

Riverdale Kingsbridge Academy MS/HS 141

Course Guide 2021-2022



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Lori O'Mara, Principal

Principal's Message

Dear R.K.A. Students and Families,

In your hands is a roadmap to your future success in high school and beyond. Whether you are preparing for ninth grade or your senior year, this catalog describes the opportunities that await you, and it will assist you in planning for the future that best meets your needs.

- This is an outline of our school's programs and courses. Use it to decide what educational experiences will shape your future.
- This contains the latest information on the New York State Graduation requirements, including Regents examination requirements.
- This contains information on our school's policies.
- This provides parents with the information they need to assist you in making the decisions that are best for you.

As we await guidance about what the 2021-22 school year program will look like, we know it is important to work with you to plan for your future. This guide lists our long-standing practices and policies as well as anticipated variations we may need to make given the Covid pandemic and the changing landscape.

It is expected that you will begin by reviewing the available courses for your grade and select courses that coincide with your educational and career dreams. Yet, as valuable a resource as this catalog may be, it is not enough. The most important support for students as they plan their future is the school counselor. Counselors are experts in our courses, college planning, and career planning. They are here to serve you, and their expertise is valuable. Please be sure to meet with your counselor in the upcoming weeks to review your selections and your proposed program for next year. Carefully consider how the choices you make now prepare you for your future. Challenge yourself, and remember nothing worthwhile comes easy!

Next June or in some June closely approaching us, I will be handing you your diploma as a graduate of our school and wishing you success in your future. I know that part of your future is determined right here, right now as we hand you this course guide. Please give this book your full attention with the help of your school counselor, teachers, Assistant Principals, and your parents. May you find success in the years ahead!

Lori O'Mara

Principal

Riverdale Kingsbridge Academy MS/HS 141

Mission Statement

The Riverdale Kingsbridge Academy is a **community of learners embracing diversity** and **educating young minds to meet the challenges of their world** today and tomorrow. We create **an environment** of academics, arts, athletics and activities that **engages all students to learn and collaborate together** so they can become **creative, independent, critical thinkers** who embody a life-long love of learning.

Riverdale Kingsbridge Academy MS/HS 141

Vision Statement

We at the Riverdale/ Kingsbridge Academy envision...

Rigorous Instruction that challenges, supports and inspires a diversity of students

Supportive Environment that instills in our diverse students, staff and families a sense of pride, belonging and accountability to one another

Collaborative Teachers who communicate and elevate one another to benefit the students, the school, and the profession

Effective School Leadership which is responsive to the trends, needs, and data of our students' successes and challenges

Strong Family and Community Ties which create opportunities for and enhance our students, school and community.

...a school community that students, staff, families and alumni are proud to call "home."

Table of Contents

Letter from the Principal

Mission Statement

Vision Statement

Graduation, Diploma, and Examination Requirements

Diploma Requirements

Promotional Requirements

Advanced Placement Courses

PSAT

The SAT Reasoning Test

The SAT Subject Tests

The ACT

Transcripts and Grades

Transcripts / Grades

Grading Policies

Honor Roll and Honor Society

Valedictorian and Salutatorian

Guidance Services and Programming Policies

Guidance Counseling

Course Programming

High School Honors Guidelines

Advanced Placement Guidelines

Program Changes

High School Transcripts

College Now

Credit Recovery

Make Up Courses

Taking Responsibility

High School Community Service

Attendance Policy

Cutting

Code of Behavior

Senior Privileges

Plagiarism

Extracurricular Activities

Services for Students with Special Needs

504 Accommodation Plans

English as a Second Language

Course Listings by Department

English Department

Mathematics Department

Science Department

Social Studies Department

Foreign Language

English as a Second Language

Technology

The Arts

Important Contact Numbers

Main Office:

718- 796 – 8516

Assistant Principals

Ms. Miller, APO Middle School, Special
Education

Extension 2142

Mr. Scholz, (Sci., Phys. Ed., Math, Tech)

Extension 2391

Mr. Sullivan, (ELA, Social Studies, ELL,
Foreign Language, The Arts)

Extension 3391

Ms. Lustig APO High School, Testing,
Programming

Extension 3082

Guidance Counselors:

Ms. Byrd Grades 9 -12: Last names A – K

Extension 3034

Ms. Eisenberg Grades 9 -12 Last names L- Z

Extension 3033

Parent Coordinator

Ms. Prince

Extension 1045

Community Service

Ms.Velez

Extension 3061

*****ALL policies and practices subject to change based on Coronavirus restrictions and DOE guidance. Known adaptations will be indicated in bold italics.***

Graduation, Diploma, and Examination Requirements

New York State requires that students fulfill both credit and examination requirements in order to graduate from high school. Official graduation requirements by class cohort can be found on the [Department of Education website](#). Accordingly, students at The Riverdale / Kingsbridge Academy must fulfill those following requirements in order to earn a diploma.

Diploma Requirements

At the end of each semester, credit is earned for each class in which the student has earned a mark of 65% or higher. Usually, the fall semester ends on or about January 31, and spring semester ends on or about June 30. Courses are taught at general education, honors, Dual Enrollment or Advanced Placement level and are labeled accordingly on academic transcripts. As per the regulations of the Department of Education, Advanced Placement courses are weighted by a factor of 1.1 in the computation of grade-point averages. Dual Enrollment courses are also weighted by a factor of 1.1. Honors courses are weighted by a factor of 1.05. ***Honors courses may not be offered during the pandemic.***

In order to graduate with a *Regents Diploma* the requirements for high school graduation are:

- Earn 44 subject specific credits according to this distribution:
 - 8 credits in English, 8 credits in Social Studies, 6 credits in Math (including 2 credits in advanced math), 6 credits in Science including 1 lab science, 2 credits in Foreign language, 2 credits in the Arts, 4 credits in Physical Education, 1 credit in Health, and 7 elective credits.
- Earn a passing grade (**65+%**) or a **Waive (in the time of Covid)** on **five (5)** required Regents exams as follows:
 - Algebra I
 - English Language Arts
 - Any Laboratory Science
 - Any Social Studies

- o Any 1 additional exam (may be another Science, Social Studies, LOTE or Mathematics)
- o ***Regents exams may be temporarily waived during the pandemic***

** There are some safety nets that may be applicable to special populations (English Language Learners, recent admits to the NYS school system, and Students With Disabilities). If your child qualifies for a safety net his/her guidance counselor will speak with the student about what the options are.

In order to graduate with an Advanced Regents high school diploma, students must pass all of the Regents Examinations required for an *Advanced Regents Diploma* and fulfill the following distribution and credit requirements:

- All of the Regents diploma requirements must be met, as well as **three (3)** years of credits (6 credits) in **Foreign Language**.
- Passing grade of **65+%** (or greater (or a Covid waiver) on each of the following **nine (9)** required Regents exams:
 - o Algebra I, Geometry, and Algebra II/Trigonometry
 - o English Language Arts
 - o Global History and Geography
 - o United States History
 - o Two Sciences: Living Environment, Chemistry, Earth Science, or Physics
 - o Foreign Language (LOTE)
- ***Regents exams may be temporarily waived during the pandemic***

Promotional Requirements

As per Department of Education policy, students are promoted from one grade to another, based on the credit requirements noted below:

Promotion from Grade 9 to Grade 10

The student has earned a minimum of eight credits.

Promotion from Grade 10 to Grade 11

The student has earned a minimum of twenty credits, including four credits

In Global History and four credits in English

Promotion from Grade 11 to Grade 12

The student has earned a minimum of thirty credits, including four credits

In Global History and four credits in English

Students may be promoted at the end of any semester, provided that they have fulfilled the above cumulative credit requirements.

Students will be certified as graduates, regardless of their grade, when they have fulfilled all credit requirements required by the State of New York and when they have passed all required state examinations (***or had them waived due to the pandemic***).

Advanced Placement Courses (see Advanced Placement Guidelines p.24)

All students at the Riverdale Kingsbridge Academy who elect to enroll in Advanced Placement courses must sit for the requisite AP Exam as a condition of enrollment. Students who are enrolled in an AP course, but fail to sit for the required AP Examination, will not receive AP designation for the course on their high school transcript. Students **may** receive Advanced Placement credit for college upon successful completion of the exam and according to the college's policies.

At this time, RKA offers the following Advanced Placement classes.

- Calculus
- Biology
- English Literature and Composition
- English Language and Composition
- Spanish Language and Composition
- United States History
- Studio Art
- Environmental Science

Advanced Placement classes are a commitment and should be treated as such. Students interested in enrolling in any advanced course must attend an informational session in the spring of the previous year so that students can understand the expectations and work load. **Students who commit to an Advanced Placement course will not be allowed to drop that class once programming is completed in June.** All AP courses are contingent upon the number of students who request that particular course. Department of Education financial support varies from year to year, and students may be required to pay a fee for the Advanced Placement exam itself.

Dual Enrollment Courses

Dual enrollment courses are offered to 11th and 12th graders at RKA, ***but may be on pause due to the pandemic.*** These classes are offered in partnership with The College of Mount St. Vincent. Students enroll in a course that is taught here at RKA during the regular school day by an RKA teacher. The students follow the syllabus established by the college, use the college-level textbook, and take the college's final exam associated with the course. If students are successful in the course, they will earn credit toward meeting graduation requirements at RKA and will have the opportunity to receive college credit from the College of Mount St. Vincent. This credit is usable at the College of Mount St. Vincent or transferable to other colleges and universities based on the transfer credit policies of those institutions.

Dual enrollment courses also require a financial commitment from families. Although RKA will be providing the textbooks for the courses, families are required to contribute a \$150 fee for the course if the family would like the course to be recorded on a transcript from the College of Mount St. Vincent. Students do not need to pay the fee if they wish to take the course for HS credit only. This money will be payable directly to the College of Mount St. Vincent. Payment schedule will follow. College credit may only be earned

if the payment is made to the College of Mount. St. Vincent according to their policies.

Dual enrollment courses are indicated on transcripts as DE and carry a weight of 1.1 for calculating a student's weighted GPA.

Dual enrollment courses are a commitment and should be treated as such. Students interested in enrolling in any advanced course must attend an informational session in the spring of the previous year so that students can understand the expectations and work load. **Students who commit to a dual enrollment course will not be allowed to drop that class once programming is completed in June.** All dual enrollment courses are contingent upon the number of students who request that particular course.

At this time, RKA and the College of Mount St. Vincent are offering

- Mathematical Modeling
- Sociology
- Anthropology
- Psychology
- Human Biology
- Chemistry for the Courtroom

PSAT

The PSAT serves as practice for students who will take the SAT Reasoning Test as part of the college admission process. Students who take the PSAT in 11th grade will qualify for the National Merit Scholarship / National Achievement Scholarship competition based on their test performance. PSAT scores may also qualify students to participate in other scholarship programs. PSAT scores are one factor in determining which students are eligible to take College Now courses.

