

HUNTINGTON HIGH SCHOOL



2012 – 2013

CURRICULUM GUIDE



Message from the Principal

Dear Students and Parents:

I am proud to present the Curriculum Guide for the 2012-2013 school year. In this document you will find important information that may help plan the educational program, which will impact your future.

As you embark upon the course selection process, I would like to express the importance of thoughtful choices and careful planning. Please familiarize yourself with all the course offerings so that you can make knowledgeable and responsible decisions. Your course selections should be based upon graduation requirements, as well as future educational and career plans. At Huntington High School, we believe that parent involvement in the educational process is vital; therefore, we invite both students and parents alike to utilize the expertise of our Guidance Department.

Huntington High School not only offers all required courses to meet graduation requirements (refer to page 4), but also a large number of academic support, advanced placement courses, electives and a science research program. Additionally, your interests can be pursued through a varied selection of elective courses and a senior year internship program.

Please feel free to call or schedule an appointment with your guidance counselor so that he/she can assist you in selecting a rigorous academic program.

Sincerely,

Carmela Leonardi, Ph.D.
Principal

BOARD OF EDUCATION

Ms. Emily Rogan, *President*
Mr. John Paci III, *Vice-President*
Ms. Elizabeth Black, *Trustee*
Ms. Kimberly Brown, *Trustee*
Ms. Jennifer Hebert, *Trustee*
Mr. Richard McGrath, *Trustee*
Mr. Adam Spector, *Trustee*

CENTRAL ADMINISTRATION

Mr. James W. Polansky, *Superintendent*
Dr. Kenneth Card, *Asst. Superintendent, Curriculum & Instruction*
Dr. Joseph Giani, *Asst. Superintendent, General Administration & Personnel*
Mr. David Grackin, *Asst. Superintendent, Finance & Management Services*

HUNTINGTON HIGH SCHOOL ADMINISTRATION

Dr. Carmela Leonardi - *Principal* ----- 673-2003
Mr. Angelo Noce - *Assistant Principal* ----- 673-2009

HUNTINGTON HIGH SCHOOL PARENT ORGANIZATIONS

PTSA (Parents, Teachers, Students Association): Works for the well being of our students and our school. PTSA affiliates with State and National PTA.

S.E.P.T.A.: Special Education P.T.A.

VARSITY CLUB AND BOOSTERS: Raises money to benefit student athletes.

OOM PAH: Raises money to benefit students in the music program.

GENERAL HIGH SCHOOL OFFICE PHONE NUMBERS

Attendance Office-----673-2100
Main Office-----673-2001
District Information-----673-2054
Ms. Connie DeGrassi - School Nurse-----673-2105
Ms. Joan Fretz - Director of Fine & Performing Arts, K-12-----673-2106
Ms. Carmen Kasper – Director of Foreign Language/ESL, K-12-----673-2104
Ms. Kitty R. Klein - Director of Guidance & Testing, K-12-----673-2101
Mr. Joseph Leavy - Chairperson of Humanities, 7-12-----673-2079
Dr. Carmela Leonardi - Supervisor of Business and Reading-----673-2003
Ms. Georgia McCarthy - Director of Physical Education, Athletics,
and Driver Education, K-12-----673-2018
Dr. Vicki Mingin - Executive Director of Special Education
and Pupil Personnel Services-----673-2115
Ms. Rae Montesano- Chairperson of Science and
Instructional Technology, 7-12-----673-2078
Mr. Angelo Noce – Business Education-----673-2009
Ms. Marybeth Robinette - Director of Mathematics and Testing, K-12-----673-2077

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NON-DISCRIMINATION POLICY

The Huntington Union Free School District, Huntington, New York, does not discriminate on the basis of color, creed, disability, marital status, national origin, race, religion, sex or sexual orientation in any of its educational programs or activities, or in its employment practices. Title IX, of the Education Amendments of 1972, Title VI of the “Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973 (as amended), the Americans with Disabilities Act (ADA) and the Age Discrimination Act prohibit discrimination on the basis of sex, race, color or national origin, disability and age respectively. This policy of nondiscrimination includes: recruitment and employment of employees, salaries, pay and other benefits, counseling service to students, student access to course offerings, educational programs and other activities.

