



RIVERHEAD

Charter School

PROGRAM OF STUDIES
2023-24

MISSION STATEMENT

Our mission is to inspire today's learners to become tomorrow's leaders by setting high academic standards, promoting solution-oriented thinking, and embracing the cultural diversity of our community.

ADMINISTRATION

Raymond Ankrum, Superintendent
Dr. Patrick McKinney, High School Principal
Nicholas Timpone, Director of Academics
Terrell Dozier, Dean of Students, Director of Athletics
Katherine Gang, Director of Curriculum and Instruction: STEM
Taylor Henninger, Director of Curriculum and Instruction: Humanities
Samantha Camillery, Director of Student Services

BOARD OF EDUCATION

Aimee LoMonaco, Board President
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Maria Cintron, Treasurer
Natasha Jeffries, Secretary
Zenobia Hartfield, Trustee
Harry Histand, Trustee

**In accordance with the provisions of federal regulations (Title IX of the Education Amendments of 1972 and Title VII of the Civil Rights Act of 1964), the Riverhead Charter School does not discriminate on the basis of religion, national origin, race, color, or sex in the educational programs or activities which it offers.*

Mission Statement

The mission of Riverhead Charter School (RCS) is to graduate men and women who think critically and creatively; have attained strong skills in mathematics, science, language, technology, history, and the arts; and are committed to a lifetime of learning and civic involvement. The school will empower students with high intellectual standards—building on their promise as they prepare for college, career, and citizenship.

Graduation Requirements

COURSE	ADVANCED REGENTS	REGENTS	LOCALE
English	4	4	4
Social Studies	4	4	4
Mathematics	3	3	3
Science	3	3	3
Foreign Language	3	1	1
Health	0.5	0.5	0.5
Fine Arts	1	1	1
Physical Education	2	2	2
Electives	1.5	3.5	3.5
Community Service	30 hours	30 hours	30 hours
Minimum Credit Total	22	22	22

REGENTS EXAM REQUIREMENTS FOR GRADUATION

ADVANCED REGENTS Passing score of 65 or above on each Regents exam	REGENTS Passing score of 65 or above on each Regents exam
I English (ELA)	I English (ELA)
2 Social Studies (Global, US History)	I Social Studies (Global or US History)
2 Science (Physical, Life Science)	I Science (Physical or Life Science)
3 Math (Algebra I, Geometry, Algebra 2)	I Math (Algebra
I World Language	AND Students must choose one (1) of the following: Additional Social Studies Regents exam; or Additional Science Regents exam; or Additional Math Regents Exam; or State Approved CTE, LOTE or Arts Pathway Assessment

COURSE OFFERINGS

The High School Program of Studies is designed to provide all students with a wide variety of challenging courses in all curricular areas. Schools must prepare students to succeed in the global economy of the 21st Century. Students must acquire academic knowledge, technical skills, problem-solving abilities, and teamwork techniques. This Program of Studies provides the opportunity for students to prepare for post-secondary education or to apply their skills in the workplace. Students select among courses appropriate for their career plans. Career guidance and counseling is provided to all students to assist them in choosing courses that will prepare them for future career options.

The Dean must approve any course taken for credit outside of the traditional school setting before enrollment in the course.

GUIDELINES FOR REGISTERING TO CLASSES:

All first-year RCS students, sophomores, and juniors must register for eight units of high school credit. All seniors are required to register with at least five units of high school credit.

Students must make an alternate course selection for each elective course. Students and parents should exercise good judgment in selecting alternatives, for these will replace any selected elective courses without further consultation with students or relatives.

English course requirements for graduation:

- 1. One core/main English course can be assigned to students in one calendar year. Main English courses cannot be doubled up--meaning if a student failed the course first time, that student has to pass that class before they proceed to the next one.**
- 2. If a student fails in English 9, 10, 11, or 12, the student cannot graduate on time. He/she has to take these courses in a sequence.**
 - i. Summer school is the first alternative for a student to recover the credit for the failed English course. The summer school course *must be* taken the summer following the failed English course.**
 - ii. A pre-approved online English course can replace the failed English course. Resource classes for SWD can be used to support the online English course. The parent is responsible for paying the cost of the online course.**
 - iii. A passing score on the English Regents can replace English-3.**

Placement in 9th-grade mathematics and science classes is determined by the level of mathematics achieved at the end of the 8th grade.

Placement in classes will be determined by grades, test scores, and teacher recommendations. Students should not register for courses for which they are not prepared. It is crucial to understand that each class begins at an expected level of student ability and performance.

Students are reminded that once school begins, a change in course level may be impossible due to the lack of space in the course(s) to which they wish to move or limitations in rearranging other courses in the student's schedule. In such cases, the student is required to remain in the class initially chosen.

AVAILABILITY OF CLASSES:

Decisions on whether courses can be offered are dependent on student enrollment and teacher staffing. RCS reserves the right to cancel or eliminate courses for any given school year. If the administration decides to abort a course due to low student enrollment or lack of teachers, the student's other choice will be used. If that course is also not available, the student will be consulted to make a new selection. If the student cannot be reached, his/her, administrator or counselor will make a choice for them.