The College Board provides PSAT test-takers with a comprehensive score report that contains valuable information for students preparing for the SAT Reasoning Test. Score reports are returned to students in mid-December of each year. The guidance counselors will assist students in interpreting their score reports and identifying the areas and skill for which further preparation is required. Students should also sign up for Khan Academy to receive personalized assistance.

For the last several years the DOE offers the PSAT free of charge to all students in the tenth grade cohort in March; ***although this is on pause during the pandemic.*** NYCDOE does not offer the PSAT to 11th graders. Students wishing to take the PSAT in 11th grade would need to work with College Board to locate a site offering the exam

The SAT Reasoning Test

The SAT Reasoning Test is a college entrance exam required as part of the application process to many four-year bachelor's degree programs. Two-year community colleges usually require the exam for determining course placement and awarding scholarships. The SAT attempts to measure critical thinking skills by assessing how well students analyze and solve problems. The SAT is comprised of evidence-based reading and writing, math, and an optional essay.

The SAT is offered seven times a year, and students generally take the exam for the first time in the spring of the junior year. Most students elect to re-take the SAT in the fall of the senior year. This is helpful to students because it allows a student to "superscore" (use the best scores they received on each section and combine them on college applications. In general, so that colleges will receive score reports on time, students should take the exam no later than October of the senior year.

The NYCDOE currently offers students in the 11th grade the opportunity to take the SAT for free during the school day. Students are responsible for paying the SAT registration fee and for submitting the registration application on time for all other administrations. Students who are eligible for free or reduced lunch **may** receive a fee waiver for taking the SAT. If you have questions about this, see your Guidance Counselor.

Most colleges require students to have an official SAT score report mailed to the college directly by the College Board. All students who take the SAT receive four college score reports at no extra cost. Additional reports may be purchased, for a fee, from the College Board.

During the pandemic, many colleges and universities have adopted a “Test Optional” policy. Please refer to the college websites for details.

The SAT Subject Tests

The SAT Subject tests are one hour multiple-choice exams that measure how much students know about a particular academic subject and how they can apply that knowledge. These exams help colleges compare the academic achievement of students from different schools across the country.

Many selective colleges require students to take two or three SAT Subject Tests. Usually, colleges require that at least one of these exams be taken in mathematics or science and that an additional exam be taken in English or social studies. It is the **student's responsibility** to become aware of each college's admission requirements.

In general, students must have taken all SAT Subject Tests prior to early fall of the twelfth grade year (at least by December). We strongly suggest that students take the SAT Subject Test in June of the year they finish the corresponding high school course. The English Department recommends that students wait until fall of the senior year in order to take the Literature examination.

The ACT

The ACT is a national college admission examination that consists of sub-tests in English, mathematics, reading, and science, as well as an optional writing test. Virtually all colleges and universities, including all of the Ivy League schools, permit students to take the ACT.

Traditionally, the ACT has been a more popular college entrance exam in the Mid-West and West. In recent years it has become more popular in the northeast. The ACT can serve as an excellent option for students instead of, or in addition to, the SAT. Many highly competitive colleges will accept the ACT with writing in lieu of both the SAT Reasoning Test and SAT Subject Tests. The ACT has established a “score choice” policy, meaning that scores are not reported to colleges until students have first reviewed their results.

Registration for both the ACT and the SAT is done on-line and must be completed by the student; the only exam the school registers students for is the school day SAT in spring of the junior year.

Transcripts and Grades

The academic year is comprised of two semesters, fall and spring. Each semester is divided into three 6-week marking periods ***although we have reduced to two marking periods per term during the pandemic***. Report cards are issued at the end of each marking period. Final grades are issued at the end of each semester and represent an average of the three marking period grades. All final semester grades are recorded on the academic transcript.

For all classes which culminate in a Regents exam, 10% of the Term 1 grade will be the student's score of the final exam and 10% of the Term 2 grade will be the student's score on the Regents exam for that subject. The Regents exam serves as the final for that course. ***As some Regents have been waived during the pandemic, we have eliminated this practice while Regents are waived.***

Students are graded on a 100 point scale. The minimum passing score is 65%. Grades are given in 1% increments above 55%. Each teacher is responsible for disseminating and implementing his/her department's grading policy.

If a student's final semester mark is 65% or higher, he or she will earn credit for the course. If the final semester mark is less than 65%, no credit will be awarded. ***During the pandemic any student who does not meet the 65 mark will receive an NX. No credit is earned for courses in which a student earns an NX.***

Final grades are averaged in order to determine each student's cumulative grade point average (GPA). For the purpose of calculating a student's academic average, marks in honors courses are weighted by a factor of 1.05, and AP and Dual Enrollment courses are weighted by a factor of 1.1. In deciding whether to admit students, colleges look very closely at the GPA.

Credits are determined in part by the amount of time for which a course meets as well as other factors based on the NYCDOE Academic Policy.

School-wide Grading Policies

****RKA Standard policies are below. All grading policies have been replaced with the pandemic grading policy through June 2021. RKA will follow the current DOE guidance as to grading for 2021-22 school year. Grading policies will be communicated on course syllabi.**

Pandemic Grading Policy (2020-21); all courses:

- 20% Participation, communication
- 30% Projects/ major pieces
- 50% Independent work

HS Math Grading Policies

****Term grade also computes 10% for either Final or Regents**

Math Algebra and Geometry Regents

Exams	40%
Quizzes	15%
Homework	10%
Class Work	10%
Projects	20%
Notebook	5%

Math Regents Classes /AP Classes/ Dual Enrollment

Exams and Quizzes	70%
Homework	10%
Class Work	10%
Projects	5%
Notebook	5%

HS Math Electives

Tests and Quizzes	35%
Projects	25%
Homework	15%
Classwork	20%
Notebook	5%

HS Science Grading Policies

Science Regents Classes

Exams	40%
Quizzes	10%
Projects/Labs	25%
Homework	10%
Classwork and participation	10%
Notebook	5%

AP Science Classes

Unit Exams and Reading Quizzes	70%
Classwork	5%
Homework	10%
Lab	10%
Notebook	5%

Dual Enrollment Science Classes

Unit Exams	60%
Quizzes	15%
Classwork	5%
Homework	15%
Notebook	5%

Science Electives

Exams:	25%
Quizzes:	10%
Homework:	15%
Class work:	20%
Projects/Labs:	20%
Class Participation:	5%
Notebook:	5%

HS Social Studies Grading Policy

Social Studies Classes

Essays, Tests, and Projects	50%
Classwork/Participation	25%
Homework	20%
Notebook	5%

AP Social Studies Classes

Unit Exams and Reading Quizzes	70%
Classwork	15%
Homework	10%
Notebook	5%

HS English Language Arts Grading Policies

English Language Arts Classes

Participation	15%
Classwork / Homework	30%
Assessment	50%
Binder/Folder/Portfolio	5%

HS Foreign Language Grading Policies

Foreign Language Classes

Speaking and Comprehension/Participation	30%
Notebook/Classwork	5%
Homework	10%
Projects	15%
Quizzes and Exams	40%

A.P. Spanish

Classwork	10%
Notebook	5%
Homework	10%
Projects	5%
Quizzes and Exams	70%

Additional Dual Enrollment Grading Policies are TBD All grading policies for those
Riverdale Kingsbridge Academy MS/HS 141 Course Guide 2021-22

courses will be distributed with course syllabus at the start of the year.

Finals/ Regents

ALL HS courses include a Final exam in January and June, ***except for during the pandemic.***

In January the final counts as 10% of the Term 1.

In June, for all classes which culminate in a Regents exam, the Regents exam serves as the final for that course. Regents (or the Final for a non-Regents course) in June constitute 10% of the Term 2 grade.

Honor Society and Principal's List

Each marking period, students who have earned an academic average of 90% or better, and who have not failed any classes, will be named to the **Principal's List**. There are no community service requirements in order to qualify.

Students who show academic excellence and a commitment to service are eligible to join the **National Junior Honor Society** (grade 9) and **National Honor Society** (grades 10 – 12) each year. In particular a student must:

- Achieve a minimum 85% GPA overall in a given semester.
- Complete the service requirement of earning ten (10) community points by the last week in April. ***Pandemic adaptation of community service requirement.***
- Have satisfactory conduct in all subjects and during any community service activities in keeping with the “service, leadership and character” motto.
- Be recommended by a faculty member.

An induction ceremony takes place in late May for new members to the Honor Society if they complete the Honor Society requirements. All students will need to pay a \$15 membership fee to cover the cost of expenses and ceremonies.

Returning members will be recognized at the spring awards for their grade levels.

Valedictorian and Salutatorian

Typically, the Riverdale / Kingsbridge Academy ranks students in accordance with their cumulative academic average. Due to the Covid 19 Pandemic the Class of 2022 will not be ranked. Valedictorian and Salutatorian will be determined based on their cumulative average of

- Grades from Grade 9
- Grades from the first half of Grade 10
- Grades from Grade 12

The Valedictorian and Salutatorian will be the first and second students, respectively, in the graduating class, who meet the following additional criteria:

- Must have spent all of grades 9, 10, 11 and 12 at RKA
- Must be in a 400 or 410 homeroom (i.e. 405 or 411)
- Must earn an Advanced Regents diploma
- Must have taken 1 or more accelerated classes (AP, Dual Enrollment etc.) in grade 11, and 2 in Grade 12.
- Students must have taken a minimum of 3 AP or Dual Enrollment classes in their high school career.
- Grades from Honors, Dual Enrollment, and AP classes will be weighted.
- Must be a 4 year member of the Honor Society and Principal's List
- Cumulative GPAs will be calculated after the second marking period of the Spring term. ***(First marking period of Term 2 during Pandemic.)***
- Candidates are students who have comported themselves in a way that brings honor upon the good name of RKA.
- In the case of a tie for Valedictorian there will be co-Valedictorians and no Salutatorian.
- In the case of a tie for Salutatorian, there will be co-Salutatorians.

Guidance Services and Programming Policies

Guidance Counseling

Guidance caseloads are assigned alphabetically. Students remain with the same guidance counselor throughout their four years of high school. Guidance counselors are accessible to students and parents or guardians by phone, email, or appointment.

The guidance counselors at RKA provide a comprehensive range of services, including programming, college / career planning, academic intervention services, counseling, classroom presentations, correspondences with families, and referrals to outside agencies when necessary. They frequently host parent / student nights that address issues regarding college applications, college fairs, financial aid, and testing. Guidance counselors also act as liaison between students, parents, and the faculty.

