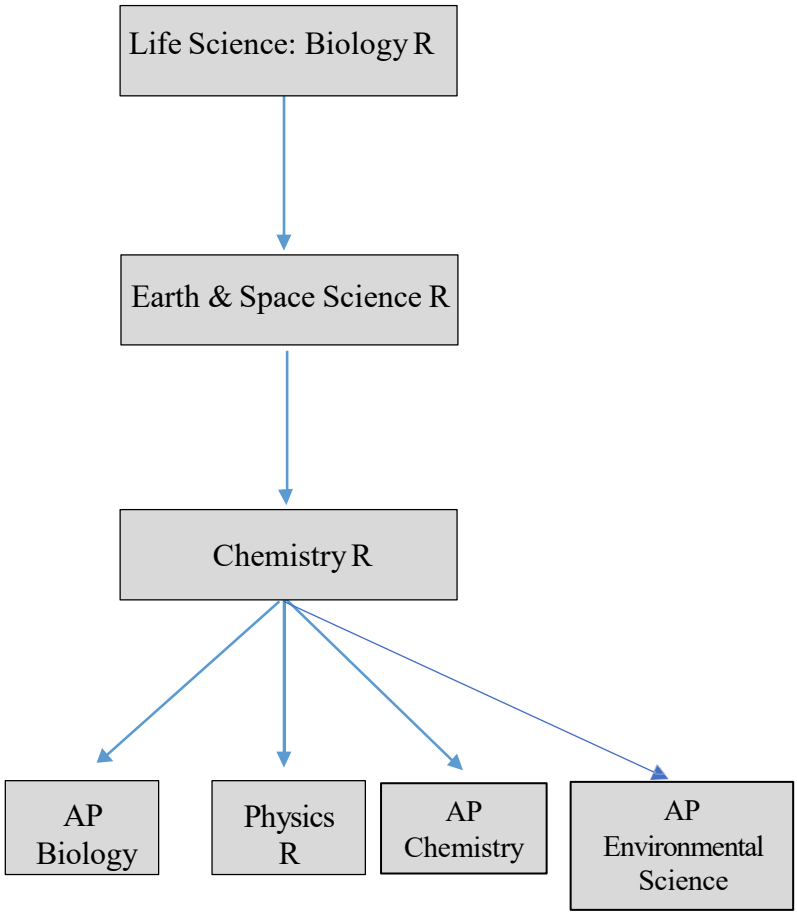
Unified Physical Education includes hands-on mentoring, which provides a unique opportunity for students with and without disabilities to come together through educational and physical activities. Students will assist the teacher and participate in all the inclusive activities. This class supports the 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
Marine Science
Science Research
SUPA Forensics
Bioethics
Sports Science
Applications of Chemistry
Care & Prevention of Athletic Injuries
Environmental Science
Forensic Science
ACE Biological Anthropology
Agricultural Science
AP Environmental 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, physics, forensics, environmental science, and anthropology.

ENL LIFE-SCIENCE: BIOLOGY- 1 (6121)

This course is the first year of a two-year program following the NYS Next Generation Curriculum for Life-Science: Biology. See description for Life-Science: Biology for units of study.
Students will enroll in ENL or BIL Life-Science: Biology 2 the following school year.

ENL LIFE-SCIENCE: BIOLOGY 2 (6131)

This course is the second year of a two-year program following the NYS Next Generation 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 (6132)

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

REGENTS EARTH & SPACE SCIENCE (402) & EARTH & SPACE SCIENCE 9 (401)

Grade Level 10 – 12 **Grade Level 9** **weight 1.04**

Full year/1 credit

Description:

This New York State Next Generation Earth and Space Science course explores the dynamic processes that shape our planet and the universe. Students will investigate topics such as Earth's structure, weather patterns, climate change, plate tectonics, and the solar system, while examining the interconnections between natural systems and human impact. Emphasizing scientific inquiry and hands-on learning, the course includes a laboratory component where students will engage in experiments, data analysis, and simulations to reinforce their understanding of core concepts. The lab requirements include a minimum of 1200 minutes of lab-based instruction, with students actively participating in investigations that develop their skills in observation, measurement, and scientific reasoning. Students will also explore the role of Earth and space science in addressing global challenges, preparing them for future studies in environmental science, astronomy, and other STEM fields.