STUDENT COURSE SCHEDULES

Riverhead Charter School follows a nine (9) period instructional day schedule. All students, including seniors, *must take a minimum of five (5) courses*, plus physical education, each semester they are enrolled in high school. *This requirement is necessary to maintain eligibility for honor roll, awards and co-curricular participation.*

The following steps will help guide you in creating your course schedule:

Step 1: Review the "Graduation Requirements" section of this book and make sure you are on track to meet the State and Local requirements for graduation. College requirements should be considered as well.

Step 2: Read the course offerings in this book, paying close attention to limitations on offerings to certain grade levels as well as prerequisite requirements. Make a list of the courses you would like to take and discuss this with your parents/guardians.

Step 3: Bring the list of courses you would like to take to school on "course selection day." During that time you will be assisted by each of your teachers in selecting courses for the following school year. Your teachers will help you to determine what level and type of courses to request. For students who are full virtual or if for COVID- related reasons the school is full remote during course selection day. Teachers will complete an electronic

recommendation form. Students will review the recommendations with their guidance counselor for course selection.

Step 4: Meet with your counselor to review your selections and discuss the courses you would like to take next year. At the conclusion of this meeting, you and your parent(s) will approve by signing a copy of the printout of the agreed upon course selections that have been entered into eSchool for scheduling.

*Please note that all selections are final. **Choose your first choices and alternatives carefully.** Under no circumstances will a schedule be changed to drop or add electives, or change lunch periods, or for the purpose of teacher selection.*

SCHEDULE CHANGES/WITHDRAWAL FROM A CLASS

Course changes submitted during the summer change day(s) will be reviewed and processed by counselors prior to the start of the school year. ***Requests for teacher or period changes will not be honored.***

Students are permitted to drop full year courses up until the end of the 5th week of the semester without penalty. Students are permitted to drop semester courses up until the end of the 4th week of the semester without penalty. All course drop requests must be accompanied by the appropriate forms and signatures. ***Any classes dropped beyond these deadlines will include a Withdrawal (W) entered on the transcript.***

Withdrawal from any class must be approved by the teacher, counselor, parent, the Assistant Principal and the Director or Coordinator of Special Education Department, if applicable.

Students are expected to attend all classes as indicated on their original schedule until changes have been completed by the student's school counselor and a new schedule has been issued.

COURSE CREDIT AT SCHOOLS OTHER THAN RIVERHEAD CHARTER SCHOOL

All students who take course(s) for credit at schools other than Riverhead Charter School *must* have the prior written approval of the high school principal.

PREREQUISITES

Many specialized and some required courses have prerequisites. Experience has shown that in order to be successful in a particularly specialized course, such as chemistry, students must have successfully completed the fundamental course. Please pay close attention to prerequisite requirements as indicated under each course description.

NCAA APPROVED COURSES

All students interested in playing Division I or II sports in college must register with the NCAA Clearinghouse to obtain clearance to play collegiate sports. Parents and students **must** work closely with their school counselor and coach when choosing courses to ensure that the courses selected have been approved by the NCAA. RCS NCAA approved courses *are indicated by an * in the course description section of this booklet*. See your counselor for an updated list of NCAA approved courses.

ACADEMIC INTEGRITY

Current and prospective students at RCS are expected to adhere to the values of intellectual and academic honesty and integrity. Violations of academic honesty will not be tolerated.

A. DEFINITION*:

Academic dishonesty describes a wide range of behaviors; the following is offered as a working definition. Academic dishonesty includes but is not limited to:

1. Cheating: Intentionally using unauthorized materials, information, or study aids in any work submitted (e.g. using crib notes, copying another's work during tests, or collaborating with others on out-of-class assignments without permission).
2. Fabrication: Intentionally falsifying or misrepresenting information derived from another source in an assignment (e.g., making up sources for the bibliography of a paper or faking the results of a laboratory assignment).
3. Plagiarism: Deliberately adopting or reproducing ideas, words, or statements of another person as one's own without acknowledgement (e.g., paraphrasing or summarizing a source without acknowledgement, turning in a paper written by another person, buying a paper from a commercial source, failing to properly attribute quotations within a paper, or submitting the same paper for credit in more than one course without the instructor's permission [self-plagiarism]).
4. Facilitating Academic Dishonesty: Intentionally helping another engage in academic dishonesty.
5. Misrepresentation: Providing false information to an instructor concerning an academic exercise (e.g., giving a false excuse for missing a test or deadline or falsely claiming to have submitted a paper).
6. Failure to Contribute: Taking credit for participation in a collaborative project while failing to do one's fair share.

7. Sabotage: Preventing others from completing their work (e.g., disturbing someone's lab experiment or removing materials from a reserved reading file so that others may not use them).

