

**Riverdale Kingsbridge Academy
MS/HS 141**

**Course Guide
2026-27**



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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.

We know it is important to work with you to plan for your future. This guide lists our long-standing practices and policies which will help you make the best decisions for you.

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 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., Math, Tech)

Extension 2391

Ms. Lustig APO High School, Testing,
Programming

Extension 3082

Ms. Prado- Romero (ENL, Phys. Ed., World Languages, Org)

Extension 1092

Ms. Brownstein (Arts, Org)

Extension 4111

Guidance Counselors:

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

Extension 3034

Ms. Lockhart-Lee Grades 9 -12 Last names Pb- Z

Extension 3033

Ms. Payne Grades 9-12 Last Names Go-Pa

Extension 3061

Parent Coordinator

Ms. Prince

Extension 1002

Graduation, Diploma, and Examination Requirements

New York State requires that students complete 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 term, credit is earned for each class in which the student has earned a mark of 65% or higher. Usually, the fall term ends on or about January 31, and spring term ends on or about June 30. Courses are taught at general education, 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.

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 World 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 **Waiver (in the time of Covid)** on **five (5)** required Regents exams as follows:
 - Any Mathematics
 - English Language Arts
 - Any Laboratory Science
 - Any Social Studies
 - Any 1 additional exam (may be another Science, Social Studies, LOTE or Mathematics)

** 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 have a

passing grade or waiver 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 **World Language**.
- Passing grade of **65%** or greater (or a waiver) on each of the following **nine (9)** required Regents exams:
 - Algebra I, Geometry, and Algebra II/Trigonometry
 - English Language Arts
 - Global History and Geography
 - United States History
 - Two Sciences: Living Environment/Biology, Chemistry, Earth Science/Earth and Space, or Physics
 - World Language (LOTE)

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 term, 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*).

Advanced Placement Courses (see Advanced Placement Guidelines p.19)

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. Information about each college's policy can be found here <https://apstudents.collegeboard.org/getting-credit-placement/search-policies>

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

- Pre-Calculus (Grades 11 & 12)
- Calculus (Grade 12)
- Biology(Suggested Grades 11 and 12)
- English Literature and Composition (Grade 12)
- English Language and Composition (Grade 11)
- English Seminar (Grade 10)
- Spanish Language and Composition
- United States History (Grade 11)
- African American Studies (Grades 11 & 12)
- Environmental Science (Suggested Grades 11 and 12)
- Psychology (Grades 11 & 12)

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.

Advanced Placement courses are indicated on transcripts and carry a weight of 1.1 for calculating a student's weighted GPA.

Dual Enrollment Courses

Dual enrollment courses may be offered to 11th and 12th graders at RKA. These classes are offered in partnership with an accredited college. 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 partner college. This credit is usable at those colleges and may be transferable to other colleges and universities based on the transfer credit policies of each institution.

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 the course fees, which vary per institution, if the family would like the course to be recorded on a transcript from the university. 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 university. Payment schedule will be distributed in the fall. College credit may only be earned if the payment is made to the university 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 who commit to a dual enrollment course will not be allowed to drop that class once programming is completed.** All dual enrollment courses are contingent upon the number of students who request that particular course.

At this time, RKA may offer

- Introduction to Statistics
- Fiction: The Art of the Story
- Mastering the Movie
- News Literacy
- Engineering Science

PSAT

The PSAT serves as practice for students who will take the SAT as part of the college admission process. For the last several years the DOE has offered the PSAT10 free of charge to all students in the tenth grade cohort in March. NYCPS does not offer the PSAT to 11th graders. Students wishing to take the PSAT in 11th grade would need to locate a site offering the exam. PSAT scores are one factor in determining which students are eligible to take College Now courses.

The College Board provides PSAT 10 test-takers with a comprehensive score report that contains valuable information for students preparing for the SAT. Guidance counselors will assist students in analyzing their score reports and identifying the areas and skills for which further preparation is required. Students should also sign up for Khan Academy to receive personalized assistance.

The SAT

The SAT is a college entrance exam that many 4 year colleges require as part of the application process. Some schools were test optional for the past few years but are moving back to requiring testing as part of their application. Two-year community colleges often require the exam for determining course placement and awarding scholarships. Please refer to each college's website for specific information. The SAT consists of evidence-based reading and writing, and math.