EARTH & SPACE SCIENCE HONORS (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 & Space 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 & Space Science so that more class time can be spent on additional laboratory and project work.

REGENTS LIFE-SCIENCE BIOLOGY(404)

Grade 9-12 **Full year/1 credit** **weight 1.04**

Description:

This New York State Next Generation Life Science: Biology course provides students with a comprehensive understanding of living organisms, their structures, functions, and interactions within ecosystems. Topics include cellular biology, genetics, evolution, ecology, and human biology, with a focus on scientific inquiry and the application of biological concepts to real-world issues. The course incorporates a laboratory component, requiring a minimum of 1200 minutes of hands-on lab work, where students engage in experiments, dissections, and data analysis to develop critical thinking, problem-solving, and scientific reasoning skills, preparing them for further studies in biology, health sciences, and other STEM fields.

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)

General Level Accelerated 10, 11, 12 Full year/1 credit weight 1.04

Prerequisite: Course credit in Algebra I (or equivalent), Regents Earth Science and 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/1 credit weight 1.08

Prerequisite: Course credit with an overall average of 85 or higher score on Living Environment and Earth Science, or course completion of Smart Physics (for rising 10th grade students)

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.

ADVANCED PLACEMENT BIOLOGY (405)

Grade Level Accelerated 10-12 Full year/1 credit weight 1.18

Prerequisite: Please refer to guidelines on page 8; 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 **weight 1.18**
Prerequisite: Please refer to guidelines on page 8.

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 II (417)
Grade Level 10-12 **Full year/1 credit** **weight 1.18**
Prerequisite: Course credit in Regents Physics, Smart Physics, and department approval

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-MECHANICS (409)
Grade Level 11-12 **Full Year/1 credit** **weight 1.18**
Prerequisite: AP Physics

Description:

Advanced Placement Physics C- Mechanics 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.

AP PHYSICS C-ELECTRICITY AND MAGNETISM (411)
Grade Level 12 **Full year/1 credit** **weight 1.18**
Prerequisite: AP Physics II and enrolled in AP Calculus

Description:

AP Physics C EM is a calculus-based, introductory college-level physics course. The course explores topics such as electrostatics, electricity, circuits, magnetism, and electromagnetism. The course stresses student centered, inquiry-based learning to develop scientific critical thinking and reasoning skills. It also stresses group discussion with interactive computer based learning. This course is designed to get any student interested in medicine, computer programming, mathematics, chemistry, physics and engineering majors ready for college. All students are expected to take the AP exam in May.

FORENSIC SCIENCE (412)
Grade Level 11-12 **Full year/1 credit** **weight 1.00**
Prerequisite: Course credit in Regents Earth Science (for grade 10), 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/ 1 credit
4 Syracuse University credits available

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. A summer assignment is required for this course.

Students are required to pay the tuition charges and fees assessed by Syracuse University (as of 2024, cost is $460 for a four-credit course).

ASTRONOMY/METEOROLOGY (413)
Grade Level 11-12 **Full year/1 credit** **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**
Prerequisite: Course credit in either Living Environment R or Earth Science R **weight 1.00**

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 SCIENCE (443)

Full year/1 credit Grade Level 11-12 weight 1.00

Prerequisite: Living Environment and/or Earth Science

Description:

Full year science course to introduce students to the fields of marine biology and physical oceanography. Students will study the geologic history of our ocean floor, where water on Earth comes from, water chemistry and other properties of our oceans that impact the organisms that inhabit them. Students will also look at the biology, taxonomy, and physiology of organisms that thrive in various marine habitats. Field trips, labs and projects are key aspects of this course.

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.

AGRICULTURAL SCIENCE (446)

Grade Level 10-12 Full year/1 credit weight 1.00

Prerequisite: Living Environment and/or Earth Science

Description:

Students will gain introductory knowledge on several concepts within agriculture, focusing primarily on plant production. Students will be assessed using projects, focusing on applying knowledge. The course introduces the major areas of scientific agricultural production and research; presents problem solving lessons and introductory skills and knowledge in agricultural science and agri-related technologies. Classroom and laboratory activities are supplemented through supervised agricultural experiences.