B. EXAMPLES OF ACTIVITIES ASSOCIATED WITH ACADEMIC DISHONESTY:

1. Copying from another's exam, test, or quiz.
2. Giving or receiving answers during an exam, test, or quiz.
3. Using written or electronic aids during an exam, test, or quiz when prohibited.
4. Reviewing current or previous copies of an instructor's exam, test, or quiz.
5. Discussing the nature and/or content of an exam, test, or quiz with students who have not yet taken it.
6. Giving exam, test, or quiz questions to students in another class.
7. Copying materials without citing the original source.
8. Purchasing term papers, projects, etc. and turning them in as original work.
9. Writing papers for another student or hiring a ghostwriter.
10. Submitting the same term paper, project, etc. to another class without permission.
11. Padding entries on a bibliography.
12. Feigning illness to avoid an exam, test, quiz, etc.
13. Turning in a lab report without doing the experiment.
14. Collaborating on any course work unless instructions permit.
15. Submitting work for someone else, or another's work as your own.
16. Engaging in bribery, blackmail, threats or harassment.
17. Altering or forging an official academic document.

Instructors may provide additional examples of activities more specific to their course and/or discipline.

GRADES

REPORT CARDS

Report cards are generated four times a year at approximately ten-week intervals.

INCOMPLETE GRADES

A student who receives a grade of Incomplete (INC) for a marking period must make up the necessary work within two weeks of the end of the quarter for the first three quarters and by the last day of school prior to the start of Regents exams for the last quarter or the grade will be changed to a 55.

HIGH HONOR ROLL/HONOR ROLL

Students who have a report card unweighted average of 90 or above earn placement on the *High Honor Roll* and students whose unweighted average is 85 or better earn placement on the *Honor Roll*.

In addition, students must be passing all subjects (a minimum of five (5) classes plus Physical Education) with no grades of Incomplete. Physical Education grades are included in calculating GPA and class rank.

TRANSCRIPTS

This is a formal and legal document containing all high school courses, final grades, Regents exams grades, and a “weighted” and “un-weighted” grade point average. A student’s transcript is a required document that is sent by the high school as an addendum to college applications and may also be required as a supplement to job applications throughout a person’s life. Students and parents should review this document carefully at the beginning of senior year to be certain it is correct and complete.

PARENT PORTAL

The Parent Portal provides a secure, completely web-based environment for the dissemination of student attendance, schedules, grade and progress reports, assignments, grades and much more. By having access to this information, dialogue between administrators, counselors, teachers, parents, and students is promoted.

If you have any questions or need assistance, please call the main office at 631-369- 5800 or visit our school web site: <https://www.riverheadcharterschool.org/for-parents/>

CLASS RANK/GPA

Class rank is a student’s academic relation to all other members of the class. It is determined by using the final numeric course average in all credit-bearing courses taken at Riverhead Charter School and averaging them within a system of weighted grades (see

below). ***Class rank is calculated at the end of six semesters for college applications and then recalculated after seven semesters to determine the Valedictorian and Salutatorian of the graduating class. Class rank is not calculated after eight semesters. The class rank calculated at the end of seven semesters is the final class rank.***

Class rank shall be determined based on weighted GPA. A student's GPA is the numeric average of all high school courses (except work study and independent study courses) that are listed on the student's transcript.

A student's grade point average and shared rank in class shall be entered on his/her transcript and shall be subject to the Board's policy on release of student records.

Students entering Riverhead Charter School prior to the start of their junior year will be ranked with their graduating class.

Only students graduating in seven or eight semesters will be ranked. Students graduating in six semesters or in more than eight semesters will not be ranked.

Class Rank Procedures

Class rank will stand apart from GPA and will be determined as follows:

- a. A weighted GPA will be used to determine class rank and be based on a bonus point system. Bonus points will be added to a student's un-weighted GPA in the following manner:
 - b. Each Honors level course in which a student has received a grade of "C" (70) or better in grades 9- 12 will award the student 0.125 bonus points per 0.5 credits awarded per semester. Each college credit level course in which a student has received a grade of "C" (70) or better in grades 9-12 will award the student 0.25 bonus points per 0.5 credits awarded per semester. Special education courses will be weighted the same as an academic level course.
 - c. Class rank will be recorded on student transcripts as a shared ranking for the top ten percent of the class, decile ranking for the tenth to fiftieth percentile and quartile ranking for remaining students.
 - d. Class rank is calculated at the end of six semesters for college applications and then recalculated after seven semesters to determine the Valedictorian and Salutatorian of the graduating class. Class rank is not calculated after eight semesters.

VALEDICTORIAN/SALUTATORIAN

The student with the highest overall weighted GPA will be the Valedictorian. The student with the second highest weighted GPA will be the Salutatorian.

The cut-off date to calculate the GPA is the end of the third marking period of the senior year.

COLLEGE CREDITS WHILE IN HIGH SCHOOL

RCS students may also obtain college credits through the following programs:

Dual Enrollment Courses allow students to take college-level courses and earn both high school and college credits. They may be taken at the high school or at a postsecondary institution. Students must have prior approval from the dean to enroll for dual credit and meet the requirements specified by the college. **Students are responsible for verifying any college's acceptance of credits earned as dual credit.** Enrollment in a double credit course does not guarantee college acceptance. Currently, RCS is offering dual credit college courses in coordination with **SCCC (Suffolk County Community College)**.