Inquiries concerning the application of this policy on nondiscrimination, or complaints of discrimination under any of the above-referenced basis may be directed to the following individuals designated to coordinate the district’s efforts to comply with and carry out its responsibilities under Title IX, Section 504/ADA and the Age Discrimination Act:

Coordination of activities relating to compliance with the Title IX and Title VI are the responsibility of: Office of Human Resources, Huntington Intermediate Administration Building, 50 Tower Street, Huntington Station, New York 11746, (631) 673-2185.

Coordination of activities relating to compliance with Section 504, the ADA and the Age Discrimination Act is the responsibility of: Central Administration, Huntington School District, 50 Tower Street, Huntington Station, New York 11746, (631) 673-2036.

RELIGIOUS INSTRUCTION AND RELIGIOUS OBSERVANCE

A student will be excused from school for religious instruction and observance upon the written request of a parent or guardian of the student, however, these absences will be counted.

GRADUATION REQUIREMENTS

REQUIRED SUBJECTS	LOCAL DIPLOMA	REGENTS DIPLOMA	REGENTS DIPLOMA with ADVANCED DESIGNATION
English	4	4	4
Social Studies	4	4	4
Science	3	3	3
Mathematics	3	3	3
Languages Other than English (LOTE)	1	1	3*
Health	.5	.5	.5
Art and/or Music	1	1	1
Physical Education	2	2	2
Electives	3.5	3.5	1.5
Total Requirements Credits (Minimum)	22	22	22

* 3 units of credit required in LOTE may also be met by completing 1 credit in LOTE and a 5 unit sequence in one of the following: Art, Music, or Business/Career and Technical Education.

ENTERING FRESHMAN CLASS	LOCAL DIPLOMA	REGENTS DIPLOMA	REGENTS DIPLOMA WITH ADVANCED DESIGNATION
2009	RCT's are available to special education students	Score of 65 or above on 5 required Regents exams	Score 65 or above on 9 required Regents exams
2010	RCT's are available to special education students	Score of 65 or above on 5 required Regents exams	Score 65 or above on 9 required Regents exams
2011	RCT's are no longer available to special education students	Score of 65 or above on 5 required Regents exams	Score 65 or above on 9 required Regents exams
2012	RCT's are no longer available to special education students	Score of 65 or above on 5 required Regents exams	Score 65 or above on 9 required Regents exams
REQUIRED EXAMS	Reading RCT, Writing RCT, Math RCT, Science RCT, Global History RCT, and US History RCT	English Regents Global Studies Regents U.S. History Regents Integrated Algebra Regents One Science Regents	English Regents Global Studies Regents U.S. History Regents Integrated Algebra Regents Geometry Regents Algebra 2 Trigonometry Regents Two Science Regents - Living Environment - Physical Setting World Language Checkpoint B Exam

GUIDANCE

Upon entry into the high school, students are assigned to a Guidance Counselor who will assist them throughout their high school years. Students and parents are encouraged to get to know their guidance counselor, since the partnership you establish will help ensure open lines of communication and success.

Counselors are here to answer questions and ease concerns about life and studies at Huntington High School, as well as to assist you in developing plans for the future. The guidance office is a rich source of information regarding career opportunities, visitations to colleges and vocational schools, scholarship and financial aid, test dates and applications.

Kitty R. Klein - District Director of Guidance, K-12----673-2101

GUIDANCE EAST 673-2013

Mrs. Gloria Jaramillo

Mr. Steven Lashin

GUIDANCE WEST 673-2011

Ms. Lauren Baglivi

Mrs. Catherine Croke

Mrs. Jayne Hallett

College Advisor - Mrs. Bernadette Walsh -----673-2131

DEFINITION OF TERMS USED IN THIS GUIDE

MANDATED are those courses ALL students must pass in order to be eligible to graduate.