AP Environmental Science (447)
Grade Level 11-12 **Full year/ 1 credit** **weight 1.18**
Prerequisite: Biology, Chemistry, and 1 year of Algebra

Description:
The AP Environmental Science course is designed to engage students with the scientific principles, concepts, and methodologies required to understand the interrelationships within the natural world. The course requires that students identify and analyze natural and human-made environmental problems, evaluate the relative risks associated with these problems, and examine alternative solutions for resolving or preventing them. Environmental science is interdisciplinary, embracing topics from geology, biology, environmental studies, environmental science, chemistry, and geography.

Students who are interested in the natural world that surrounds them should take this course. If you care about the environment and would like to one day help protect the natural world as a biologist, chemist, environmental lawyer, working for non-profits that specialize in environmental issues, this course will help you gain a foundation.

RESEARCH (419)
Grade Level 10-12 **Alternate Days/ ½ credit/1 credit** **weight 1.18**

Description:
This college 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 (½ 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 10^{th} - 12^{th} grade students may earn up to 12 credits through the University at Albany.

ACE Biological Anthropology (418)
Grade Level 11-12 **Full year/ 1 credit** **weight 1.18**
3 Stony Brook Credits Available

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 2024, 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.

APPLICATIONS OF CHEMISTRY (445)
Grade Level 10-12 **Full year/1 credit** **Full year/1 credit** **weight 1.00**

Prerequisite: Completion of Earth Science (for grade 10) and Living Environment (for grades 10 and 11)

Description:
This course is designed for 10th - 12th grade students who are interested in studying the real-world, hands-on applications of chemistry. The development of science and content understanding will be accomplished through hands-on laboratory experiences, demonstrations, internet activities, and modeling. Some topics include everything from atoms and molecules to energy to food chemistry. Students will learn the basics of chemistry and prepare them for Regents Chemistry the following year.

Regents Physical Settings/Physics (410)
Grade 10-12 **Full year/1 credit** **weight 1.04**
Prerequisite: Algebra 1 and Living Environment or Earth Science

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.
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 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.

SOCIAL STUDIES

Accelerated

Global History 9 Honors
Or
Accelerated Program World History I

↓

AP World History II
Or
AP European History

↓

US History & Government Honors
Or
AP US History and Government

↓

Adelphi Economics
&
SUPA Public Affairs

Regents Level

Global History 9R

↓

Global History & Geography 10R

↓

US History & Government 11R

↓

Economics
&
Participation in Government

ELECTIVES

The Black Experience in America
The Latin Experience in America
Criminal Justice
ACE-History of Long Island – SBU
Psychology/Abnormal Psychology
Adelphi 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.

ENL Global History and Geography 9R (6150)

This course is the second 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 Global History and Geography 10R the following school year.

ENL Global History and Geography 10R (6158)

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 U.S. History R the following school year.

ENL United States History and Government R (6157)

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 year.

ENL Participation in Government (6161)

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 (6160)

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.

GLOBAL HISTORY AND GEOGRAPHY 9R (252)

Grade Level 9 **Full year/1 credit** **weight 1.04**

Prerequisite: Social Studies 8

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 worlds 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** **weight 1.08**

Prerequisite: Please refer to the guidelines on page 9.

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.

ACCELERATED PROGRAM WORLD HISTORY I (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: Please refer to the guidelines on page 9.

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 the guidelines on page 9.

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** **weight 1.04**

Prerequisite: Global History and Geography 9 and 10

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** **weight 1.08**

Prerequisite: Please refer to the guidelines on page 9.

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** **weight 1.04**

Prerequisite: U.S. History and Government

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 (9112)

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 (9112)

Grade 12 **1 semester/½ credit**
Prerequisite: US History and Government and a self-motivated student **weight 1.04**

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) **1 semester/ ½ credit**
Introduction to the Analysis of Public Policy **3 Syracuse University credits available**
Grade Level 12 **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 2024 cost is $345 for a three-credit course).

ADELPHI ECONOMICS (ECONOMIC IDEAS AND ISSUES) (217)
Grade Level 12 **1 semester/ ½ credit** **weight 1.18**
3 Adelphi University credits available
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 Adelphi University (as of 2024 cost is $390 for a three-credit course).