Only courses applicable to a Baccalaureate or an Associate degree offered by accredited institutions may be accepted for dual credit. Tuition, books, and other college course fees shall be at the expense of the student or his/her parents or legal guardians.

Transferring College Courses

- 1. RCS grants credits for transferred college courses. If the course does not fall into the RCS course categories, it is counted as an elective credit.**
- 2. Students must apply for the credit transfer.**

Students must also request to transfer these credits to the colleges that they will be attending after high school.

COLLEGE COURSES FOR CREDIT

Syracuse University Project Advance (SUPA) College English

Enrollment is limited to 20 students in SUPA courses per the University requirement

Syracuse University Project Advance is a cooperative program between Syracuse University and Riverhead Charter School that allows high school students to enroll in Syracuse University courses. Teachers who are also adjunct SU instructors teach these classes in the high school, and they follow the curriculum and guidelines established by the University. The Project Advance program enables high school students to gauge their ability to do college work prior to full-time college study. Upon successful completion of a Syracuse University course, students are awarded SU transcripts that record credits

earned. These credits are transferable to hundreds of colleges and universities nationwide. Please note that there is a per-credit tuition charge associated with SU courses, although this charge is significantly discounted and financial aid is available to eligible students. For more information about Syracuse University Project Advance, contact your guidance counselor or visit www.supa.syr.edu.

RCS/Suffolk County Community College Early College Program (select courses)

The Suffolk County Community College Early College Program is a concurrent enrollment program that provides high school junior and senior students the opportunity to take SCCC college courses at their high school during their regular school hours, while simultaneously working toward high school graduation. Jump starting students' college careers enhances their college admissions application and minimizes time required to complete a college degree; affording more time for internships, dual majors, minors and/or study abroad. Enrollment in a course offered through the Early College Program generates an official SCCC transcript for each student. The college credits earned can be applied towards a degree at SCCC or can be transferred to many other colleges and universities. Acceptance of credits for college-level courses is determined by the receiving college or university. Early College Program courses are offered at a special reduced tuition rate with no additional college fees applied.

Participation in the SCCC Early College Program affords a multitude of benefits to enrich the high school student's academic experience; providing advanced-learning opportunities with an effective transition from high school to college learning. Interested students are encouraged to contact their high school administration for a selection of courses offered through the Early College Program at their respective high school. Students must meet eligibility requirements and be approved by their high school counselor for admission into the courses.

COLLEGE PLANNING

Admission to colleges and universities varies from relatively easy to extremely competitive. The institution's philosophy of education, specific course requirements, and other qualifications for acceptance differ between the nation's colleges and universities. All, colleges, however, recognize the desirability of a broad education with a strong foundation in the traditional academic subjects.

Students should begin the planning process when selecting courses for their high school years. The college preparatory curriculum is a four-year course of study; therefore, families should design a four-year plan that is reviewed and revised annually. Students are evaluated for admission not only based on grades earned, but also on the strength of the academic program undertaken. Students are encouraged to take the highest possible educational program available within his/her limitations during all four years of high school.

ACADEMIC REQUIREMENTS FOR COLLEGE READINESS

Minimum graduation requirements should not be confused with college admission requirements. An academic unit or college entrance unit is the equivalent of one credit in a single academic subject. A semester course of 0.5 credits equals one half college entrance unit. The college in question determines acceptable units. Usually, "academic units" are considered to be full-year courses in college preparatory math, science, English, Social Studies or a foreign language.

While each college prescribes the number and character of the academic units it will accept, a rigorous course load that most colleges prefer consists of:

English: 4-6 units, including 4 core classes

Social Studies: 4-5 units

College-prep Math: 4-5 units

Foreign Language: 4 units (of the same language) or 3 (if the school offers only 3

years) Science: 4-5 units (with at least two lab sciences)

COLLEGE ENTRANCE EXAMINATIONS:

The vast majority of colleges require that a student takes one or more standardized tests for admission. The number depends on the college's policy. It is important to remember that test scores are just one part of the entire applicant profile. At most institutions, test scores alone do not exclude a student from admission, nor do scores alone guarantee admission.

The two most common test programs are the Scholastic Assessment Test (SAT) and the American College Testing Program (ACT). Most students take the SAT. Consult with your counselor regarding the ACT. The Preliminary Scholastic Aptitude Test (PSAT) is available for students in 8th through 11th grades. Colleges may also require or recommend SAT Subject Tests. SAT Subject Tests take one hour for each topic area. You may take one to three tests on any given test date.

It is the student's responsibility to register for all tests and to arrange for the results to be sent to their institution(s) of choice. It is recommended that a student registers for the following tests:

Spring of 10th grade: **PSAT 10**
Fall of 11th grade: **PSAT/NMSQT**
Spring of 11th grade: **SAT and/or ACT,**
SAT Subject Test
Fall of 12th grade: **SAT and/or ACT,**
SAT Subject Test

PSAT

The PSAT (Preliminary Scholastic Aptitude Test) is given once a year in October. All college-bound sophomores and juniors should register to take this test. This is a practice SAT exam to acclimate the students to the SAT and to provide predictive information for SAT performance. It is also used by the National Merit Corporation to identify highly qualified juniors for recognition. Students should use the PSAT scores to help them select one or more SAT preparation options such as challenging math and English courses, the College Study Skills elective, intensive afternoon/evening programs at the high schools, and the use of commercial programs, and self-directed materials, among others.