The SAT is offered many times a year, and students generally take the exam for the first time in the spring of junior year. NYCPS currently offers all 11th grade students the opportunity to take the SAT during the school day, free of charge, in the spring. Most students elect to take the SAT at least 1 more time by the fall of the senior year. This is helpful because it allows a student to "superscore" (use the best scores received on each section on college applications).

Both the PSAT and SAT are now digital.

Students are responsible for paying the SAT registration fee and submitting the registration on time for all administrations except the School Day SAT in the spring. 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.

For colleges that require SAT score reports, those reports must be sent directly from College Board by the student. 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.

For all College Board exams, score reports are released, via each student's College Board account, 4-6 weeks after the test is administered.

The ACT

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

In recent years the ACT 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 the SAT.. The ACT has established a "score choice" policy, meaning that scores are not reported to colleges until students have first reviewed their results.

The ACT is in the process of transitioning to a digital format.

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 consists of two terms, fall and spring. Each term is divided into three 6-week marking periods. Report cards are issued at the end of each marking period. Final grades are issued at the end of each term and represent an average of the three marking period grades. All final term grades are recorded on the academic transcript.

For all HS Courses: 10% of the Term 1 grade will be the student's score of the final exam in January and 10% of the Term 2 grade will be the student's score on the final exam in June.

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 term mark is 65% or higher, he or she will earn credit for the course. If the

final term mark is less than 65%, no credit will be awarded. Students must make-up any required classes they do not earn credit for..

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, AP and Dual Enrollment courses are weighted by a factor of 1.1. General classes are not weighted. 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 NYCPS Academic Policy.

School-wide Grading Policies

RKA Standard policies are below as of Jan 2026.. They are divided by subject matter and level. Grading policies will also be communicated on course syllabi as they occasionally update from year to year.

HS Math Grading Policies

Math AP, Regents and Electives

Tests/Quizzes	50%
Homework	20%
Classwork/Engagement	30%

Math Dual Enrollment

Exams and Quizzes	70%
Homework	10%
Classwork & Projects	20%

HS Science Grading Policies

Science AP, Regents Courses

Tests/Quizzes	50%
Projects/Labs	20%
Homework	10%
Classwork/Engagement	20%

Science Electives

Tests/Quizzes	40%
Projects/LArger Pieces	30%
Homework	10%
Classwork/Engagement	20%

HS Technology Grading Policies

Tests/Quizzes	10%
Projects/Labs	50%
Classwork/Engagement	40%

HS Humanities Core Subjects Grading Policy

Tests/Quizzes	40%
Classwork/Engagement	20%
Homework	10%
Projects/Larger Pieces	30%

HS Humanities AP Subjects Grading Policy

Tests/Quizzes	50%
Classwork/Engagement	20%
Homework	10%
Projects/Larger Pieces	20%

HS Humanities Electives Grading Policies

Tests/Quizzes	30%
Classwork/Engagement	20%
Homework	10%
Projects/Larger Pieces	40%

Additional Dual Enrollment Grading Policies are TBD All grading policies for those 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. Finals count as 10% of the term 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 Honor Society** (grades 10 – 12). Students qualify for the National Honor Society based on their grades in the entire 9th grade year and the first term of their 10th grade year. Invites are sent out in February. Invitees have requirements which must be met by late spring of their 10th grade year. Then in their 11th grade year students participate in school service projects and complete outside service while maintaining their high grades. In 12th grade year, seniors take on a larger service project in order to wear the stole at graduation. In particular a student must:

- Achieve a minimum 90% GPA overall in a given term.
- Complete the service requirement each year, by due date
- Pay dues each year, by due date
- Participate in one “in-service” project where students work together to help their community.
- ***Students can earn no more than three hours of community service per year for helping a teacher. The remainder of the hours must be completed outside of school.***
- 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 the spring for new members to the Honor Society if they complete the Honor Society requirements. Returning members will be recognized at the spring awards for their grade levels. All students will need to pay a \$30 membership fee annually to cover the cost of expenses and ceremonies.