PSYCHOLOGY (220)
Grade Level 11-12 **Half year/ ½ credit** **weight 1.08**
Prerequisite: Completed 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 1.08**
Prerequisite: Completed 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/ 1/2 credit
Alternate days
3 Syracuse University credits available
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 2024 cost is $345 for a 3-credit course).

ACE HISTORY OF LONG ISLAND- SUNY Stony Brook (213)
Grade 11-12
Full year ½ credit
Alternate days **weight 1.18**
Prerequisite: None
3 SUNY Stony Brook credits available
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 2022 cost is $300 for a three-credit course.

THE BLACK EXPERIENCE IN AMERICA (271)

Grade Level 11-12 **Half year/½ credit** **weight 1.00**
Alternate days

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

Description:

Quick! What are your thoughts on race, racism, stereotypes, and even the dreaded "N" word? Have you ever challenged your own way of thinking? Are your thoughts your own, or were you indoctrinated to believe certain things? Do you know what race you are? Are you a racist? Do you know how color impacts your views? Do you know what culture you belong to? The Black Experience in America is a critical thinking course that examines the different experiences, perspectives, and cultures of so-called Black/African Americans. Various topics are discussed from dating and the Black Experience to the impact of Hip-Hop music on the Black Experience. The course is designed for students who want to think for themselves, and challenge what they are "learning". The course has no right or wrong answers, just answers based on critical thought, and freedom of expression. If you love to think outside the box, and view multiple perspectives, The Black Experience in America is the course for you!

THE LATIN AMERICAN EXPERIENCE (272)

Grade Level 10-12 **Half year/½ 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.

DUAL LANGUAGE LATIN AMERICAN HISTORY (6175)

Grade Level 10-12 **Half year/½ credit** **weight 1.00**
Prerequisite: Global 9, SLA I/Spanish III (transitioning level and beyond)

Description:

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 (Incas, 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.

CRIMINAL JUSTICE (218)

Grade Level 11-12

Prerequisite: None **Half year/½ credit** **weight 1.00**

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

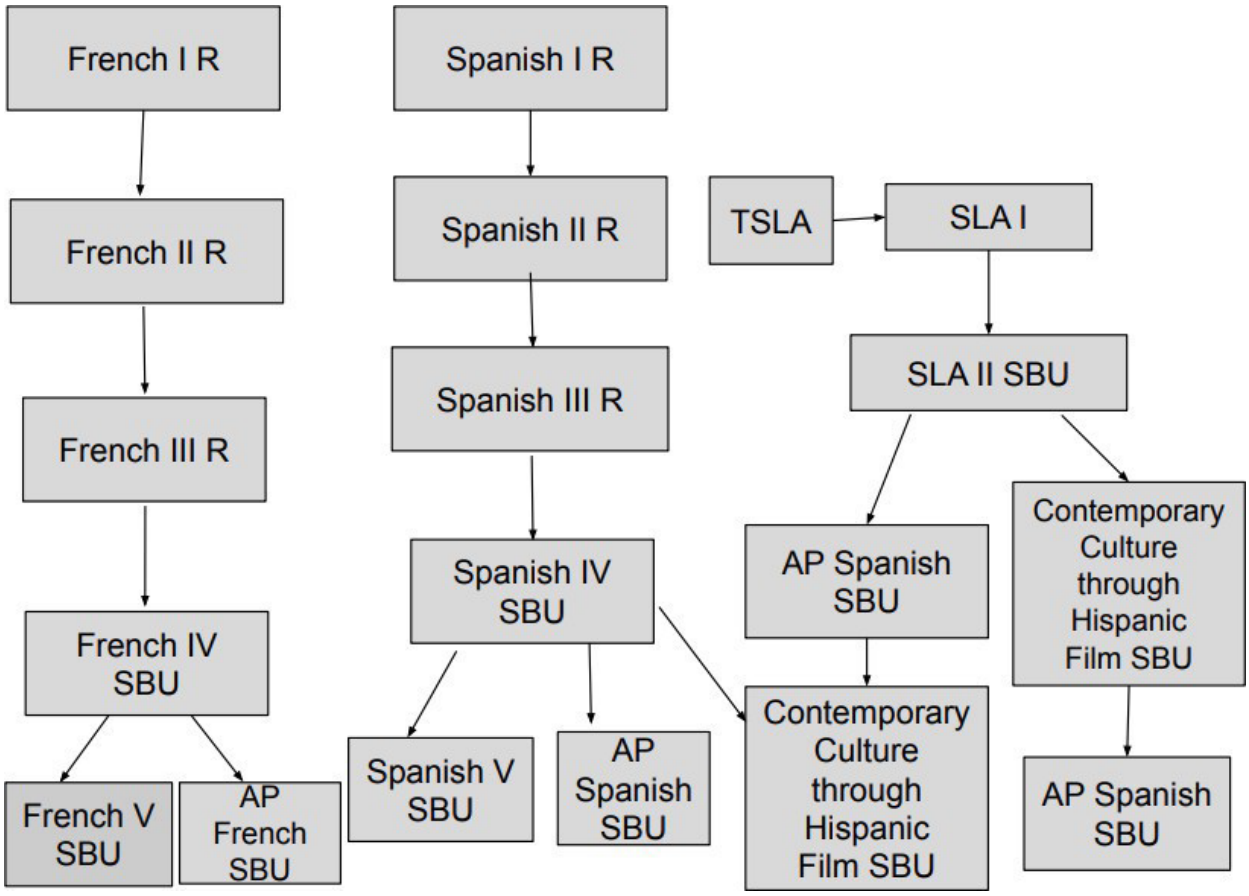
The fourth level is a Basic Skills Development Program special occupational education. This program could be carried out in a variety of trade areas in all four years of high school. When a student is approved to participate in occupational education as a component of his or her I.E.P., a fifth year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