Course Programming

The Riverdale / Kingsbridge Academy follows these policies in programming its students:

- In grades 9 through 12 all students will be programmed for a seven period day plus lunch. ***(DOE removed lunch due to Pandemic.)***
- All students are programmed so that they have an opportunity to fulfill the credit requirements necessary to earn the Advanced Regents Diploma (the requirements for which were noted earlier).
- Prior to each year, students are asked to complete a program request form on which they may indicate course requests. Parents must sign the course request form. ***For 2021-22 students will complete an online survey to complete course selection by May 15.***
- Students are expected to complete NX courses needed for graduation. An NX signifies that the student has not yet demonstrated that he or she has met the learning standards for the course. NX courses must be completed by the end of the following term.
- Students are required to repeat failed courses. Some courses may be repeated in PM school or summer school. If a course is not offered in PM or summer school that class will need to be made-up during the school day during a later semester. In some cases, if there is sufficient space in the program, students may be permitted to repeat a failed course and take the next sequential course

simultaneously. In the case of multiple failures, it may not be possible to schedule students to make up all courses simultaneously. In such cases, RKA will attempt to strike a balance between programming students to make up courses and taking the remaining courses required for graduation. Students in this situation must attend summer school, PM School, or “night” school on another campus.

- The Riverdale / Kingsbridge Academy strongly discourages students from “advancing” (i.e. taking courses more quickly so as to complete graduation requirements in less than four years). Our program is intended to prepare students for success at competitive colleges and universities. Early graduation deprives students of the opportunity to develop the academic skills and the maturity necessary to excel in colleges.

- Students will be scheduled for one physical education course each semester. Participation in varsity, junior varsity, or intramural sports may not fulfill the physical education credits required for graduation. Every attempt will be made to schedule students who have failed a prior semester of physical education for a make-up course.

High School Honors Guidelines

Honors classes have been established at the high school level to provide students with increased rigor and opportunities for independent work; ***however given the many different ways in which people experienced the pandemic honors course are on pause for 2021-22 school year until students' academic performance can be more equitably measured.*** Programming at the high school allows for students to be placed into honors courses based on a student's performance in an individual subject. Therefore, a child may be placed into an honors section of social studies, but not English (for example). Science and mathematics courses are not coded as honors or non-honors at the high school level because students follow through the sequence at individual paces.

Traditionally, when students enter the 9th grade they are placed into honors classes based on a comprehensive evaluation of the following criteria:

- A score of 90 or greater in an 8th grade honors section of the course or a score of 93 or greater in a non-honors section of the course.
- For ELA and Social Studies: NYS ELA Exam Level 3 and 4 on the 8th grade exam.
- Recommendations from previous teachers.
- For science or mathematics, students will be placed in the appropriate course based on successful completion of Regents exams in science and math during middle school. Science and mathematics courses are not coded as honors or non-honors at the high school level because students follow through the sequence at individual paces.

After grade 9, students are placed into honors courses based on the following criteria:

- A score of 90 or greater in an honors section of a corresponding course or a score of 93 or greater in a non-honors section
- A score of 85 or greater on a corresponding Regents exam or diagnostic exam.
- Recommendation from previous teacher.

The following are our guidelines for remaining in honors classes after the initial acceptances:

- Attendance of 93% or higher

- Academic performance of 90% or higher
- Exemplary behavior (i.e. demonstrated ability to focus on tasks, no disruptive, repetitious or prolonged behavior problems)

In grades 11 and 12, Advanced Placement or Dual Enrollment courses may replace Honors offerings in English, mathematics, social studies, and science.

Advanced Placement Guidelines

Advanced Placement (AP) classes have been established at the high school level to provide students with increased rigor and opportunities for independent work. We make every effort to ensure that admissions to the AP classes are equitable and fair.

During the spring Advanced Courses Information Sessions, students will have an opportunity to learn about AP courses from the students enrolled in the courses and the teachers who typically teach the courses. AP courses are extremely challenging. They are college-level courses offered to high school students. Every student enrolled in an AP course is expected to prepare for and take the AP test in May. College Board currently charges students \$94 per exam. The score on that exam is used by colleges to determine the awarding of college credit for the work previously completed.

Students may elect to take one or more Advanced Placement course as per the following guidelines:

- Students who have passed the pre-requisite course(s) with an un-weighted mark of 90% or better or have earned 85 or better on the Regents or State Exams are automatically eligible to request the AP course in that subject area.
- Students who have passed the pre-requisite course(s) with an un-weighted mark between 80% and 89%, passed the Regents exam for that subject with an 80 - 84, must obtain the recommendation of their teacher from prior semester's pre-requisite course.
- Students who wish to take an Advanced Placement course, despite not have not met one of the above two requirements, may nevertheless do so – on a space available basis – provided that they, along with their parent or guardian, attend a conference at school and jointly sign a written waiver, granting permission for the student to be scheduled for a course that may possibly be too advanced or rigorous.
- Students who have applied to take an AP course will be informed of acceptance before the end of the prior school year. If, due to scheduling conflicts, RKA is unable to accommodate a student's request to take an AP course, he or she will be informed as soon as possible and presented with alternative programming options.
- Students who register for an AP course must complete a significant summer project or assignment prior to the beginning of the school

year.

- Registering for an AP course represents a year-long commitment.
- Students who elect to enroll in Advanced Placement courses must sit for the requisite AP Examination as a condition of enrollment (Exam fee set by College Board). Students who are enrolled in an AP course, but who fail to sit for the required AP Examination, will not receive AP designation for the course on their high school transcript.
- The school will not remove a student from an AP course without first consulting the student and his or her parent/guardian.
- A student may not drop any Advanced Placement class after programming is completed in June.

Dual Enrollment Guidelines

Dual Enrollment (DE) classes have been established at the high school level to provide students with increased rigor and opportunities for independent work as well as the opportunity to earn college credit. We make every effort to ensure that admissions to the Dual Enrollment classes are equitable and fair.

Dual enrollment courses are offered to 11th and 12th graders at RKA. These classes are offered in partnership with The College of Mount St. Vincent. Students enroll in a course that is taught here at RKA during the regular school day by an RKA teacher. The students follow the syllabus established by the college, use the college-level textbook, and take the college's final exam associated with the course. If students are successful in the course, they will earn credit toward meeting graduation requirements at RKA and will have the opportunity to earn college credit from the College of Mount St. Vincent. This credit is usable at the College of Mount St. Vincent or transferable to other colleges and universities based on the transfer credit policies of those institutions.

Dual enrollment courses also require a financial commitment from families. Although RKA will be providing the text books for the courses, families are required to contribute a \$150 fee for the course if the family chooses to have the course added to a college transcript. If the student does not wish the credit recorded on a college transcript then there is no fee for the course. This money will be payable directly to the College of Mount St. Vincent. Payment schedule will follow. College credit may only be earned if the payment is made to the College of Mount St. Vincent according to their policies.

Dual enrollment courses are indicated on transcripts as DE and carry a weight of 1.1 for calculating a student's weighted GPA.

Dual enrollment courses are a commitment and should be treated as such. During the spring Advanced Courses Information Sessions, students will have an opportunity to learn about DE courses from the students enrolled in the courses and the teachers who typically teach the courses. **Students who commit to a dual enrollment course will not be allowed to drop that class once programming is completed in June.** All dual enrollment courses are contingent upon the number of students who request that particular course.

Students may elect to take one or more Dual Enrollment courses as per the following guidelines:

- Students who have passed the pre-requisite course (s) with an un-weighted mark of 90% or better or have earned 85 or better on the Regents or State Exams are automatically eligible to request the Dual Enrollment course in that subject area.
- Students who have passed the pre-requisite course(s) with an un-weighted mark between 80% and 94%, passed the Regents exam for that subject with an 80 - 84, must obtain the recommendation of their teacher from prior semester's pre-requisite course.
- Students who wish to take a Dual Enrollment course, despite not having met one of the above two requirements, may nevertheless do so – on a space available basis – provided that they, along with their parent or guardian, attend a conference at school and jointly sign a written waiver, granting permission for the student to be scheduled for a course that may possibly be too advanced or rigorous.
- Students who have applied to take a Dual Enrollment course will be informed of acceptance before the end of the prior school year. If, due to scheduling conflicts, RKA is unable to accommodate a student's request to take a Dual Enrollment course, he or she will be informed as soon as possible and presented with alternative programming options.
- Registering for a DE course represents a year-long commitment.
- A student may not drop any DE class after programming is completed in June.
- Prerequisites for DE courses are listed in the course descriptions.

Program Changes

The Riverdale / Kingsbridge Academy has implemented the following policies regarding program changes:

- Students or parents who desire a program change must complete a Program Change Request Form and submit it to the guidance counselor. Requests will not be accepted after the first **ten** days of the new semester.
- Students who wish to add a course will be permitted to do so provided that space exists in the requested course, and there is a corresponding slot in their programs.
- RKA is a small school with only a few faculty members in each department. Teaching load is generally determined based on teacher preference and contractual conditions. Students will naturally have a “favorite” teacher and may not always be assigned to that teacher. Thus, requests to change a teacher will generally be denied.
- Except as noted above, requests for a change in program will be permitted only for the following reasons:
 - To correct a programming error
 - To resolve a course conflict
 - To change a course as a result of summer school grades
- Occasionally, the school must make program changes to equalize class registers.

High School Transcripts

A transcript is an official and permanent record of a student’s academic performance while taking high school courses. Entries on this official document reflect actual courses taken, grades earned, credit awarded, and codes denoting special explanations (IEP). Current and former students may request a copy of their high school transcript by submitting a request through the Main Office. Requests must be submitted in writing. Transcripts of alumni who graduated more than six months prior will be subject to a small fee.

College Now

“College Now” is a free program designed to prepare New York City’s public high school students for the next big thing – college.

Through classes at local CUNY colleges, “College Now” offers eligible students a number of ways to improve their high school performance and get a jumpstart on college. “College Now” offers academic opportunities, campus-based tours and cultural events, such as theater and dance performances, and scholarship offers.

Students should check their eligibility status and availability of courses at the beginning of each semester. “College Now” classes will be posted on the Senior bulletin board, and applications are available in the Guidance office. Go to www.collegenow.cuny.edu for more information. Opportunities are also listed on our website under Student opportunities. www.RKA141.org

The following policies should be noted:

- During a student’s enrollment in a “College Now” course, he or she is considered a student of the college. In other words, students are subject to all the academic rules and regulations of the College, in addition to those of RKA.
- Students are expected to behave responsibly and maturely both on campus and in their college classes.
- All issues and concerns about grades or progress must be addressed by the students to the professor or instructor.
- Parents and students must realize that pupils are not supervised by Department of Education personnel while they are on a college campus, including the time during which they are walking to/from and while they are attending a CUNY class.
- Students may not drop a “College Now” course.
- Students who register for a two semester course must register for the second semester of the course in order to receive credit for the first.
- A grade of incomplete will only be permitted in extraordinary circumstances, such as in the case of serious illness. Students must apply to receive an incomplete prior to the day of the final examination.