Valedictorian and Salutatorian

Although the Riverdale / Kingsbridge Academy does not typically rank students, the Valedictorian and Salutatorian must be based on rank. Valedictorian and Salutatorian will be determined based on their cumulative average of

- Grades from Grade 9 (23-24)
- Grades from Grade 10 (24-25)

- Grades from Grade 11 (25-26)
- Grades from Grade 12 (26-27)

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 Dual Enrollment, and AP classes will be weighted.
- Must have been a 4-year, year-long Principal's List honoree
- Cumulative GPAs will be calculated after the second marking period of the Spring term.
- 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 (see page 6). 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.
- All students are programmed so that they have an opportunity to complete 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 digital program request form on which they may indicate course requests. Parents must sign off on the course request form. ***For 2026-27 students will use an online survey to complete course selection by March 27, 2025.***
- Students are required to repeat failed courses. Some courses may be repeated in PM school (if offered) 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 term. 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 college.
- Students will be scheduled for one physical education course each term. These courses are required for graduation. Participation in varsity, junior varsity, or intramural sports does not fulfill the physical education credits required for graduation. Every attempt will be made to schedule students who have failed a prior term of physical education for a make-up course.

High School Advanced Classes Guidelines

Advanced classes have been established at the high school level to provide students with increased rigor and opportunities for independent work. Programming at the high school level allows for students to be placed into more advanced courses based on a student’s performance in an individual subject. Therefore, a child may select and be placed into a more advanced course for social studies, but not English (for example). RKA offers Advanced Placement and may offer Dual Enrollment courses as advanced courses to complement our offerings at the Regents, General Education and Special Education levels

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. The College Board currently charges students \$99 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
- Riverdale Kingsbridge Academy MS/HS 141 Course Guide 2026-27

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% and passed the Regents exam for that subject with an 80 - 84, must obtain a recommendation from the teacher of the 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.
- 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 should be prepared to complete a significant summer project or assignment prior to the beginning of the school year, most likely in August.
- 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.

Dual Enrollment Guidelines

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 a recommendation from the teacher of the

- 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 term.
- 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. Current and former students may request a copy of their high school transcript by submitting a request through the Main Office or [on-line here](#). 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 term. “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 term course must register for the second term 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

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
Riverdale Kingsbridge Academy MS/HS 141 Course Guide 2026-27

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.

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 missed work
- All work must be made up within 3 school days after an explained absence.
 - For a medical absence of more than 3 days, please work with your child's guidance counselor
- 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 Jupiter Ed or NYCSA or their child's guidance counselor.
- Students with 10 consecutive non-medical days will initiate an investigation
- 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 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

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 purposes) at RKA provided they have met the following criteria. Students who fall short of any of these standards are in jeopardy of being removed from school events:

- 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)
- Attendance 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:

- No biased-based behavior is tolerated and will be treated with consequences
- Using inappropriate language, especially language which is demeaning to others, is not permitted.

- Inappropriate dress (offensive/violent/promotes drugs or alcohol) 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.
- Plagiarism or the use of Chat GPT or other AI enhanced writing is considered cheating and carries consequences such as detention, exclusion from after school events, a failing grade, and/or removal from National Honor Society.
- 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.
- Technology devices are issued to students while they are students in RKA. The device should be cared for and maintained in good working order. Devices must also be returned before the summer or upon discharging.

Off Campus Lunch 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. Off-campus lunch privileges are reexamined every marking period for punctuality and academic progress.

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 extraordinarily serious offense, which calls into question the credibility of 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). The use of chatbots and other AI applications is also considered plagiarism. Plagiarism is grounds for review by the National Honor Society Faculty Council and may result in removal from NHS.

Extracurricular Activities

Activities that support course work and enhance student knowledge and understanding are 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, wrestling, boys' soccer, girls' volleyball, Track & Field, Cross Country, and girls' soccer.

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 term (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 term 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 requirements.**

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

504 Plans serve to help students thrive academically and build greater advocacy and awareness of how to manage their diagnosis. 504 Plans are not meant to modify academic expectations but are meant to provide accommodations for the student to access the curriculum. To that end, students should be involved as much as possible in the 504 planning process to provide the most impactful accommodations. It is RKA’s expectation that students be involved in the 504 meeting. To support growth in executive function and development of social emotional and management needs, students, parents/guardians, and school staff must participate in collaborative implementation meetings such as checklist creation and classroom and/or testing accommodation development or other supports.