MONEY AND ME (820)
Grade Level 9-12 **Full year/ 1 Credit** **weight 1.00**
Description:

In this Introductory Business course, students will explore the essential functions of business, including finance, marketing, and management. The course covers important topics such as economics, costs, profit management, and the various types of businesses. Students will learn how to identify business opportunities and create effective business plans. Additionally, they will develop practical skills in financial decision-making, which includes calculating wages and taxes, managing personal finances, and understanding the costs involved in purchasing a home or car. Strategies for saving and investing money will also be discussed. By the end of the course, students will have a strong grasp of business vocabulary and an understanding of the challenges and responsibilities involved in operating a business.

WORLD LANGUAGES & CULTURES



ELECTIVES

Contemporary Culture Through Hispanic Films

Transitioning Spanish Language Arts

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.

As mandated by the New York State Board Department of Education, language training at Riverhead High School cultivates the **three modes of communication: Interpretive, Interpersonal and Presentational.** 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 or Spanish.

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 or department approval

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 **Full year/1 credit** **weight 1.04**
Prerequisite: French II

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 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.

FRENCH IV SUNY Stony Brook (513)
Grade Level 11-12 **Full year/1 credit**
4 Stony Brook credits available **weight 1.18**

Prerequisite: French III and a passing grade on the Foreign Language B exam

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.

In order to earn college credit students are required to pay the tuition charges and fees assessed by Stony Brook University (as of 2025, the cost is $400 for a four-credit course).

FRENCH V SUNY Stony Brook (515)
Grade Level 11-12 **Full year/1 credit**
Prerequisite: French IV **4 Stony Brook credits available** **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.
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.

In order to earn college credit students are required to pay the tuition charges and fees assessed by Stony Brook University (as of 2024, cost is $400 for a four-credit course).

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 expanse 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 or department approval

Description:
In this second level of language study, the three modes of communication: Interpretive, Interpersonal and Presentational are considerably developed. Interpersonal communication is regularly encouraged, interpretation of authentic materials is necessary for students to 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. This course is intended for non-native speakers of Spanish.

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**
Prerequisite: Spanish II

Description:
EEmphasis is clearly placed on the three modes of communication: Interpretive, Interpersonal and Presentational of Spanish. Students are now developing their proficiency levels from Intermediate Low to Intermediate High as classes are often conducted primarily in Spanish. Interpretive communication is improved through practice with extensive authentic passages. Through coordination with a more formal study of the culture of the Spanish Language, students' vocabularies are increased significantly. This course is intended for non-native speakers of Spanish, and culminates in a Foreign Language Checkpoint B exam (which leads to an Advanced Regents Diploma).