Credit Recovery

Credit recovery is on pause during the pandemic as failing grades have been replaced with the NX grade. High school students have limited opportunity to recover credits for classes which they have failed. Credit recovery is a special time-sensitive opportunity and is available for students who have maintained a 66% class attendance average during the term and earned a 60-64% for the term grade. The classroom teacher must recommend a student for participation in credit recovery, and this recommendation must be accepted by the school-based panel. If accepted, the student will complete targeted work (designed by the original teacher) and attend instructional periods enabling the student to meet the standards for that course and grade. Students must complete the credit recovery work in the term following the term in which the original course was failed. Once the work is completed it must then be approved by the panel. If it is accepted, the student will earn a grade of CR to be entered in the following term. Students may earn a maximum of 3 credits via credit recovery in their entire high school career.

Retaking Courses/ Make-up Courses

RKA offers limited opportunity to make up or retake an entire course which a student has failed. This differs from Credit Recovery in that the student failed the original course with a 55 through 64 and/or did not meet the eligibility criteria for Credit Recovery. Retaking a course involves retaking the entire course including 54 hours of seat time and significant work matching the workload and standards for that course and grade level. “PM School” or “Saturday Academy” or “Summer School” all meet these requirements. Students may retake as many courses as needed; however as a small school, opportunities are limited. In addition, students cannot use these types of programs for advancement.

Taking Responsibility

High School Community Service

Encouraging students to develop as responsible citizens and active members of our community is part of the mission of RKA. As such, starting in the ninth grade and throughout high school, students will participate in individual, pre-approved volunteer service jobs. Each student is expected to complete a total of forty (40) hours of community service by graduation. This commitment is separate and apart from Honor Society requirements, and must be completed by the first week of June of their senior year. Failure to complete this requirement may result in loss of senior privileges. ***The Community Service requirement is on pause during the***

Attendance Policy

Daily attendance is necessary for success in school and is essential for maximum educational opportunities. The presentation of information and activities occur well beyond textbook assignments. If you must be absent from school, your parent or guardian is responsible for communicating the reason in writing. This note should be given to the official teacher to put in the attendance folder. In addition, a significant number of latenesses in any class may be considered an absence.

- Students are responsible for requesting the opportunity to make up worked missed.
- Our attendance staff will make a reasonable effort to contact a parent about student absences.
- Report cards will list the number of absences.
- Parents may check their child's attendance by consulting their child's guidance counselor.
- Students with 10 consecutive non-medical days absent are discharged.
- RKA does not provide work in advance for extended vacations.

Cutting

Cutting (not being in one's assigned location or class) is not permitted. Students may not leave the campus without an adult cited on the Emergency Blue Card on file in the main office. Attendance will be taken in each class and students who cut class will be subject to disciplinary measures which may include after-school detention, exclusion from extracurricular activities, or suspension.

Participation in Extracurricular Activities

Most in person activities are on pause during the pandemic. Many extracurricular activities such as dances, trips, and special events are offered to the students of RKA because the administration's philosophy is that these activities enhance the social and emotional experience of students in high school. In order to run safe events we need to

adhere to standards of behavior. Students falling below these expectations may not be permitted to attend functions and trips as it compromises the safety of our staff and students or compromises the good name of RKA.

Additionally, the ultimate function of any school should be to prepare our students for the future. This happens in many domains, but most importantly, academically. To this end, students need to attend classes, sit for exams, attend tutoring, and comply with the academic standards of the school. Should students' attendance be required in PM school, at Regents exams, and in classes be lower than expected, some privileges may be denied. That is to say that students who do not attend as expected will not be able to attend trips, dances, and special events.

Students are encouraged and invited to attend extra curricular activities (such as dances, and trips for social and entertainment purpose) at RKA provided they have met the following criteria:

- Failing no more than 2 classes in the most recent report card
- On-time 85% of the time (cumulative for the term)
- No class cuts (for the current marking period)
- Attended required Regents exams and/or major exams or finals. (Documentation required for absences.)
- No more than 1 disciplinary write up that results in disciplinary action per marking period

Our specific policy is updated annually and posted on the homepage.

Code of Behavior

All students are expected to follow the rules and regulations of the school with the guiding principles being safety and respect for learning. The "Citywide Behavioral Expectations to Support Student Learning" will be made available to all students at the beginning of the year. Here are some notable points from the Behavioral Expectations:

- Using inappropriate language is not permitted.
- Inappropriate dress is not permitted.
- Fighting in school or within the vicinity of the school will result in a suspension.
- Drug or alcohol abuse and/or possession in school or within the vicinity of the school will result in suspension and possible legal action.
- Any student involved in stealing, vandalizing, or defacing property on school grounds will assume the cost of financial restitution and will face suspension and possible arrest.

- Any student involved in setting off a false fire alarm will be prosecuted by the Fire Marshall and face suspension and possible arrest.
- Smoking, vaping and/or substance abuse is prohibited on school grounds. In addition, lighters and matches may not be brought to school.
- Sales of any items other than approved fundraising activities are prohibited.
- Cell phones and other electronic devices including laptops, tablets, and handheld video games are permitted within the building, but they cannot be used except with specific permission of the supervising staff member. They are never to be used in a bathroom or locker room and can never be used for filming or videotaping on school grounds. Please see our electronics policy for specific information.
- Textbooks are issued to students for use while they are enrolled in classes. If a book is lost or damaged, the student must pay for the book before another book can be issued.

Senior Privileges

RKA operates as a “closed campus.” After arriving at school students may not leave campus until completing their last class of the day. Eligible seniors and juniors are permitted to leave campus for lunch only. It is expected that students going off-campus for lunch will act in a way that represents the good name of RKA.

Plagiarism

Plagiarism is the unacknowledged use of somebody else’s ideas or words. Students and persons in all walks of life are expected to create their own ideas, or note in their work ideas, words, pictures or texts that were someone else’s. Be sure to review RKA’s anti-plagiarism and reference standards, which are available in the school library. We at RKA consider this an extremely serious offence, which calls into credibility a student’s entire body of academic work and character. As such, some of the consequences of plagiarism include removal from the Honor Society, removal of other awards and acknowledgements, academic penalties, and/or behavioral punishments (such as detention or suspension).

Extracurricular Activities

Activities that support course work and enhance student knowledge and understanding are

Riverdale Kingsbridge Academy MS/HS 141 Course Guide 2021-22

offered through our clubs each year. Student athletes can further their development by participating in Public Schools Athletic League (PSAL) sports. High school sports teams are boys' basketball, girls' basketball, boys' baseball, girls' softball, golf, lacrosse, wrestling, boys' soccer, girls' volleyball, and girls' soccer. ***Most activities/ athletics are significantly altered during the pandemic.***

High school athletes need to be aware of the Public Schools Athletic League (PSAL) academic guidelines and requirements throughout their high school career if they plan to participate in college sports. Beginning in their junior year, important information needs to be submitted to the NCAA Clearinghouse. For more information visit the NCAA website at www.ncaa.org. In addition, student athletes must maintain a certain average to remain on a team.

The Eligibility Rules and Regulations of PSAL apply uniformly to all New York City Public High Schools. Both the principal and athletic director are responsible for the examination of school records (academic and behavioral) to determine a student's eligibility in all sports. For a complete list of eligibility requirements, you can visit the PSAL website at www.psal.org.

NCAA ELIGIBILITY CENTER QUICK REFERENCE GUIDE

Division I Initial Eligibility Requirements

Core Courses

- **NCAA Division I and Division II require 16 core courses.**
- **NCAA Division I will require 10 core courses** to be completed prior to the seventh semester (seven of the 10 must be a combination of English, math or natural or physical science that meet the distribution requirements below). These 10 courses become "locked in" at the seventh semester and cannot be retaken for grade improvement. *It is possible for a Division I college-bound student-athlete to still receive athletics aid and the ability to practice with the team if he or she fails to meet the 10 course requirement, but would not be able to compete.*

Test scores

- **Division I** uses a sliding scale to match test scores and core grade-point average (GPA).
- **Division II** requires a minimum SAT score of 820 or and ACT sum score of 68.
- **The SAT** score used for NCAA purposes includes only the critical reading and math sections. The writing section of the SAT is not used.
- The ACT score used for NCAA purpose is a **sum** of the following four sections: English, mathematics, reading and science.
- **When you register for the SAT or ACT, use the NCAA Eligibility Center code of 9999 to ensure all SAT and ACT scores are reported directly to the NCAA Eligibility Center from the testing agency. Test scores that appear on transcripts will not be used.**
- **Please see the NCAA website for information on using a "superscore" or other score**

Grade-Point Average

- **Be sure** to look at your high school's List of NCAA Courses on the NCAA Eligibility Center's website (www.eligibilitycenter.org) Only courses that appear on your school's List of NCAA Courses will be used in the calculation of the core GPA. Use the list as a guide.
- **Division I** GPA required to receive athletics aid and practice is 2.000 (corresponding test-score requirements are listed on Sliding Scale B on website)
- **Division I** GPA required to be eligible for competition is 2.300 (corresponding test-score requirements are listed on Sliding Scale B on website)
- **The Division II** core GPA requirement is a minimum of 2.000
- **Remember**, the NCAA GPA is calculated using NCAA core courses only.

Division II Initial-Eligibility Requirements

Core Courses

- **Division II currently requires 16 core courses.** See the chart below.
- To become a full or partial qualifier for Division II, all college-bound student-athletes must complete the 16 core-course requirement.

Test Scores

- **Division II** currently requires a minimum SAT score of 820 or an ACT sum score of 68. Division II uses a sliding scale to match test scores and core-course grade-point averages (GPA). The sliding scale for those requirements is shown on Page No. 2 of this sheet.
- The SAT score used for NCAA purposes includes **only** the critical reading and math sections. The writing section of the SAT is not used.
- The ACT score used for NCAA purposes is a **sum** of the following four sections: English, mathematics, reading and science.
- **When you register for the SAT or ACT, use the NCAA Eligibility Center code of 9999 to ensure all SAT and ACT scores are reported directly to the NCAA Eligibility Center from the testing agency. Test scores that appear on transcripts will not be used.**

Grade-Point Average

- Be sure to look at your high school's List of NCAA Courses on the NCAA Eligibility Center's website (www.eligibilitycenter.org). Only courses that appear on your school's approved List of NCAA Courses will be used in the calculation of the core GPA. Use the list as a guide.
- The **Division II** core GPA required to be eligible for competition is 2.200 (corresponding test-score requirements are listed on the Sliding Scale on Page No. 2 of this sheet).
- The minimum **Division II** core GPA required to receive athletics aid and practice as a partial qualifier is 2.000 (corresponding test-score requirements are listed on the Sliding Scale on Page No. 2 of this sheet).
- Remember, the NCAA core GPA is calculated using NCAA core courses only.