SAT

This is a three- and one-half-hour test, divided into two sections: Reading-Writing and Mathematics. Possible scores range from 200-800 in each chapter. Students planning to take the SAT for college entrance should enroll in advanced mathematics courses. Experience has shown that students who are satisfied with their SAT performance are those who have prepared themselves with high level academic subjects. The SAT is usually taken during the late spring of the junior year by students planning to attend a four-year college or university. Students may retake the SAT during the fall semester of their senior year. Some colleges require students to retake the SAT in their senior year, even if their previous SAT results were quite good.

ACT

This test is an alternative to the SAT. It can be taken during a student's junior and/or senior year. The ACT is divided into four parts: Math, English, Science, Reading, and an optional Writing section. It assesses high school students' general educational development and their ability to complete college-level work.

The student will receive a composite score from 11-36. Students with a solid course background and good grades are encouraged to take the ACT as an alternative to or in addition to the SAT.

If a student has testing modification, as stated on their IEP, it is the parent/guardian's responsibility to follow-up with the appropriate application and to submit it to the College Board and/or to ACT.

CONVERTING GRADES ON TRANSCRIPTS

When transcripts are received from accredited out-of-state schools (or in-state from certified sources other than the public schools) and statistical averages are provided, those standards must be used in transferring the grades to the student's record.

Letter Grade	Minimum Point	Maximum Point	GPA Impact
A	90	100	4.00
B	80	89	3.00
C	70	79	2.00
D	60	69	1.00
F	0	60	0.00

CREDIT RECOVERY PROGRAM

The purpose of this program is to offer an opportunity for motivated students to recover lost credit by using an alternative instructional model. Credit Recovery is for students who have met the seat time requirement (120 hours for 1 unit and 60 hours for a 1/2 unit) and have guidance/counselor recommendation. Students may repeat the course in the following year at RCS. However, recovery courses may be taken by sending home districts or online resources. Parents are responsible for the associated tuition and fees for those courses taken from alternative resources.

GRADUATION CEREMONY/COMMENCEMENT

Only those students who pass **all the units required for a diploma** may participate in the graduation ceremony held at the end of the school year.

Students who pass the required 26 units but fail to pass the Regents Exams are not allowed to participate in the graduation ceremony.

Failure to complete graduation requirements will prohibit participation in the graduation ceremony. The school is not responsible for announcements, caps and gowns, or other graduation paraphernalia for those students who do not complete these requirements.

COURSE DESCRIPTIONS

DEPARTMENT OF FINE ARTS

All courses are subject to cancellation based upon the school budget, student enrollment and student requests

Students are encouraged to take art courses beyond the one credit required for a high school diploma, even if they are not using these courses in a five (5) credit CTE sequence in lieu of the three (3) credit LOTE requirement for an Advanced Designation endorsement on a Regents Diploma.

ART I: Foundation Studio Art
9-12

Full Year

4AR15015
1 Credit

This course is recommended for students with an interest in the production of fine art. The emphasis is on drawing, painting, and mixed media. In this comprehensive foundation level course, students will practice critical thinking and evaluation skills and will make cultural and historical connections to career and interdisciplinary applications. Students will work with a variety of materials, techniques, processes and contexts, which will provide them with a foundation for the study of the visual arts. Emphasis is placed on developing a working knowledge of the visual and organizational elements of art. Students will build and utilize an art vocabulary through class discussion, writing, and project experience.

This course can be used to fulfill the one-year art requirement. Successful completion of this course will allow students to enroll in Drawing/Painting, Graphic Design, Photography and Sculpture.

Prerequisite: None

DEPARTMENT OF MUSIC

All courses are subject to cancellation based upon the school budget, student enrollment and student requests

Students are encouraged to take music courses even if they are not using these courses in a five (5) credit CTE sequence in lieu of the three (3) credit LOTE requirement for an Advanced Designation endorsement on a Regents Diploma.

MUSIC THEORY I:

4MU15016

9-12

Full Year

1 Credit

Music Theory is a rigorous exploration of the language of music through analysis, composition, and the development of aural skills (sight-singing and dictation). This course is required for a five (5) credit CTE sequence in music in lieu of the three (3) credit LOTE sequence for an Advanced Designation endorsement on a Regents diploma. Grading is based on quizzes, tests, music analysis and projects.

Prerequisite: None

DEPARTMENT OF ENGLISH

All courses are subject to cancellation based upon the school budget, student enrollment and student requests

All students are required to take four credits of English to meet graduation requirements. The English department offers an honor program in grade 9 and offers Advanced Placement Seminar in grade 10, Advanced Placement English Language and Composition, and a Syracuse University Project Advance course, which may be substituted for required courses in grades 11 and 12. All students are expected to engage in summer reading and are tested during the first week of school.