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 may 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 elective 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

2026-2027





Core English

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. The literature in this course is from a variety of cultures and represents the human experience and universal themes. 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 term)

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 a broad range of texts from American and World Literature, including classics, modern fiction, and non-fiction. The literature in this course is from a variety of cultures and represents the human experience and universal themes. 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 term)

AP Seminar (Full Year) Prerequisite, 9th grade ELA average of 90% and teacher recommendation. See Advanced Placement course guidelines on page 9 and 19

AP Seminar is a replacement for English 10. AP Seminar is an interdisciplinary course that encourages students to demonstrate critical thinking, collaboration, and academic research skills on topics of the student's choosing. In this class students will develop and practice the skills in research, collaboration, and communication that you'll need in any academic discipline. You'll investigate topics in a variety of subject areas, write research-based essays, and design and give presentations both individually and as part of a team. This course requires the submission of an

individual project and performance tasks in addition to the AP Exam in May.
(1 credit weighted at 1.1 at the end of each term)

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 11th graders are scheduled to take the New York ELA Regents in June.
(1 credit at the end of each term)

Advanced Placement English Language and Composition (Full year)

Prerequisite, 10th grade ELA average of 90% and teacher recommendation. See Advanced Placement course guidelines on page 9 and 19

An AP English class for Juniors. Students taking AP 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. The ability to gather source materials representing particular conversations and then make their own reasonable and informed contributions to those conversations is also a part of the course. 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 inquisitive, 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 exam in ELA in June. This course meets the requirements for English 11 simultaneously. (1 credit weighted at 1.1 at the end of each term)

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. In English 12, units of study are built around a central text, with numerous articles, and with multimedia sources of information. 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 term)

Advanced Placement English / Literature and Composition (Full Year)

Prerequisite, 11th grade ELA average of 90% and teacher recommendation. See Advanced Placement course guidelines on page 9 and 19

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.

36| Page

Students will take the AP Literature exam in May. This course fulfills the requirements for English 12 simultaneously. (1 credit weighted at 1.1 at the end of each term)

Electives

(RKA chooses which courses to run based on student requests.)

Sequence A (includes both courses that follow)

Authors as Social Critics/The Literature of Social Issues (Full Year)

This course will unpack and confront the kinds of social issues grappled with by classic and contemporary works of fiction, poetry, music and film. We will analyze the tools and techniques used by their authors to make their views known, while critically examining the cultures that produced them.

(1 English credit at the end of each term)

Sequence B

Fiction: The Art of the Story (Full Year) Dual Enrollment Course- See Guidelines/Information on Page 10

In this course, students will read a range of fiction works and master the fundamentals of writing fiction across multiple genres, including key components of character development, plot, setting, and theme. Through exercises and projects, you'll practice using these tools to produce original, exciting works of literary art. Along the way, you'll sharpen your ability to track these elements both in published texts and in the work of your classmates, and further develop how you measure aesthetic value.

(1 English credit at the end of the term weighted at 1.1)

Introduction to Acting and Screen/Stage Writing (Full Year)

Students will explore the fundamental techniques including voice control, body awareness, and improvisation, to build confidence and collaboration. We will craft short scenes of their own and they explore scene study, character analysis, and monologue performance in a supportive environment, often culminating in the production of a short film for showcase to the school community. (1 English credit at the end of each term)

Sequence D (includes both courses that follow)

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

(1 credit at the end of each term.)

Women in Literature (Spring Term)

This course will focus on writing by or about 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 E

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 RKA and other schools:

- Designing and supporting a website on a topic of your choice such as gaming or lifestyle/wellness
- Running a cheer camp
- Organizing a park clean up series
- Publishing an EP
- Designing and creating a clothing line
- Teaching younger students about the dangers of vaping
- Designing and creating a prom gown
- 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.