Division I 16 Core Courses	Division II 16 Core Courses
4 years of English 3 years of mathematics (Algebra I or higher) 2 years of natural/physical science (1 year lab) 1 year of additional English, mathematics, or natural/physical science 2 years of social science 4 years of additional courses	3 years of English 2 years of mathematics (Algebra I or higher) 2 years of natural/physical science (1 year lab) 3 years of additional English, mathematics or natural/physical science) 2 years social science 4 years additional courses

Services for Students with Special Needs

The Department of Education provides special education services to students across the city in the vast majority of schools. Our school services students with a range of special needs.

Many of our special education students are enrolled in middle and high school classes with students who do not have disabilities. In some cases, these students are in “Integrated Co- Teaching” classrooms (ICT), in which a general education teacher and a special education teacher work together to provide a nurturing differentiated environment. Other special education students attend smaller classes where they work closely with a special education teacher for academic subjects. If, as a result of an evaluation done by the School Assessment Team (SAT), parents and the school determine that a child has a disability which requires special education services, we actively work to make certain that student is provided with the appropriate service. This process is regulated by the Principal and the Assistant Principal for Special Education.

504 Accommodation Plans

A 504 plan is designed to accommodate the unique needs of an individual with a disability as required by the Americans with Disabilities Act (ADA).

Section 504 of the Rehabilitation Act of 1973 is the first civil rights law guaranteeing equal opportunity for more than 35 million Americans with disabilities.

Children who have disabilities, but whose disabilities do not interfere with their ability to progress in general education and who are not eligible for special education services, may be entitled to a 504 Accommodation Plan. School districts must ensure that students with disabilities have meaningful opportunities to participate in all aspects of school on an equal basis with students without disabilities.

Students who may be protected by Section 504, but who may not be eligible for services under the IDEA:

- Students with Attention Deficit Hyperactivity Disorder (ADHD)
- Students with communicable diseases (i.e. hepatitis)
- Student with temporary disabilities arising from accidents who may need short term hospitalization or homebound recovery

- Students who had surgery and short term hospitalization or homebound recovery
- Students with allergies or asthma
- Students with diabetes, cancer, heart disease
- Students with environmental illnesses
- Students with orthopedic, cerebral palsy, epilepsy, muscular dystrophy, multiple sclerosis
- Students with visual, speech, and hearing impairments

English as a New Language

English Language Learners gain skills in speaking, listening, reading, writing, and academic skills through the English as a New Language Program. Students with a primary language other than English qualify for English as a New Language (ENL) services based on the NYSITELL (New York State Identification Test for English Language Learners). Results of this exam indicate the placement in the appropriate class level. In the spring, the New York state English as a Second language Achievement Test (NYSESLAT) determines continued eligibility in the program. The ENL classes earn students English credit toward graduation. The educational support provided by the ENL program gives students the advantage of strong English skills needed for mainstream classes and continued academic achievement.

Riverdale Kingsbridge Academy MS/HS 141

Course Offerings 2021-2022



English

In grade 9 through 12 English classes, students study Common Core-aligned curriculum. Some units are based on book studies, while others units are based on a number of shorter texts. We include non-fiction texts in each unit-of-study.

The three year course of study between grades 9 and 11 prepares students for success on the Common Core English Regents. Particular emphasis is devoted to making text-based arguments in writing and in classroom discourse. Students will also engage in writing informational texts and narratives.

Seniors will engage in a study of literature and non-fiction texts as well as public speaking activities which will prepare them for success in college.

Core Courses

English 9 (Full year)

English 9 is a CCLS-aligned class. In this course students study a broad range of texts from American and World Literature, including classics, modern fiction, and non-fiction. Units explore a variety of genres and time periods. Particular emphasis is devoted to making text-based arguments in writing and in classroom discourse. Students will also engage in writing informational texts and narratives. (1 credit at the end of each semester)



English 10 (Full year)

English 10 continues the work of English 9 in preparing students for the Common Core Regents Exam. In this course students study broad range of texts from American and World Literature, including classics, modern fiction, and non-fiction. Students will study a variety of genres and time periods. Particular emphasis is paid to preparing students for all tasks they will face on the English Regents. (1 credit at the end of each semester)



English 11 (Full year)

Third year English continues the work of English 10 in preparing students for the Common Core Regents Exam. This course continues the practice of close-reading, of writing text-based arguments. However, in this course the focus is American Literature. As in English 9 and 10, non-fiction texts and novels are both studied in depth. All

eleventh grade students are scheduled to take the New York ELA Regents.
(1 credit at the end of each semester)

English 12 (Full year)

Senior English is designed to fully prepare students for the kinds of reading, writing, and class discussion that they will experience in their first two years of college. English 12 will equip students for the rigors of writing extensive research papers, with formal citation, as well as the kind of weekly writing assignments typical in college courses. College reading is challenging, and we want to prepare students for success in the classes that will likely be their first college courses, such as Political Science, Economics, Psychology, and genres of literature--such as comedy, drama, poetry. In English 12, units of study are built around a central text, with numerous articles, and with multimedia sources of information. Each unit of study will culminate with an extensive writing project (usually research-based) and will also include informative presentations. We use NYSED's 12th Grade ELA curriculum as a guide in unit design. It should be noted, that the first unit-of-study in English 12 is based on the writing, revision, and final editing of college essays. (1 credit at the end of each semester)

Electives

Sequence A (includes both courses that follow)

I Have an Opinion about that...

The Writing of Opinion, Social Commentary, and Criticism (Fall Term)

In this course, students will learn to write editorials, social commentary pieces, music and art criticism, among other kinds of opinion-based writing. Additionally, we will create 21st Century versions of these genres: blogging, websites, youtube videos, and yes even tweets. In this course we will also read influential models of these different kinds of opinion based works. Students will look at major works of literature from the perspective of the social issues which inspired them. (1 credit at the end of the semester)

The Struggle for Human Rights (Spring Term)

In this class students will study works of fiction and non-fiction dealing with war; oppression, and the quest for freedom and justice. By studying texts and film from multiple genres, students will analyze patterns of oppression, resistance, and the fight for Human Rights. Books may include: *Night*, *Bury*

My Heart, and *In My Hands*. Films will include: *Hotel Rwanda*, *The Killing Fields*, and *Paper Clips*. (1 English credit at the end of the semester)

Sequence B (includes both courses that follow)

Africana Studies (Fall Term)

This course uses an interdisciplinary and multidisciplinary approach to studying and understanding the experiences of African people and African-descended people across the Diaspora. Students will read, view, explore, discuss, interpret and share in a variety of Africana based literature, histories, scientific contributions and the Arts.

Latin American Studies (Spring Term)

Latin American studies critically examines the [history](#), [culture](#), [international relations](#), and [politics](#), of [Latin America](#). Students will consider a variety of perspectives and research, discuss and present upon significant turning points in the history, art, literature and politics of Latin America.



Sequence C (includes both courses that follow)

Drama (Fall Term) Archetypes, Arch-villains, and Archangels

Drama is the most ancient literary form. Even Plato's philosophy was written in the form of dialogues. The first plays were written for performance at religious festivals, and often include spiritual components which at first glance feel quite alien to modern readers. However, our first poets managed to tap into the human psyche in a way that still resonates today, even while our aesthetic tastes have changed. The course is designed so that we can explore a classic drama, and then discover how it echoes within very contemporary plays. This is a class you will need to participate actively in: You will perform and read aloud, write short plays, design sets / costumes. (1 English credit at the end of each semester)

Creative Writing and Poetry (Spring Term) Express Yourself

In Creative Writing, students will participate in a writer's workshop to develop their voices and skills as creative writers in the areas of memoir, poetry, and short fiction. The curriculum will include reading and analysis of published writers as models. Using writing exercises and games, we will build on students' creativity and explore the steps of the writing process to refine

diction, use of literary devices, and self-expression. Students will be required to produce a certain number of finished pieces in each genre and to participate actively in the workshop process. The semester creativity and explore the steps of will culminate in opportunities to participate in readings and publish work in the new student literary magazine.

The Poetry units will challenge students to think analytically, imaginatively, and critically about and across poems. They will be asked to embrace and dig into the genre to realize its full potential for communication and creative expression. During the course of this unit, students will read, think about, question, discuss, write about, write and perform their own and others' powerful poems. (1 English credit at the end of the semester)



Sequence D

Journalism- Newspaper and Yearbook (Full Year)

The primary objectives of the publications class are as follows: 1) students should develop skills in leadership, news writing, sports writing, editing, headline and caption writing,

newspaper and page design, photo-journalism, advertising, word processing and desktop publishing; 2) to interpret school-related issues and offer positive discussions; 3) to provide a reliable source of news and entertainment for the student body and 4) to provide a complete, reliable story of the school year for the student body. (1 English credit at the end of each semester)

Sequence E (includes both courses that follow)

Marketing (Fall Term)

This course is an overview of the important role that marketing plays in our economic system. Emphasis is on the effect of marketing on our economy; the consumer, industrial, and special markets; product research and development. Students will be introduced to the "Four P's" of marketing: Product, Price, Place, and Promotion. What kind of product can you develop? How much should it cost? Where do you sell it? How do you let the public know about the product? At the end of the course students will develop a competitive product, determine how to competitively price it, place it strategically to sell, and create advertisements to inform the public about the product. (1 credit at the end of the semester)

Media (Spring Term)

Students study the importance of mass media as pervasive in modern life at the local, national, and global levels. Students recognize the impact of mass media messages through news, entertainment, and persuasion on contemporary society. Students analyze and evaluate the history, governance, and ethical issues of mass media to gain a perspective of how influential mass communication has become. Students prepare for their roles as informed and engaged citizens in a democracy. They use media literacy and communications skills to become writers, speakers, or media producers who address content issues and the impact of mass communication. They become knowledgeable consumers of mass media information. (1 credit at the end of the semester)

Sequence F (includes both courses that follow)**Multi-cultural Literature and Film (Fall term)**

In this course, students will explore literature and film from cultures around the world. Texts will come from a variety of time periods and genres. Titles and films studies may include: *The Kite Runner*, *Rashomon*, *Pan's Labyrinth*, *The Man Who Would Be King*, *The*

Painted Veil, and *The Great Dictator*, *Rabbit-Proof Fence*. (1 English credit at the end of the semester)

(1 credit at the end of each term.)

Women in Literature (Spring Term)

This course will focus on writing by or about the women. Literature will include poetry, articles, short story, essay, speech, film, and full-length books. Classwork will be framed around the readings and will involve extensive classroom discussion. The course will involve weekly writing, and some longer writing tasks, including a research piece. Authors include, but are not limited to: Jane Austen, Maya Angelou, Sylvia Plath, Gertrude Stein, Margaret Atwood, and Kyoko Mori. Required Reading: *Pride & Prejudice* by Jane Austen and *The Color Purple* by Alice Walker

Sequence G**Senior Project (Full Year)**

Senior Project is a nationally recognized program in which high school seniors earn high school credit while learning about a subject or working on a project of particular interest, while working with an adult mentor. Students in this class will create, implement and report on their project. This course will involve research and work in the community

beyond the school day, but the reward will be plentiful.