English 9

4EN09001

9

Full Year

1 Credit

English 9 carries the basic requirements of an English 9 Regents course plus challenging approaches to literature and writing. Independent reading and writing assignments outside of school are part of the curriculum. At appropriate times, connections are made between literature and the Global History 9 program thereby allowing students to recognize and analyze the social and historical themes woven into the content of literary selections. Students engage in multi-component projects and a short research paper. Vocabulary and grammar units are incorporated throughout the year.

Prerequisite: None

English 10

4EN10003

10

Full Year

1 Credit

In English 10, students will continue to build skills in reading comprehension, academic conversations and analytical writing. The course emphasizes strengthening vocabulary and grammar usage, close reading of literary and informational texts, and group projects and presentations.

Prerequisite: Successful Completion of English 9

English 11

4EN11001

11

Full Year

1 Credit

This course enhances and elevates the skills necessary to develop all of the essential language proficiencies set forth by the New York State Learning Standards for English. Students study both classic and contemporary literature on a complex level, responding in both discussion and written work. These critical skills will be applied to both informational texts and literary texts. A wide variety of documents, literary and nonliterary, will be analyzed. Supplemental work includes vocabulary, grammar and usage. The course

culminates with the Regents Comprehensive Examination in English.
Prerequisite: Successful completion of English 10

**English 12A
12**

Full Year

**4EN1208A
1 credit**

The English 12 Senior Seminars will prepare students to become critical thinkers and learn the skills necessary for success communication in a competitive world market. The year-long seminar format is designed to encourage students to develop reading, writing, and research skills around a thematic approach and recognize the skills appropriate for college accomplishment are identical to the skills necessary for success in any individual's life. In English 12, students will critically examine works and learn to recognize and interpret literary techniques and terminology, bolster critical thinking skills, participate in every day class discussions, present to the class and write frequently in an effort to strengthen writing skills. Through literary works and character analysis, students will explore thematic topics of origin, self-evaluation, identity, family, violence, difference and collectivism. Short research papers and class presentations will be an integral part of the fall semester. English 12 will also include instruction in research methodology, draft writing, goal planning, time management, presentation skills and public speaking. At the end of the course, students publicly present findings of their completed research and complete a college-level argumentative research-based paper. The presentation and paper serve as the summative assessments for the course.

Prerequisite: Successful completion of English 11. These courses are part of a year-long sequence. Successful completion of both courses is required to meet the NYS graduation requirement for one credit of English instruction.

DEPARTMENT OF MATHEMATICS

All courses are subject to cancellation based upon the school budget, student enrollment and student requests

Algebra I **4MA0800**
9 **Full Year** **1 Credit**

This course follows the NYS Common Core curriculum for 9th grade mathematics. The emphasis is on relationships between quantities and reasoning with equations, linear and exponential relationships, descriptive statistics, expressions and equations and quadratic functions with modeling. The use of the graphing calculator (TI-84) is introduced connecting analytical and geometric representations.

Geometry **4MA08001**
9-12 **Full Year** **1 Credit**

This course follows the NYS Common Core curriculum for 10th grade mathematics. Students enrolled in this course will have the opportunity to make conjectures about geometric situations and prove in a variety of ways, both formal and informal, that their conclusion follows logically from their hypothesis. A major emphasis of this course is to allow students to investigate geometric situations. Topics to be covered include congruence and similarity of triangles; transformation; properties of triangles, quadrilaterals and circles; and construction (using a compass and straightedge).

All students are required to take the Geometry Regents examination upon completion of this course. Prerequisite: Successful completion of Algebra I with 75+

Algebra II **4MA15038**
11-12 **Full Year** **1 Credit**

This course follows the NYS Common Core curriculum for 11th grade mathematics. The emphasis is on the study of functions, including polynomial, radical, trigonometric, exponential, and logarithmic, all with modeling applications. Data analysis, arithmetic/geometric sequences, and some probability theory are also included. Right triangle trigonometry will be expanded to include the investigation of circular functions.

All students are required to take the Algebra II Regents examination upon completion of this course. Prerequisite Successful completion of Geometry with 75+

Pre-Calculus **4MA08010**
11-12 **Full Year** **1 Credit**

This course is designed for students planning to study Calculus or contemplating a college major in math or science. The course will include topics such as: equations and inequalities, their solutions and graphs; algebraic, exponential, logarithmic and circular functions; systems of equations; determinants and matrices; arithmetic and geometric sequences and limits. The course terminates in a local departmental final examination. Please note there is a fee if taking this course for College credits.