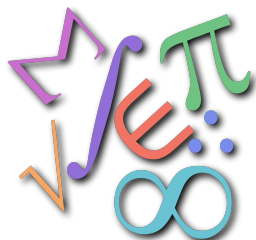
(1 credit at the end of each term)

Sequence F

News Literacy (Full year) - Dual Enrollment Course- See Guidelines/Information on Page 10

A course to teach students to exercise their power as citizens by becoming perceptive news consumers. Armed with critical-thinking skills, a firm grasp of relevant history and practical knowledge about the news media, News Literacy students learn how to find the reliable information they need to make decisions, take action, make judgments and responsibly share information through social media. At a time when the digital revolution is spawning a flood of information and disinformation each day, the course seeks to help students recognize the differences between facts and rumor, news and promotion, news and opinion, bias and fairness, assertion and verification, and evidence and inference.

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



Core Mathematics

Algebra I (Full year)

This class will cover fundamental algebraic skills such as: operations, algebraic expressions, solving equations, graphing, linear, quadratic, and exponential functions, probability and statistics, and geometric connections.

(1 credit at the end of each term)

Geometry (Full year)

Prerequisite: Successful completion of Algebra I

The Geometry course is a comprehensive look at the study of geometric concepts including the basic elements of geometry, proofs, parallel and perpendicular lines, the coordinate plane, triangles, quadrilaterals, polygons, circles, trigonometry, congruence and similarity, surface area, volume and transformations.

(1 credit at the end of each term)

Algebra 2 *Prerequisite: Successful completion of Algebra I and Geometry*

Algebra 2 Regents Level (Full year) (*Prerequisite: Score of 80% or higher on the Algebra or Geometry Regents or teacher recommendation and department chair approval*) - Course covers the major and minor topics in advanced algebra and trigonometry: linear equations, inequalities, graphs, matrices, polynomials and radical expressions, quadratic equations, functions, exponential and logarithmic expressions, sequences and series, probability and trigonometry. This is a 1 year course taught at an accelerated pace which culminates with the NYS Regents Exam in June.

(1 credit at the end of each term)

Algebra 2- General Education Level (Full year) (*Prerequisite: Successful completion of Algebra I and Geometry*)

This course examines various topics of Algebra 2. The topics include: relations, functions, complex numbers evaluating and solving exponential, absolute value, rational, and radical expressions and equations; probability, and statistics. As well the trigonometric topics: trigonometry of the right triangle, the unit circle, sine, cosine and tangent, function values of special angles, radian measure, and trigonometric function values with radian measure. This course culminates with a school-designed final in June

(1 credit at the end of each term)

Mathematics Elective Courses

Sequence A:

Advanced Placement Pre-Calculus (Full year) See Advanced Placement course guidelines on page 9 and 19

Prerequisite: Passing score on Algebra II Regents

Taking AP Precalculus prepares you for other college-level mathematics and science courses. During the course, you'll explore everyday situations using mathematical tools and lenses. You'll also develop an understanding of modeling and functions, and examine scenarios through multiple representations. The course framework outlines content and skills needed for careers in mathematics, physics, biology, health science, social science, and data science. Students must sit for AP Exam in may to earn the AP distinction on transcript. Suggested Grades 11 and 12.

(1 Math Elective credit at the end of each term weighted at 1.1)

Sequence B:

Introduction to Statistics (Full year) This introductory course in statistics will expand on the Statistics introduced in Algebra I and expand it to include topics like one variable statistics, two variable statistics, a variety of distributions, confidence intervals and other means of visualizing data.

(1 Math Elective credit at the end of each term weighted at 1.1)

Sequence C:

Advanced Placement Calculus AB (Full year)

Prerequisite: Successful completion of AP Pre-Calculus

See Advanced Placement course guidelines on page 9 and 19

AP Calculus AB will explore the concepts, methods, and applications of differential and integral calculus. Students work to understand the theoretical basis and solve problems by applying knowledge and skills. Suggested Grade 12

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

Sequence D:

Math in Media and Marketing (Full year)

This course has students take a critical eye on how math is presented in the 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. The focus is: understanding, creating, and reading data, by way of data visualizations, charts, graphs, etc, in the media, marketing, and the world.