If Spanish IIIR students complete additional specific independent study projects and the required portfolio, they may be eligible to receive an 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 SUNY Stony Brook (528)
Grade Level 11-12 **Full year/1 credit** **weight 1.18**
4 Stony Brook credits available
Prerequisite: Spanish III and a passing grade on the Foreign Language Checkpoint B exam.
Description:

This elective class is taught primarily in Spanish. The students keep improving their proficiency levels in the three modes of communication: Interpretive, Interpersonal, and Presentational from Intermediate High to Advanced Low. 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.

In order to earn college credit students are required to pay the tuition charges and fees assessed by Stony Brook University (as of 2025, cost is $400 for a four-credit course).

SPANISH V SUNY Stony Brook (530)
Grade Level 12 **Full year/1 credit** **weight 1.18**
Prerequisite: Spanish IV **4 Stony Brook credits available**

Description:

This course is designed to improve and expand student's communicative ability and cultural understanding through the three modes of communication: Interpretive, Interpersonal, and Presentational. 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 Interpersonal communication. Class is taught primarily in Spanish. Students may elect to take this class for either/ both high school and ACE Stony Brook credit.

In order to earn college credit students are required to pay the tuition charges and fees assessed by Stony Brook University (as of 2024, cost is $400 for a four-credit course).

ADVANCED PLACEMENT SPANISH LANGUAGE AND CULTURE SUNY Stony Brook (531)

Grade Level 12 **Full year/1 HS credit** **weight 1.18**

3 Stony Brook credits available

Prerequisite: Spanish IV, SLA II, or Department approval Spanish IV, SLA II, Contemporary Culture through Hispanic Film, or Department approval

Description:

This is a rigorous course taught exclusively in Spanish as it requires students to improve their proficiency across the three modes of communication (Interpretive, Interpersonal, and Presentational) from Advanced Low to Advanced High. 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). 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. **Student must take the AP Spanish Language Exam in May in order to receive AP weighting.*

In order to earn college credit students are required to pay the tuition charges and fees assessed by Stony Brook University (as of 2025, cost is $300 for a three-credit course).

SPANISH LANGUAGE ARTS I (522)

Grade Level 9/10 **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 the three modes of communication: Interpretive, Interpersonal, and Presentational in Spanish, while increasing academic and 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.

If Spanish Language Arts I 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 LANGUAGE ARTS II SUNY Stony Brook (523) **weight 1.18**

Grade 10/11 **Full year/1 credit**

4 SUNY Stony Brook credits available

Prerequisite: Spanish Language Arts I and a passing grade on the FLACS B Exam

Description:

This course is designed to expand the literacy skills of students' home language. It provides instruction directed to develop and improve the three modes of communication: Interpretive, Interpersonal, and Presentational in Spanish. The use of authentic printed and audiovisual material in a thematic and cultural context supports 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 or Contemporary Culture through Hispanic Films. 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

In order to earn college credit students are required to pay the tuition charges and fees assessed by Stony Brook University (as of 2025, cost is $400 for a four-credit course).

CONTEMPORARY CULTURE THROUGH HISPANIC FILMS SUNY Stony Brook (505)

Grade Level 12 **Full year/1 credit** **weight 1.18**
Stony Brook ACE Program (SPN 211)/ 3 credits*

Prerequisite: SLA II, AP Spanish, Spanish IV

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 communicative modes. Course grades will be based on projects. Students may elect to take this class for either/both high school and ACE Stony Brook credit as long as they have not taken AP Spanish for ACE credit. Students are responsible for paying the tuition fees to the college.

TRANSITIONING SPANISH LANGUAGE ARTS (524)

Grade Level 9-12 **Full year/ 1 credit** **weight 1.00**
Prerequisites: none

Description:
Transitioning Spanish Language Arts is a course designed to help heritage or native Spanish speaking students with interrupted or inconsistent formal educational backgrounds improve their literacy skills through instruction in their native spoken language. This course will offer support to students who struggle with basic reading and writing concepts in a supportive and equitable environment designed to move at a comfortable pace. While the main focus of this course is to improve their writing mechanics and increase their reading levels, it will also help them transfer these skills to their other classes. For newly arrived native Spanish speaking students it will support them in their transition to the American school system. Study and organizational skills, appropriate classroom behavior and executive functioning skills will also be addressed. The goal is for these students to be more successful when they move on to Spanish Language Arts 1 (a required course for graduation) to improve their chances of success at Riverhead High School and beyond in their lives as functioning, literate members of society. By addressing these basic literacy skills through instruction in their native language, the hope is that this will also improve their performance in their English language classes, as connections to and comparisons with the English language can also be addressed within the context of this course.