Prerequisite: Successful completion of Algebra II

DEPARTMENT OF PHYSICAL EDUCATION AND HEALTH

All courses are subject to cancellation based upon the school budget, student enrollment and student requests

It is the mission of the Physical Education Program at Riverhead Charter School to demonstrate a commitment to the comprehensive education and development of each student as an individual and as a member of our school community. Specifically, physical education activities, while embracing the New York State Learning Standards, offer students an opportunity to understand the benefits of engaging in regular physical activity now and for a lifetime; improve cardiovascular and respiratory health through vigorous activities; demonstrate an understanding of how to participate in a "Safe and Healthy Environment"; develop sound "character" traits through participation in physical activities; promote and help improve self-esteem; help promote socially acceptable behavior, cooperation and teamwork through activities and develop life-long skills that students can carry into their adult years. The diverse and multicultural aspects of East Hampton students and the Physical Education program will enable students to become socially and personally responsible citizens who will contribute to the well-being of their families, school and community. The goal of the Physical Education Department is to graduate a "Physically Educated Person" who:

- Has learned the skills necessary to perform a variety of physical activities
- Is physically fit
- Participates regularly in physical activity
- Knows the implications and benefits of involvement in physical activity
- Values physical activity and its contribution to a healthy lifestyle

Physical Education Level I/II

9-12

Full Year

½ Credit

This program has been designed to provide maximum opportunity for all grades. Students will participate in a variety of activities. These activities will be useful in maintaining a healthy, fit body as well as developing leisure and recreational skills for lifetime participation. Students will review fundamental skills learned in previous grades. In addition, they will learn more advanced skills in team play, strategies, body movement and skills analysis.

Health Education (Required)

9-12

Half Year

4HE15001

1/2 Credit

This required course is designed to help high school students extend their conceptualization of knowledge, attitudes, behaviors and skills related to health issues students are facing today. Developmentally appropriate concepts of personal and community health, safety, mental health, alcohol, tobacco and other drugs, family life and human sexuality are taught in this course. Students will utilize health education concepts when applying health information literacy skills, developing intrapersonal and interpersonal communication skills, analyzing internal and external influences, character education activities and multiple intelligences. Students will also apply thinking, self-management and advocacy to promote wellness and reduce health risks. **Prerequisite: None**

DEPARTMENT OF SCIENCE

All courses are subject to cancellation based upon the school budget, student enrollment and student requests

Students must complete three credits in science to meet the minimum credit requirements for a diploma. All students must complete laboratory requirements prior to admittance to a science Regents examination. The list below gives examples of how students may attain these requirements.

Note: New York State requirements for Regents science include a minimum of 1200 minutes of laboratory experiences satisfactorily written before a student may take the Regents examination for the science course.

The Physical Setting – Earth Science **4SC09001**
9-12 **Full Year** **1 Credit**

This introductory course presents the principles of earth science as outlined by the New York State Learning Standards and curriculum. Instruction is based on the investigation of geologic change, earth history, measurement, motions, energy budget, and the rock cycle. Students are expected to read assigned texts, take notes, participate in class work, perform laboratory experiments and complete homework assignments. The course culminates with the New York State Earth Science Regents examination. All students must complete NYS mandated laboratory requirements prior to admittance to the Regents examination.

Prerequisite: None

The Living Environment **4SC10001**
9-12 **Full Year** **1 Credit**

This course presents the principles of biology as outlined by the New York State Learning Standards and core curriculum. Instruction is based on important biological relationships, processes and mechanisms. Students are expected to read assigned text, take notes and participate in class work, perform laboratory activities and complete homework assignments. The course culminates with the New York State Living Environment Regents examination. All students must complete NYS mandated laboratory requirements prior to admittance to the Regents examination.

Prerequisite: None

The Physical Setting – Chemistry **4SC11001**
10-12 **Full Year** **1 Credit**

This course presents the principles of chemistry as outlined by the New York State Regents Learning Standards. Topics of study include matter and energy, atomic structure and bonding, acids and bases, reduction/oxidation, organic, nuclear and electrochemistry, the mathematics of chemistry and kinetics and equilibrium. Students are expected to read assignments, take notes and participate in class discussion, perform laboratory experiments and complete homework assignments. The course culminates with the New York State Regents examination in Chemistry. All students must complete NYS mandated laboratory requirements prior to admittance to the Regents examination.

Prerequisites: Successful course completion of Living Environment, Earth Science and Integrated Algebra; and successful completion of all related exams

DEPARTMENT OF WORLD LANGUAGES

All courses are subject to cancellation based upon the school budget, student enrollment and student requests

Spanish

Spanish I:

9-12

Full Year

4FL15005

1 Credit

Students study the sounds of the Spanish language, acquire a basic vocabulary for everyday use and learn to express themselves orally and in writing. Topical vocabulary, basic grammar components, reading, writing short essays, auditory comprehension and oral expression will be introduced. Students will be exposed to the cultural aspect of the language and will be expected to participate in cultural activities. Students must pass the Language Proficiency Exam equivalent given at the end of the year to receive one credit for Spanish I.

Prerequisite: None

Spanish II:

10-12.

Full Year

4FL15006

1 Credit

the skills acquired in level 1 are expanded in level 11. Vocabulary, grammar, reading, writing, auditory comprehension and oral expression are emphasized. The cultural aspect of the language will be cultivated and expanded.

Prerequisite: Successful completion of Spanish I. Approval by the world language coordinator and a diagnostic entry exam will be needed for any student wishing to take this course who did not successfully complete Spanish I.