Here is a short list of some samples of senior projects from past senior classes:

- Designing and creating a prom gown
- Obtaining a pilot's license
- Establishing a school improvement club
- Organizing and implementing a year-end dinner fundraiser
- Learning about and teaching Yoga
- Writing and illustrating a children's storybook

There are four components to the Senior Project:

1. The actual activity you perform.
2. A portfolio illustrating your experiences.
3. A 7–10 page paper on a topic related to your project.
4. An oral presentation to a small group of teachers and community members.

(1 credit at the end of each semester)

Sequence H

Advanced Placement English Language and Composition (Full year)

See Advanced Placement course admission guidelines.

An AP English class for Juniors.

Students taking Language and Composition should be interested in studying and writing various kinds of analytic or persuasive essays. This AP course requires students to become skilled readers of prose written in a variety of rhetorical contexts and skilled writers who compose for a variety of purposes. Both their reading and their writing should make students aware of interactions among a writer's purposes, reader expectations, and an author's propositional content, as well as the genre conventions and the resources of language that contribute to effectiveness in writing.

Reading facilitates informed citizenship and thus increases students' capacity to enter into consequential conversations with others about meaningful issues. Also contributing to students' informed citizenship is their ability to gather source materials representing particular conversations and then make their own reasonable and informed contributions to those conversations. Students' ability to engage with outside sources in their reading, writing, and research is an important measure of their intellectual growth.

This AP English Language and Composition course cultivates the reading and writing skills that students

need for college success and for intellectually responsible civic engagement. The course guides students in becoming curious, critical, and responsive readers of diverse texts, and becoming flexible, reflective writers of texts addressed to diverse audiences for diverse purposes. The reading and writing students do in the course should deepen and expand their understanding of how written language functions rhetorically: to communicate writers' intentions and elicit readers' responses in particular situations. The course cultivates the rhetorical understanding and use of written language by directing students' attention to writer/reader interactions in their reading and writing of various formal and informal genres.

Students will take the AP Language exam in May and the Regents ELA in June. This course meets the requirements for English 11 simultaneously. (1 credit weighted at 1.1 at the end of each semester)

Sequence I

Advanced Placement English / Literature and Composition (Full Year)

See Advanced Placement course admission guidelines.

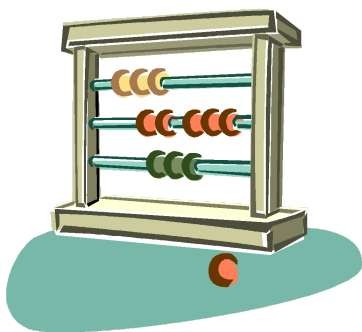
AP English Literature and Composition is a College Level course that engages 12th grade students in the careful reading and critical analysis of imaginative literature. This includes an extensive study of poetry, a

Shakespeare play, and novels from the distant past, the middling past, and the recent past. Through the close reading of selected texts, students deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. As they read, students consider a work's structure, style and themes, as well as such smaller-scale elements as the use of figurative language, imagery, symbolism and tone. All of the longer works we study are linked by the tragic figure, and so, as we read multiple works, we will develop and expand our definition and description of tragedy in literature, and consider how and why authors throughout ages have engaged readers through this significant character.

The course includes intensive study of representative works from various genres and periods, concentrating on works of recognized literary merit. The pieces chosen invite and reward rereading and such reading should be accompanied by thoughtful discussion and writing about those books in the company of one's fellow students.

Students will take the AP Literature exam in May and will be eligible to take and pass the SAT subject test in Literature. This course fulfills the requirements for English 12 simultaneously. (1 credit weighted at 1.1 at the end of each semester)

Core Mathematics



Algebra I (Full year)

The concentration of this course is algebra. Students develop problem-solving skills and apply them in linear, quadratic, absolute value and exponential functions. These functions are integrated with coordinate geometry and connections are made between analytical and geometrical representation. Additional topics include measurement, data analysis, right triangle trigonometry and probability.

(1 credit at the end of each semester)

Geometry (Full year)

Geometry is for high school students who have successfully completed Algebra and/or Algebra 2. Students use logic and reasoning skills to investigate geometric relationships and properties of lines, triangles, quadrilaterals, and circles. The curriculum includes the study of formal and informal methods of proof to confirm mathematical hypothesis. Students also study

transformations including rotations,

reflections, translations, and glide reflections.

(1 credit at the end of each semester)

Algebra 2 and Trigonometry (1 or 2 years)

Algebra 2 and Trigonometry is a continuation and extension of the two courses that preceded it. While developing the algebraic techniques that will be required of those students that continue their study of mathematics, this course is also intended to continue developing alternative solution strategies and algorithms. Among the topics studied are the complex number system, the families of functions, problem situations involving analysis of regression, arithmetic and geometric sequences, binomial experiments and probability theory, trigonometry expanded to include the circular functions, and the use of trigonometric equations and identities.

This course is offered in a 2 semester sequence (accelerated level) or 4 semesters.

(1 credit at the end of each semester)
Accelerated course is weighted at 1.05 for weighted GPA.

Mathematics Elective Courses

Sequence A

Pre College Mathematics (Full year)

This course will include fundamental algebraic operations, exponents and radicals, systems of equations, higher degree equations, logarithms, exponential functions, matrices, and inequalities. Emphasis will be given to preparation for college testing and placement exams.

Course Learning Outcomes:

- Solving equations and inequality
- Graphs and functions
- Polynomial and rational functions
- Exponential and logarithmic functions
- Systems of linear equations, inequalities and matrices

(1 Math Elective credit at the end of each semester)



Sequence B

Pre-Calculus (Full year)

Pre-Calculus is a one year course designed to thoroughly prepare students to successfully complete Advanced Placement Calculus, or an introductory college level Calculus course. Topics covered include radical and rational exponents; functions and graphs; polynomial, power, and rational

functions; exponential logistic and logarithmic functions; trigonometric functions, analytical trigonometry, an introduction to Calculus, limits, derivatives and integrals. The prerequisite for Pre-Calculus is successful completion of Integrated Algebra, Geometry, Algebra II/Trigonometry, including Regents exams for each course.

(1 Math Elective credit at the end of each semester)

Sequence C

Statistics (Full year) Pre-requisite: Successful completion of Geometry

This course is designed to develop statistical ideas and reasoning and their relevance in such fields as medicine, education, environmental science, business, psychology, sports, politics, and entertainment. The course uses case studies that are designed to arouse students' interest and curiosity and make mathematics accessible to students. The emphasis on ideas and reasoning presents interesting and appropriate challenges for high school students.

(1 credit at the end of each semester)

Sequence D

Advanced Placement Calculus AB (Full year)

See Advanced Placement course admission guidelines

AP Calculus AB is a course in single-variable calculus that includes techniques and applications of the derivative, techniques and applications of the definite integral and the Fundamental Theorem of Calculus. Algebraic, trigonometric, logarithmic, numerical and graphical representations are emphasized throughout the course. It is equivalent to at least a semester of calculus at most colleges and universities. Academic prerequisites for the students are successful completion of Integrated Algebra, Geometry, Algebra II/Trigonometry, and a year of pre-Calculus. Students will be eligible to take and pass the SAT subject test in Calculus.

(1 credit weighted at 1.1 at the end of each semester)



Sequence E (includes both courses that follow)

Marketing (Fall Term to be followed by Media)

This course is an overview of the important role that marketing plays in

our economic system. Emphasis is on the effect of marketing on our economy; the consumer, industrial, and special markets; product research and development. Students will be introduced to the “Four P’s” of marketing: Product, Price, Place, and Promotion. What kind of product can you develop? How much should it cost? Where do you sell it? How do you let the public know about the product? At the end of the course students will develop a competitive product, determine how to competitively price it, place it strategically to sell, and create advertisements to inform the public about the product.

(1 credit at the end of the semester)



Media (Spring Term)

Students study the importance of mass media as pervasive in modern life at the local, national, and global levels. Students recognize the impact of mass media messages through news, entertainment, and persuasion on contemporary society. Students analyze and evaluate the history, governance, and ethical issues of mass media to gain a perspective of how influential mass communication has become. Students prepare for their roles

as informed and engaged citizens in a democracy. They use media literacy and communications skills to become writers, speakers, or media producers who address content issues and the impact of mass communication. They become knowledgeable consumers of mass media information.

(1 credit at the end of the semester)

Sequence F

Math Media Literacy (Full year)

(Aka Graphs and the lies they tell us.)

This course has students take a critical eye on how math is presented in media. Students will be presented with a wide array of graphs and analyze what the designer was thinking. As the year progresses, students will make sense of socioeconomic and demographic data from across the globe.

(1 credit at the end of each semester)

Sequence G (includes both courses that follow)

Personal Finance (Fall term)

The aim of this course is to develop in the student the ability to keep and interpret personal. This course prepares students for the everyday math of the real world. Personal Finance includes topics like personal budgeting, savings and investment, and applied percentages as a consumer.

(1 Math elective credit at the end of the semester)

Business and Finance (Spring term)

The aim of this course is to develop in

the student a foundation for the future study of business and finance. This course enables the student to get an introductory understanding of stock markets and all the different facets of finance in the business world.

(1 Math elective credit at the end of the semester)



Social Studies

Global Studies- 9th Grade (Full year)

During the first term of freshman year, students will study various historical concepts, themes and events from 400 B.C. to 1200 A.D. The content of this course includes: the methodology of Global History and Geography, ancient world civilizations, religious beliefs, as well as the genesis and fall of these great civilizations. In Global II students continue to explore the expanding zones of exchange within and between the global community with more deliberate focus on singular national experiences by the Gupta Empire, Tang and Song Dynasty, Byzantine Empire, Early Russia, Medieval Europe and others.

(1 credit at the end of each semester)

Global Studies-10th Grade (Full year)

In the 10th grade, students discover the development and lingering effects of Revolution between 1750 -1914. In doing so the experiences of the Scientific Revolution, the Enlightenment and political revolutions in America, France and Latin America are explored. During the second half of the year, Global Studies IV, the notion of whether

or not peace is possible is presented. A number of weeks are spent understanding and interpreting conflict and change before students survey broad economic issues as well as each nation struggles for stability.

(1 credit at the end of each semester)

United States History & Government (Full year)

During the first half of study in the United States History curriculum, 1587 – 1865, students examine the evolution of America. The instructional focus of the class begins with the Colonial Experience, the Revolutionary War and continues on with emphasis on the struggle for the development of a national government. While taking United States History II students tackle significant events that occurred between 1846 – Present, beginning with the Civil War. The Reconstruction Era, exploration into the western frontier, growth of industry and formation of urban America follow. Soon after, students are guided through the issues of reformation, national expansion and war.