(1 credit at the end of each term)

Sequence E:

Finance (includes both courses that follow)

Personal Finance (Fall term)

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 term)

Business and Finance (Spring term)

The aim of this course is to develop 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 term)



Social Studies

Core Courses

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 term)

Global Studies-10th Grade (Full year)

In the 10th grade, students discover the development and lingering effects of the various Revolutions 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. All students will sit for the Global History Regents exam at the culmination of course in June.

(1 credit at the end of each term)

United States History & Government (Full year)

During the first half of the United States History curriculum, 1587 – 1865, students examine the evolution of America. The class begins with the Colonial Experience, then moves to the Revolutionary War with emphasis on the development of a national government. Students also tackle significant events that occurred between 1846 – Present, beginning with the Civil War, the Reconstruction Era, Western Expansion, the growth of industry and finally the formation of urban America following World War II. All students will sit for the United States History Regents exam at the culmination of the course in June.

(1 credit at the end of each term)

Participation in Government (Fall term)

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 term)

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 term)

Elective Courses

Sequence A:

Advanced Placement United States History (Full year)

See Advanced Placement course guidelines on page 9 and 19

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. (Substitutes for US History course; however AP students must still take the US History Regents exam in June.)

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

Sequence B:

Advanced Placement African American Studies (Full year)

See Advanced Placement course guidelines on page 9 and 19

AP African American Studies is an exciting, interdisciplinary course that draws from a variety of fields—history, literature, the arts, geography, science, and law—to explore the vital contributions and experiences of African Americans. In AP African American Studies, students explore key topics that extend from early African kingdoms to the ongoing challenges and achievements of the contemporary moment. Given the interdisciplinary character of African American Studies, students in the course will develop skills across multiple fields, with an emphasis on developing historical, literary, visual and data analysis skills. This course

foregrounds a study of the diversity of Black communities in the United States within the broader context of Africa and the African diaspora. This course requires the submission of an individual project and performance tasks in addition to the AP Exam in May. Suggested Grades 11 and 12

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

Sequence C (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 term)

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 term)

Sequence D

Criminal and Civil Law

This course allows students to examine the background and current status of our legal system. Topics such as constitutional law, law enforcement, the trial system and corrections 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 E (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 term)

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 term)

Sequence F

Philosophies of the World (full year)

Philosophy involves the search for meaning in the world and the answers to life's toughest questions. *What is the meaning of life? the nature of death?* The greatest philosophers attempt to answer these and other questions about truth and the purpose of human existence. This course will explore world philosophies by studying philosophical readings from a wide array of cultures. *How do people from different cultures think and form theories about important life questions?* This course will explore the most influential philosophies from all over the world including:

- Existentialism
- Stoicism
- Logical Positivism
- Taoism
- Rationalism

(1 Credit at the end of each term)

Sequence G

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 term)

Sequence H

AP Psychology (Full year) See Advanced Placement course guidelines on page 9 and 19

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. Suggested grades 11 and 12.

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



Science

Core Regents Level Laboratory Science Courses

All classes include additional lab component

(1 credit at the end of each term for each course)

Biology (Life Science)

This course includes topics in biology including ecosystems, disease, homeostasis, nutrition and reproduction.

Earth and Space Science (Physical Science)

The course of study includes Geology, Landscapes, Geography, Meteorology, Climate, and Astronomy.

Chemistry (Physical Science)

Prerequisites: 80+ on Biology Regents or Earth and Space Science Regents

Topics include the Periodic Table, Atomic Concepts, Nuclear Chemistry, Chemical Bonding, Periodicity, Moles/Stoichiometry, and Organic Chemistry.

Physics (Physical Science)

Prerequisites: Chemistry

The topics include Measurement and Mathematics, Mechanics, Energy, Electricity and Magnetism, Waves, and Modern Physics.

Non-Regents Lab Science

Fundamentals of Physical Sciences (Physical Science)

Physical Science is a full-year lab science course that investigates the fundamentals of Physics and Chemistry. Math skills will be called upon as force, motion, and energy are investigated. The properties of matter, atomic structure, and chemical reactions allow the student to acquire an understanding of the world around them at a microscopic level. Electricity, magnetism, and waves will be discussed as the student learns how these are formed and the features that characterize them.