PREREQUISITES are the course requirements which must be met before a student may be scheduled for a given subject. Example: In Spanish, a student must have successfully completed Spanish 9 before he or she can register for Spanish 10. Student must successfully complete Spanish 10 in order to enroll in Spanish 11.

ELECTIVES are courses which are not required and are *selected by a student*.

A SEMESTER or TERM is one-half of the school year.

As a rule, a UNIT OF CREDIT is granted for the successful completion of a subject studied one period a day, five days a week, for one year.

As a rule, a ONE-HALF UNIT OF CREDIT is granted for the successful completion of a subject studied one period a day, five days a week, for one term (or semester), or for less than five days a week for the entire year, i.e., three times per week for the full year.

WEIGHTED SUBJECT is any subject that is assigned a greater value than other subjects. Example: Most of our credit bearing subjects are assigned a value of 1.00. Those subjects which are “weighted” are assigned a value of 1.025, 1.05, 1.075, or 1.10. *See Weighting on page 6.*

HIGH SCHOOL ATTENDANCE

The Board of Education works closely with parents and guardians to ensure regular attendance of all students. The school staff will discuss the importance of school attendance and offer assistance to parents and guardians of students who are excessively absent. Please consult the Huntington High School Student Handbook to review the District Attendance Policy. The handbook will explain: procedures, class participation as it relates to the attendance policy, and disciplinary consequences. There will be an annual review of this policy to make updates and revisions, as needed.

PROMOTION POLICY

Promotion to Grade 10: Completion of at least 5 credits; 3 of these credits must be English 9, Global History 9, and at least one Science or Math credit.

Promotion to Grade 11: Completion of at least 11 credits; included in these credits must be English 9 and 10, Global 9 and 10, a minimum of 3 credits total in Math and Science with at least 1 in Math and 1 in Science, and a minimum of 3/4 credit in Physical Science.

Promotion to Grade 12: A minimum of 15 credits including English 11 or U.S. History, a minimum of 1 year of Foreign Language credit (unless exempt through an IEP), and a minimum of one credit of Physical Education. Exceptions will be made for students who will have probable completion of all graduation requirements by August of the graduating year.

If all graduation requirements are not met by June, students may not participate in the graduation ceremony.

ALTERNATE WAYS OF EARNING CREDIT

The New York Regents Action Plan has provided for certain alternatives to Regents and local diploma requirements. A high school student may earn a maximum of 6 units of credit toward a diploma by means of an independent study program. Eligibility is based on the student's past academic performance, recommendations of faculty members and specific requisites determined by the school district. A written proposal must be submitted, by the student, as a prerequisite for this program. The usual deadline for this proposal is May 1 of the year-before the independent project will be undertaken. Further information may be obtained by contacting the student's guidance counselor.

COLLEGE CREDITS THROUGH SENIOR YEAR PROGRAMS

Huntington High School affords qualified high school seniors an opportunity to take college courses and earn college credits while learning in the high school environment. Students enrolled in these courses carry dual enrollment in the college program and in our high school. All courses carry credit that may be applicable toward a degree at other colleges and universities. To be eligible for college credit, students must complete the required registration forms and pay a tuition fee. Students enrolled in an AP course must sit for the AP exam.

PROGRAM LEVELS

-REGENTS (R): Designed to meet the needs of those students who can follow the regular New York State Education Department Syllabus, the Regents Program requires a Regents examination at the completion of specific courses.

-HONORS (H): Honors programs are open to selected students. These courses cover the required content for the respective grades with in-depth exploration and enrichment. Students will study additional areas of personal interest or areas suggested by their teachers, evolving from expansion of the existing curricula.