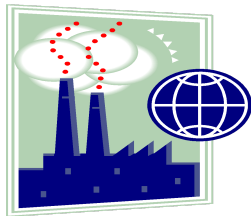
(1 credit at the end of each semester)



Participation in Government (Fall semester)

The "Participation in Government" course is intended to be a culminating experience for Social Studies students in New York State high schools. It is designed to have students apply prior knowledge learned in previous history courses so they can formulate positions regarding vital public issues. Some of the specific issues dealt with are a citizen's constitutional heritage, individual rights and responsibilities, immigration and moral dilemmas of the day facing our national government.

(1 credit at the end of each semester)



Economics (Spring Semester)

This course explores the roles of consumers and producers in economic life. Its purpose is to demonstrate for students how money, goods, and services flow nationally and internationally. This course also explores in depth the role of consumers, workers, businesses, and governments locally, nationally, and globally. In this class students are asked to research and evaluate economic trends and practices through reading, writing, critical thinking, and public speaking.

(1 credit at the end of the semester)

Elective Courses

Advanced Placement United States History (Full year)

See Advanced Placement course guidelines on page 15.

Advanced Placement United States History is a survey course designed to provide students with analytical skills and factual knowledge necessary to deal critically with the problems and materials presented by history. This class prepares students for college by making demands upon them equivalent to those made by full year introductory college courses. This course helps students develop the skills necessary to arrive at conclusions on the basis of an informed judgment, and trains them to present reasons and evidence clearly and persuasively in essay format. At the conclusion of the course students will take the Advanced Placement Exam from which there is the potential to earn college credit. Students will be eligible to take and pass the SAT subject test in US History.

(1 credit weighted at 1.1 at the end of each semester)



Sequence A (includes both courses that follow)

**Sociology
(Fall Term)**

This course is an introduction to the major topics of sociology. In this course we will investigate American social systems and examine what it means to be a member of society. We will also investigate how sociologists conduct research and create knowledge.

(1 credit at the end of the semester)

**Anthropology
(Spring Term)**

This course is an introduction to the major topics of cultural anthropology. Acknowledging anthropology's holistic perspective, we will examine what it means to be human from a variety of standpoints. We will also look at how anthropologists conduct research and how this research can be applied to help solve current social problems.

(1 credit at the end of the semester)

Sequence B (includes two terms of Civil Law)

Civil Law

This course allows students to examine the background and current status of our legal system. Topics such as

constitutional law, torts, compensatory law suits and the role of the Supreme Court. are part of the curriculum. Student skills developed in the course will include discussion/debate, research and writing, and analysis of current events.

(1 credit at the end of each semester)



Sequence C (includes both courses that follow)

Gender Studies (Fall Term)

In this class we will explore gender issues in a number of ways. We will analyze how men and women are represented in texts, media, art, including music. We will also study benchmarks in the history of Women's Rights. We will interview important women in our lives about their connections to the issues we study. Students will collaborate to design and publish a text which teaches peers about course content.

(1 credit at the end of the semester)

Immigration and the American Experience (Spring Term)

The course explores the immigration of large groups, beginning with the Irish, Asians, Jews and Dominicans. For each group, the class would examine the reasons for immigrating- political, social and economic. Students will also explore how once immigrants arrive in America, they experience integration into American life. How does this integration change from assimilation to maintaining cultural identity? We will also look at achievements and contributions of the ethnic groups.

(1 credit at the end of semester)

Sequence D

Psychology (Full year)

Students study fundamental questions surrounding why we are the way we are. Students develop an understanding of the inner workings of the mind and its complexities. Some topics that are covered include Memory, Motivation, Mental Illness, and Language. Students learn through a variety of methods including presentations, projects, and role playing.

(1 credit at the end of each semester)

Sequence E

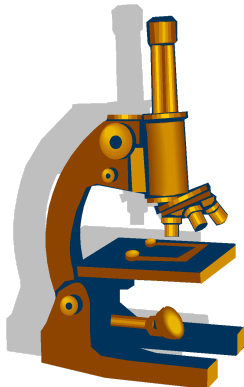
AP Psychology (Full year)

(See Advanced Placement course admission guidelines.) The AP Psychology course is designed to provide students with a learning experience equivalent to that of an introductory college course in psychology. The course introduces students to the systematic and scientific study of the behavior and mental processes of human beings and other animals in context. Topics will include history and approaches of psychology, research methods, biological causes of behavior, sensation and perception, states of consciousness, learning cognition, motivation and emotion, developmental psychology,



personality, testing and individual differences, abnormal psychology, social psychology, and treatment of psychological disorders. Students will sit for the AP exam in May.

(1 credit weighted at 1.1 at the end of each semester)



Core Science

Regents Level Laboratory Courses

Living Environment (Full year)

In this course students will study biology, the study of life. Students will develop a basic understanding of the science of life. The course of study includes: Scientific Inquiry, Origin of Life, Ecology, Organization of Patterns, Homeostasis and Immunity, Reproduction and development, Genetics and biotechnology, Evolution, and Human Influences on the Environment. All students must complete a minimum of 1,200 minutes of hands-on inquiry based laboratory activities to help develop appropriate lab and technical skills. Teachers will utilize a variety of resources when covering the content materials. These resources include smart boards, microscopes, mobile technology lab, various sensor probes and indicators. The integration of technology will enhance students' understanding and application of scientific principles and theories. All students must satisfactorily complete a minimum of 1200 minutes of hands-on inquiry based laboratory activities in

order to qualify to take the Regents exam.

(1 credit at the end of each semester)

Earth Science (Full year)

Students are engaged in scientific inquiry to study our natural world which includes not just the earth, but everything in the universe. The topics

are closely related to the students' natural surroundings and offer the students subject matter which has direct applications to their lives and their natural world. As in all science Regents courses, Earth Science has a laboratory component. Students are engaged in weekly scientific inquiry labs which allow them to hypothesize experiments, collect data, and draw conclusions. The course of study includes Maps and Measurements, Dynamic Earth, Rocks, Minerals, Landscapes, Earth History, Insulation, Meteorology, Climate, and Astronomy. All students must satisfactorily complete a minimum of 1200 minutes of hands-on inquiry based laboratory activities in order to qualify to take the Regents exam.

(1 credit at the end of each semester)

Chemistry (Full year)

Chemistry is the study of matter. In this course, students will gain a basic understanding of the composition of matter and the energy associated with the changes in matter. Topics include the Physical Nature of

Matter, Atomic Concepts, Nuclear Chemistry, Chemical Bonding,

Periodicity, Moles / Stoichiometry Kinetics and Equilibrium, Acids and Bases, and Carbon and Organic Chemistry. It is expected that everyone will take and pass the Regents Examination at the end of the academic year. The class offers rigorous laboratory and problem solving opportunities using classroom technology, classroom demonstrations, and classroom observation of chemical phenomena. Technology based presentations during class time will include 3D computer modeling of atomic and molecular structure, modeling of reaction rates, visualizing difficult concepts using computer graphics and animated reactions. As with all Regents courses, there is a laboratory component. All students must satisfactorily complete a minimum of 1200 minutes of hands-on inquiry based laboratory activities in order to qualify to take the regents exam.

(1 credit at the end of each semester)

Physics

Pre-requisite: Successful completion of Geometry or Algebra 2. Must have passed Geometry or Algebra 2 Regents. (Full year)

Physics is the study of our physical world. It begins by questioning physical phenomena around us and seeking answers from experimentation. The principles of physics are evident in toys, ball games, musical instruments, and in giant electrical generators. Technology is used in the laboratory and in physics classroom session (computer modeling of physical phenomena, computer graphics, and computer assisted

calculations). The topics include Measurement and mathematics, Mechanics, Energy, Projects and Problem Based Learning Activities, Electricity and magnetism, Waves, and Modern Physics. As with all Regents courses, there is a laboratory component. Students are engaged in a weekly scientific inquiry lab. Inquiry labs and lessons are focused around getting students to develop their own models of physical phenomena and comparing these models to currently accepted models for physical behavior. Students will be eligible to take and pass the SAT subject test in Physics. All students must satisfactorily complete a minimum of 1200 minutes of hands-on inquiry based laboratory activities in order to qualify to take the regents exam.

(1 credit at the end of each semester)



Electives

Sequence A

Advanced Placement Biology (Full year)

(See Advanced Placement course admission guidelines.) Must have passed the Chemistry Regents with at

The AP Biology course conforms to the standards instituted by the College Board of all AP courses and covers all of the topics in the AP Biology Course Description. These topics include Biochemistry, Metabolism, Cell Structure and Function, Genetics, The Molecular Basis of Inheritance, DNA Technology, Evolution, Microbiology, Classification of Plants and Animals, Animal Physiology, and Ecology. The topics of the class will be integrated throughout the course by means of the AP Biology Curriculum's eight major themes as covered in the textbook BIOLOGY by Raven and Johnson. The students will conduct the twelve specific labs recommended by the College Board as well as several others that relate to specific topics that will be studied. Students will be eligible to take and pass the SAT subject test in Biology.

(1 credit weighted at 1.1 at the end of each semester)



Sequence B

Advanced Science Research (Full year)

Must have at least a 3 on the AP Bio exam

Science Research is designed to support students in developing and carrying out an independent scientific investigation that is related to the topic on which they do their literature review. Major milestones of this course include the development of a research question to investigate and a hypothesis to test, designing a valid and feasible research plan, including the development of a protocol, identification of necessary materials and supplies, selection of appropriate data collection and analysis tools and resources.

Completing these milestones will position students to prepare and share their research in a public forum such as a competition, symposium, or public talk.

(1 credit at the end of semester)

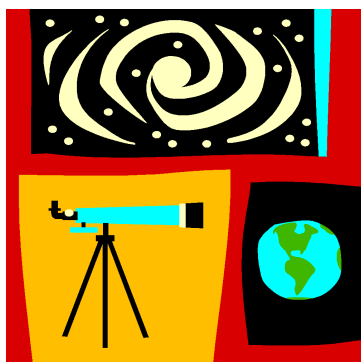
Sequence C (includes both courses that follow)

Bioethics (Fall Term)

The course will introduce high school students to some of the most prevalent issues in bioethics, such as end of life decisions. Class discussions will center

on the ethical and moral issues that arise regarding the use of animals for food and research, our obligations to help those who are live in poverty, euthanasia, abortion, stem cell research and cloning. Topic will consist of reading assignments and discussions of influential articles – articles that defend the appropriateness of an action, procedure, or policy and one that questions the action, procedure or policy.