Electives

Sequence A:

AP Environmental Science (Physical Science) See Advanced Placement course guidelines on page 9 and 19

Prerequisites: Successful completion of Chemistry (80+ on exam) (Suggested for Grades 11 and 12)

Explore and investigate the interrelationships of the natural world and analyze environmental problems, both natural and human-made.

Sequence B:

AP Biology (Life Science) See Advanced Placement course guidelines on page 9 and 19

Prerequisites: 80+ on Chemistry Regents or Completion of Physics course with grade above 80%. (Suggested for Grades 11 and 12) AP Biology is the study of core scientific principles, theories, and processes that govern living organisms and biological systems.

Sequence C:

Anatomy & Physiology (Life Science)

Prerequisites: Chemistry

Topics include study of (and interaction between) tissue types, the integumentary system, skeletal tissue and the human skeleton, joints, muscle tissue and the muscular system.

Sequence D:

Bioethics/Environmental Research (Life Science)

Bioethics (Fall)

The course 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. Class activities 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.

Environmental Research (Spring)

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.

Sequence E:

Child Development/Adolescent Development (Life Science)

Child Development (Fall)

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

Adolescent Development (Spring)

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

Sequence F:

Kinesiology/Nutrition (Life Science)

Kinesiology (Fall)

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.

Nutrition (Spring)

Students will gain an understanding of 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.

Sequence G:

Forensics

Forensics is a full-year course where the students will learn both the theory, history, and actual hands-on analysis of forensics. The students will learn things like fingerprinting, blood spatter analysis, hair analysis, DNA fingerprinting, crime scene investigation, observation skills and so much more. This class may use scenes from popular shows like NCIS, criminal minds, and law and order to introduce the topics and what type of analysis is going to be done. This class will include labs as well where the students get hands-on with the materials and really learn how forensic science works.

Sequence H:

Engineering Science (Full Year) May be offered as a Dual Enrollment Course- See Guidelines/Information on Page 10

Introduction to Engineering selected subfields in the discipline, such as structural engineering, construction project management, and environmental engineering. Problem-solving exercises apply fundamental concepts from these subfields to integrate the steps of analysis, synthesis, and evaluation through individual homework assignments and group projects that require attention to a broad range of issues. The course also exposes the students to issues related to engineering practice such as working in teams, scheduling, evaluating risk, and making ethical decisions.



World Language

Spanish Level I (Full year)

This is the first course of a traditional 3-year sequence of Spanish. To acquire proficiency in communication and mastery of form, we have incorporated the standards of Checkpoint A of the New York State Learning Standards for World Languages (Modern Languages). At this level, students practice the four skills: listening, speaking, reading and writing through interpretive, interpersonal and presentational communication. In addition to the development and mastery of the Spanish language, students will make intercultural and interdisciplinary connections to the multifaceted and diverse Spanish-speaking world. Students will discover and appreciate various cultures, cuisines, literature, arts and customs.

(1 credit at the end of each term)

Spanish Level II (Full year)

This is the second course of a traditional 3-year sequence of Spanish. To increase proficiency in communication and mastery of form, we have incorporated the standards of Checkpoint A and Checkpoint B of the New York State Learning Standards for World Languages (Modern Languages). At this level, students will expand on the four skills: listening, speaking, reading and writing through interpretive, interpersonal and presentational communication. Students will engage in conversations, ask and answer questions, describe objects, give directions, and convey feelings and opinions to express personal interests and meet social needs in the target language. In addition to the development and mastery of the Spanish language, students will make intercultural and interdisciplinary connections to the multifaceted and diverse Spanish-speaking world. Students will discover and appreciate various cultures, cuisines, literature, arts and customs, while expanding their knowledge of vocabulary and syntax in a variety of personal and

academic contexts.

(1 credit at the end of each term)

Spanish Level III (Full year)

This is the third course of a traditional 3-year sequence of Spanish. To achieve intermediate proficiency in communication and mastery of form, we have incorporated the standards of Checkpoint B of the New York State Learning Standards for World Languages (Modern Languages). At this level, students will build and expand on the language skills from Spanish I and II and the four skills: listening, speaking, reading and writing through interpretive, interpersonal and presentational communication, as well as learning cultural concepts of the language studied. After completing Spanish III successfully, students are prepared to take the Checkpoint B Exam (formerly known as LOTE). Students refine reading, writing, listening, and speaking skills while exploring Hispanic culture, literature, and current events to build fluency and intercultural competence.