Spanish III:

11-12

Full Year

4FL15007

1 Credit

Spanish 3 is a course that focuses on the three modes of communication (interpersonal, interpretive, presentational) used at the "intermediate proficiency level." An intermediate course requires that students speak and understand familiar topics related to daily life. The use of background knowledge is essential at this level, as the student is required to access former grammatical structures and former vocabulary units. Spanish 3 students are expected to create sentence-level language, complete with main ideas necessary for travel or survival situations. Students will take the FLACS exam at the end of the school year for Regents Credit.

Prerequisite: Successful completion of Spanish II. Approval by the world language coordinator and a diagnostic entry exam will be needed for any student wishing to take this course who did not successfully complete Spanish II

DEPARTMENT OF SOCIAL STUDIES

All courses are subject to cancellation based upon the school budget, student enrollment and student requests

All students are required by the New York State Education Department to take four credits of social studies to meet graduation requirements. A number of Advanced Placement courses may be offered, which may be substituted for required high school courses and at the same time earn possible college credit. Electives are offered for those students with an interest in social studies and/or seeking a sequence in the area.

Global History and Geography 9:	4SS09001
Prehistory through the Age of Absolutism	
9	1 Credit
Full Year	

The program for grade nine is the study of the political, economic, social and cultural development of the major regions of the world. The ninth-grade course follows the history of humankind from prehistory through the Renaissance and the Age of Absolutism and it includes the development of the great ancient civilizations of the Middle East, China, India, Africa, the Americas and Europe. The interactions among ancient civilizations are developed through the concept of cultural diffusion, while comparisons between cultures focus on how the values of different cultures are expressed through politics, religion, social organization and economic development. Students in this course will explore the ninth-grade curriculum by conducting research, writing essay and journal entries, analyzing documents and artifacts and presenting special projects. Although arranged chronologically, each historical unit examines geographical, social and cultural contexts to help explain the political and economic dynamics of history.

Prerequisite: None

Global History and Geography 10:	4SS10005
The Age of Exploration to the Present Day	
10	1 Credit
Full Year	

Global history course is organized as a chronological study of the political, economic, social, and cultural development of the major regions of the world. The tenth-grade course proceeds from the Age of Absolutism to the modern day with a special focus on the development of the global interdependence of the modern world. Comparisons between

modern and traditional cultures show how the values of different cultures are expressed through politics, religion, social organization and economic development. Although arranged chronologically, each historical unit examines geographical, social and cultural contexts to help explain the political and economic dynamics of history. All tenth- grade students must take the New York State Regents examination in Global History and Geography administered in June.

Prerequisites: Successful completion of Global History and Geography 9 or 9 Honors

U.S. History and Government: 4SS11001
11 Full Year 1 Credit

This course is a chronological survey of United States history with an emphasis on the United States as a developing industrial and post-industrial nation. Constitutional and legal issues are explored in depth, along with the problems of a dynamic industrial society in an increasingly complex and technologically oriented world. All students take the New York State Regents examination in United States History and Government administered in June.

Prerequisite: Successful completion of Global History and Geography 10

Economics 12: 4SS12001
12 Half Year 1/2 Credit

The course covers the basic principles of both microeconomics and macroeconomics, which all persons need to function effectively and intelligently as participants in the American and world economies. Some of the major topics are scarcity, productivity, opportunity cost, supply and demand, inflation, profit, competition and the market, interdependence, capital, and international trade.

Prerequisite: Successful completion of U.S History and Government

Participation in Government 12: 4SS12002
12 Half Year 1/2 Credit

This course emphasizes the interaction between citizens and government at all levels: local, state and federal. It encourages students to understand and participate in the democratic process based upon the knowledge of the formal powers, procedures and structures of government in the United States as developed in previous courses. The course ranges from studying how political decisions are made to providing opportunities for students to participate in political decision-making. In addition to traditional classroom activities, students are given opportunities for community or government service through a practicum component. Throughout the course, key civic values and analytical concepts are developed and reinforced; however, the ultimate goal is to prepare students for effective participation in the democratic process of the United States.

Prerequisite: Successful completion of U.S. History and Government

Advanced Placement African American Studies: 4SS12003
12 Full Year 1 Credit

Drawing from the expertise and experience of college faculty and teachers across the

country, this course is designed to offer high school students an evidence-based introduction to African American studies. This interdisciplinary course reaches into a variety of fields—literature, the arts and humanities, political science, geography, and science—to explore the vital contributions and experiences of African Americans.

Prerequisite: Successful completion of U.S. History and Government

IMPORTANT WEBSITES

American College Testing (ACT Test Registration) www.actstudent.org

College Board

(SAT, SAT Subject Test Registration, AP Exam Information, CSS Profile) www.collegeboard.com

Common Application www.commonapp.org

FAFSA (Free Application for Federal Student Aid – must be completed by all students applying to college)
www.fafsa.gov

Fastweb (private scholarships) www.fastweb.com

National Collegiate Athletic Association (NCAA) www.ncaa.org

New York State Education Department www.p12.nysed.gov

New York State Graduation Requirements

http://www.p12.nysed.gov/ciai/gradreq/GradReq3columnStyle7_1.pdf

Universal College Application www.universalcollegeapp.com