(1 credit at the end of semester)

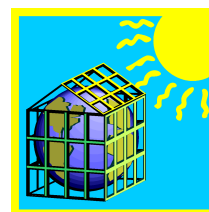


Environmental Research: Going Green (Spring Term)

In this STEM course students will research various global and local green initiatives such as sustainable energy reduction programs, food/gardening and the human impact on existing green space. Students will conduct needs assessment within the school building and their community and

propose/project manage research-based solutions. An appreciation for data collection and analysis as a critical component of decision making will be developed.

(1 credit at the end of semester)



Sequence D

Advanced Placement Environmental Science

(See Advanced Placement course admission guidelines.) Must have passed the Chemistry Regents with at least a 75 and a satisfactory writing sample.

Explore and investigate the interrelationships of the natural world and analyze environmental problems, both natural and human-made. You'll take part in laboratory investigations and field work.

(1 credit weighted at 1.1 at the end of each semester)

Sequence E

Kinesiology (Fall Term)

This course will look at the science of physical fitness. Starting with an

introduction of health and wellness, students will gain an understanding of the connection between bone, joints and muscles and exercise. Students will then be introduced to the links between musculoskeletal systems, exercise and nutrition. As time allows, the course will explore advanced topics in Anatomy and Physiology.

(1 credit at the end of semester)

Nutrition (Spring Term)

This is a elective course in nutrition, intended to provide each student the foundation for understanding the science of nutrition, and the application of nutrition principles in daily dietary practice. The concepts of digestion, absorption, transport, and elimination are reviewed. Energy obtained from food, which supports ongoing activities of body tissue, and the mechanisms used to maintain energy, water and electrolyte balance are studied.

(1 credit at the end of the term.)

Sequence F

Weather and Climate (Full year)

In this course, we will look at fascinating and bizarre facts about Weather and Climate, the fields of science called meteorology and climate science. Using hands-on activities we will explore the big picture, such as the atmosphere and Earth's water system. We will also uncover interesting details like the dazzling variety of snowflakes and the

makeup of a lightning bolt. And we will also discover the awesome power of hurricanes and tornadoes. These striking atmospheric disturbances may take place over the course of a few minutes, hours, or days, but we will also learn about longer-term phenomena like droughts and Climate Change. And we will be learning about Paleoclimate -- how the climate has been changing ever since our planet was first formed!

Sequence G

Child Development (Fall) and Adolescent Development (Spring) (with possible work at local preschool)

In the fall students will learn the basics of child development and child care from infancy through adolescence in a classroom setting.

In the spring term they will explore several prominent theories behind how children learn and the most widely used pedagogical approaches in use today.

(1 credit at the end of each term)



target language. Students will be able to understand and talk about informational bulletins, interact with providers of common public services, elicit facts, feelings and attitudes in correspondence from peers and adults. They will also be able to demonstrate the conventions of formal and informal written expression.

Foreign Language



(1 credit at the end of each semester)

Spanish Level III (Full year)

Students will demonstrate communicative proficiencies in speaking, listening, reading and writing as well as learning cultural concepts of the language studied. After completing Spanish III successfully, students are prepared to take the LOTE Spanish Exam. The course content includes extensive paired-speaking practice, a comprehensive review of salient

grammatical structures and tenses, as well as informal and formal letter writing.

(1 credit at the end of each semester)

Spanish Level I (Full year)

This course will emphasize the communicative language proficiencies of listening, speaking, reading and writing in contextual settings. Hispanic cultural concepts will be integrated into

all communication skills. (1 credit at the end of each semester)

Spanish Level II (Full year)

The objectives for this course are to increase speaking, listening, and reading comprehension skills, and correct use of written expression in the

Advanced Placement Spanish Language (Full year)

See Advanced Placement course

The AP Language course emphasizes the use of Spanish for active communication, and has the objective of developing the following skills:

- Using vocabulary, grammar, and syntax with a high degree of proficiency
- Understanding the spoken language in both formal and informal conversational situations
- Reading newspaper and magazine articles, contemporary fiction and non-fiction technical writings without the use of a dictionary
- Expressing ideas accurately and fluently both orally and in writing
- Extensive training in the organization and writing of compositions

Students will take the Advanced Placement examination.

(1 credit weighted at 1.1 at the end of each semester)



Fulfills Required Art (one class Fall term, one class Spring term)

Core Music (One term)

Students will learn fundamental music skills such as rhythmic symbols and note reading while developing their vocal technique and performing skills. Students will work towards singing together and to develop a repertoire of songs.

(1 credit at the end of the semester)



Core Art (One Term)

Art instruction is designed to give students a broad scope of aesthetics and art history. Two and three dimensional media are covered with the introduction of the elements of art and the principles of design.

(1 credit at the end of the semester)

Core Art (Two Terms)

Art instruction is designed to give

students a broad scope of aesthetics and art history. Since this is a two semester course students are exposed to a wider variety of artists and mediums than in the one semester course. Two and three dimensional media are covered with a more in-depth study of the elements of art and the principles of design. (1 credit/semester)

Core Music – Vocal (Two Terms)

This course is for the student who enjoys singing and performing. Students will learn fundamental music skills such as rhythmic symbols and note reading while developing their vocal technique and performing skills. Students will work towards singing together and to develop a repertoire of songs. Students will be expected to take part in both RKA's Winterfest and Springfest. (1 credit at the end of each semester)

Painting Through History (Full year)

This will be a full year hands on introduction to the fundamentals of acrylic painting through a theme- based look at art history. While reinforcing basic 2-D design concepts, and learning how to use the canvas as a way to create a sense of 3-D space, students

will examine how different subject matter has been depicted over time, then draw and paint their own conclusions.

(1 credit at the end of each semester)



Ceramics (Full Year)

Prerequisite: one semester of required art.

This full year, hands-on studio class is designed to develop mastery in basic hand-building and glazing techniques especially in preparation for the rigors of Advanced Placement Studio Art.

(1 credit at the end of each semester)

Advanced Placement Studio Art (With permission of high school Art teacher, the Guidance Counselor and the Subject Supervisor) (Full year)

Advanced Placement Studio Art seeks to provide the highly motivated, disciplined high school student with a vigorous college level experience that

leads to the completion of a portfolio of work for evaluation. Each portfolio contains three sections: Quality, Concentration, an in-depth individual project, and Breadth (demonstration of a wide range of experience). Students successfully meeting the Advanced Placement criteria earn the equivalent of a one year college course.

(1 credit weighted at 1.1 at the end of each semester)



Art History (Full year)

Students will examine similarities and differences among works of art and develop their ability to analyze and criticize art in discussion and in writing. Students will also explore essential questions such as "What is Art?"

Additionally, they will explore the background of various artists; study different theories of art, and learn about the cultural and political environments in which the works of art were created. Students will be expected to visit local museums for homework-based projects and to research careers in art

(1 credit at the end of each semester)

The Art of Film and Digital Photography (Full Year)

This course introduces students to the world of moving and still images by exploring seminal film genres and digital photographic techniques. The course gives students a chance to act as writer, producer, editor, and actor as they create their own short films. Students are expected to submit their origins work to the RKA Film Festival in the Spring.

(1 Credit at the end of each term.)

Technology

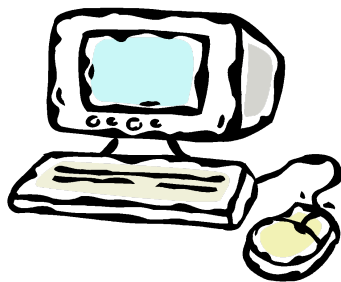
Sequence A (includes both courses that follow)

Introduction to Computer Applications (Fall Term)

This course is designed to provide the student with the knowledge, skills and experience required to utilize personal computers effectively. The course

covers Wikis, Blogs, OpenOffice.org, Blender, GIMP, Garage Band, and I-Movie.

(1 credit at the end of semester)

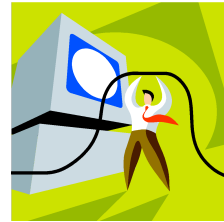


Web Design and Development (Spring Term)

Web Design & Development is an introduction to the design, creation, and maintenance of web pages and websites. Students learn how to critically evaluate website quality, learn how to create and maintain quality web pages, learn about web design standards and why they're important, and learn to create and manipulate images. The course progresses from introductory

work on web design to a culminating project in which students design and develop websites.

(1 credit at the end of semester)



Sequence B

Computer Aided Design (Full year) 11th and 12th grades only

The aim of this course is to introduce students to the basics of 3-dimensional modeling for a virtual world. Students will become familiar with developing objects, structures, and landscapes using Google SketchUp and Edusim. Students will also use Scratch to program interactive stories, animations, games, music and art. Through presentations, self-paced tutorials, and a project based approach to learning, students become proficient in modeling, viewing, and sharing their creations. Students will engage in projects from designing to printing using our 3D printer.

(1 credit at the end of each semester)

Sequence C (includes both courses that follow)

Internet Journalism (Fall Term)

Blogging and internet based communication provides an entryway for many small business owners, advocacy groups, and other creative artists. Students will learn effective ways to design and maintain blogs as well as evaluating the blogs of professionals and their peers. Students will examine the reliability of online resources and conduct research using the internet on topics of their choosing. Students will engage in critical thinking and peer evaluation of research papers.

(1 credit at the end of semester)

Hardware and Computer Operations (Spring Term)

Students learn the hardware components of PCs, Macs, and laptops. Working within the school, students gain hands on experience maintaining these systems. Students design and critique the network and systems protocols of large organizations.

(1 credit at the end of semester)



Sequence D

Introduction to Gaming/ Coding (Full year)

This course will give students an introduction to coding and gaming through experiences with a variety of programs such as Scratch, RoboMind and Stencyl. Students will learn from hands on experience the process of coding for games and apps.

(1 credit at the end of each semester)

Guidance/ Miscellaneous

One Goal (Full year)

One Goal is a course dedicated to supporting our students in their post-graduate aspirations. OneGoal starts as a credit-bearing class during students' junior and senior year of high school. Then, when Fellows enter college, Program Directors bridge the transition from high school to college by providing one-on-one intensive coaching remotely through the first day of Fellows' sophomore year of college. As a part of the curriculum students engage in a career and college exploration, SAT preparation, and the college and financial aid application process. In addition, One Goal students are assisted in their transition to their post-secondary plans as well.

Students will be selected for this class based on their grades (75-85% GPA) and attendance (92% or greater). Students are expected to commit to the One Goal program for their Junior and Senior years.

(1 credit at the end of each semester)

Career Explorations (Full year)

This course will assist students with exploring careers and developing skills necessary to make meaningful decisions about their career choice. This course will assist students in assessing their personal strengths and weaknesses as they relate to career decisions. Students will develop strategies to make an effective transition from school to work and develop skills that are required for all occupations, such as properly preparing career documents needed to obtain employment.

Students enrolled in this course will be eligible to apply for a CDOS credential or substitute this course (plus work experience) as a "plus one" to meeting Regents graduation requirements.

(1 credit at the end of each semester)