(1 credit at the end of each term)

Spanish for Spanish Speakers Year 1 (Full Year)

This is the first course of a 2- year sequence of Spanish for Spanish Speakers. This course is designed for students who speak Spanish at home but need to strengthen reading, writing, and formal grammar skills. Students in the course will have already completed the Checkpoint A exam, and this course focuses on more advanced, project-based language study. It is an advanced-level course focusing on expanding vocabulary, cultural identity, and academic language proficiency. The course bridges oral fluency with literacy, preparing students for Spanish for Spanish Speakers Year 2 and bilingualism. In addition to projects, the course will focus on:

- Using vocabulary, grammar, and syntax with a high degree of proficiency
- Understanding the spoken language in both formal and informal conversational situations
- Reading newspaper, magazine articles, authentic resources, 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 and document-based questions

This course is conducted entirely in Spanish and active participation is mandatory. Teacher approval is required for admittance to this class.

(1 credit at the end of each term)

Spanish for Spanish Speakers Year 2 (Full Year)

This is the second course of a 2- year sequence Spanish for Spanish Speakers. This course is designed for students who speak Spanish at home but need to strengthen reading, writing, and formal grammar skills. Students in the course will have already completed the Checkpoint B (formerly LOTE) exam, and this course focuses on more advanced, project-based language study. It is an advanced-level course focusing on expanding vocabulary, cultural identity, and academic language proficiency. The course bridges oral fluency with literacy, preparing students for advanced Spanish courses (AP SPANISH) and bilingualism. In addition to projects, the course will focus on:

- Using vocabulary, grammar, and syntax with a high degree of proficiency
- Understanding the spoken language in both formal and informal conversational situations
- Reading newspaper, magazine articles, authentic resources, 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 and document-based questions

This course is conducted entirely in Spanish and active participation is mandatory. Must have successfully completed Spanish for Spanish Speakers Year 1. Teacher approval is required for admittance to this class.

(1 credit at the end of each term)

Advanced Placement Spanish Language and Culture (Full year) Prerequisite- Must have earned 3 years of High School Spanish Credit

See Advanced Placement course guidelines on page 9 and 19

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 term)



The Arts

Core Courses -Fulfills Required Art

Sequence A Core Art (Two Terms)

Art instruction is designed to give students a broad scope of aesthetics and art history. Since this is a two term course students are exposed to a wider variety of artists and mediums than in the one term 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/term)

Sequence B Core Music (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 term)

Sequence C: 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 term)

Sequence D Ceramics (Full Year)

Prerequisite: one term 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 term)

Sequence E: 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 term)



Technology

Multimedia Production and Design (Full Year)

Multimedia Production and Design is an engaging elective that introduces students to the fundamentals of media creation, including photography, videography, lighting, podcast production, staging, and graphic design. This hands-on course will provide students with practical, real-world experience in creating digital content. Students will learn to use industry-standard tools and software, equipping them with valuable skills for academic and career success in fields like digital media, marketing, journalism, and entertainment. As media literacy becomes increasingly critical in today's digital age, this course prepares students to navigate and thrive in modern industries. (1 credit at the end of each term)

Guidance/ Miscellaneous

Peer Group Connections (Full Year)

The Peer Group Connections course is designed for those students in 11th and 12th grades who are interested in mentoring our new cohort of 9th grade students. Students in PGC will work with their classroom teachers for the first half of the week, then work directly with students for a period a week, then rejoin their 11th and 12th grade peers to discuss how the mentoring went. Students can expect a great deal of partner and group work so communication skills will be needed and developed as the course progresses. Students registering for this class should have a strong sense of community and a willingness to help others be the best they can be. Although not a requirement, this course may appeal to those looking for a career in education, psychology or human services. (1 credit at the end of each term)

College and 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 meet Regents graduation requirements.

(1 credit at the end of each term)