CLUBS AND ACTIVITIES

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

3D Maker Club
9th Grade Orchestra
9th Grade Women's Chorus
African American Culture Club
Art Club
Athletes Helping Athletes
Bible Club
Blue Masques
Blue Waves News Club
Chamber Choir
Chess Club
Ceramics Club
Class of 2027
Class of 2028
Class of 2029
Class of 2030
Concert Band
Cooking Club
Council for Unity
Debate Club
DECA
Debate Club
ENL Support Club
Fishing Club
French Club
Future Medical Physicians Club
Gaming Club
G.S.A – Gay – Straight Alliance
Hispanic Youth Leadership
Healthy YoUniversity
Homework Club
Interact Club
Jazz Ensemble
Key Club
Leader's Club
Literary Magazine (Labyrinth)
Math Club
Mentathletes
Mixed Choir
National Honor Society
Newspaper (Riptide)
North Star Leadership
NJROTC
Pep Band
Photography Club
Pit Orchestra
RHS Kick Line Club
Riverhead CAP
Robotics Club
SADD
School Store
Science Olympiad
Senior Orchestra
Set Design
Sewing Club
Spanish Club
Strategic Card Game
Student Council
Student Government
Symphonic Band
UN Model Congress
Upstanders Club
Wind Ensemble
Women's Empowerment Club
Yearbook

SPORTS

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

Guidance Counselor:	*Last Name beginning with:*
Ms. Cobis	A - Cha
Ms. Gigante	Che - Garcia
Mr. Korobow	Gard - La
Ms. Loizos	Le - Orte
Ms. Maurino	Orti - Sc
Ms.Salerno	Se - Z
Ms. Rodriguez	(ENL) A- LI
Ms. Ramos	(ENL) Lo - Z

Social Workers

Mr. Antz – 369-6737 Room #243
Ms. Nigrel – 369-6724 in Guidance
Ms. Timpone – 369-5908 in Guidance
Ms. Ventura – 369-6740 Room #105A
Ms. Lindsay – Transition Coordinator 369-3517 Room #146B
Ms. Adams – CAP Social Worker 369-6738 Room #205C

Directors

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.

Directors

Ms. Melissa DeRosa – Assistant Director of Special Education & Pupil Personnel Services (591-5917)

Ms. Melissa Edwards – Director of Health, Physical Education, &Athletics (369-6818)

Mr. Michael Franco – Director of Safety/Security (369-2279)

Mr. Charles Gassar – Director of Guidance (369-6728)

Mr. Chris Marino – Director of Special Education & Pupil Personnel Services (369-6826)

Ms. Tinamarie Rickmers – Director of Registration (591-5914)

Mr. Jason Rottkamp – Director of Fine Arts (591-5924)

Dr. Emily Sanz – Director of ENL Services, Community Outreach (591-5946)

Psychologists

A-Gag	Gar-O	P-Z
Ms. Reid	Ms. Spinella	Ms. Koullias
369-6768	591-5909	369-7690

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 of the appropriate grade level for further assistance.

Directors

Mr. Michael Franco – Director of Safety/Security (369-2279)

Assistant Principal
Ms. Nicole Taylor
369-6837
Last Name beginning with
A thru Flores
Special Education Liaison, Business and Family & Consumer Science

Assistant Principal
Mr. Jon LaRochester
369-6744
Last Name beginning with
Flort thru Mok
RHS Evening Academy
Social Studies Liasion
ELA

Assistant Principal
Ms. Dorene Mongiello
369-6725
Last Name beginning with
Mojo thru Townsend
Science and Technology Liaison & Student Activities Coordinator

Assistant Principal
Ms. Dena Marie Tishim
369-6746
Last Name beginning with
Towo thru Z
North Star Academy
Drivers' Education

Principal

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