-ADVANCED PLACEMENT (AP): Advanced Placement courses offer students an opportunity to take a course taught on a college level. Both enrichment and college credit are available to the dedicated student. Intensive classroom work, independent study and research are an integral part of the program. The cost of taking AP Examinations is absorbed by the student. The examination is administered at the high school, and a five-point college-level scale is used. Students enrolled in an Advanced Placement course are required to sit and take the AP exam, which will be administered in May. A.P. examinations must be taken to receive the weighting in a student's grade point average.

GRADING

The grade point average is the average of all final grades, including summer school, earned by a student by September of senior year. A half-year course has half the value of a one-credit course. Thus, the average of English 9R (1 credit) 90, Social Studies 9R (1 credit) 90, and Psychology ($\frac{1}{2}$ credit) 81, is an 88.2 (not 87).

Advanced Placement courses receive a weight of 1.1 in the GPA calculation. Thus, a grade of 95 in an AP course (1 credit) has a value of 104.5 in the GPA calculation. All credit bearing courses are counted.

Grades of P or F are not counted towards the G.P.A. Students who repeat a failed course have the higher grade entered once, but do not earn an additional unit of credit.

WEIGHTING

The final grade in all courses as they appear on the transcript is unweighted. At the completion of each year, a weighted grade point average (GPA) is determined. The weighted GPA is calculated by multiplying the final grade for each course by the appropriate course credit and weighting factor and then averaging the resulting grades.

For Students entering Grade 9 in September 2005 and thereafter, the weighting system is as follows:

<u>Course Type/Level</u>	<u>Weighting</u>
Advanced Placement	1.10
Honors/College	1.075
Accelerated Math	1.05
Honors Band	1.025
All Others	1.00

RANK

Beginning with the Class of 2004, Huntington High School has adopted a policy of not ranking students on cumulative grade-point average relative to their classmates.

VALEDICTORIAN & SALUTATORIAN

The Valedictorian and Salutatorian is determined by the weighted average of all courses taken throughout the seventh semester of senior year. Eligible students must attend Huntington Union Free Schools for a minimum of three full academic years, prior to graduation. Eligible students must also be enrolled as a full-time student at the time of graduation.

HONOR SOCIETY

Election to the Honor Society is the most prestigious academic recognition a student can receive. To be considered for election to membership, students completing the first semester of the junior year must have an average of 90 or better (based on 9th and 10th grade grades). Students completing the first semester of the senior year must have an average of 90 or better (based on 9th, 10th, 11th grade grades).

Academically qualified students who are interested in being considered for membership must complete an application which allows them to evaluate their own qualities of citizenship, leadership and service. A faculty committee reviews the applications and selects candidates for membership in the Honor Society. The formal induction ceremony is held in the fall.

HONOR ROLL / HIGH HONOR ROLL

-HONOR ROLL: A student will be eligible for the Honor Roll if he/she achieves a minimum weighted average of 85, and the student has no grades less than 65, as well as no grades of "F", "NG," or "I" (incomplete) for the quarter.

-HIGH HONOR ROLL: A student will be eligible for the High Honor Roll if he/she achieves a minimum weighted average of 95, and the student has no grades less than 65 as well as, no grades of "F", "NG," or "I" (incomplete) for the quarter.

REPEAT REGENTS EXAM GRADES

By State regulation, a student is entitled to repeat any Regents exam in order to raise his/her examination grade. If a student retakes a Regents exam, only the higher score will be reported on the transcript. The new Regents exam grades **WILL NOT** affect the course grade. In order to change a failing course grade, the course, itself, must be repeated. However, for some courses, where the Regents Exam counts as the final exam, the student will be required to take this test again, even if the student passed the exam earlier, as the test serves as 20% of the course grade for that year.

Students may choose to repeat a Regents Exam for the following reasons:

- Previous failure
- To meet graduation requirements for a Regents Diploma or Regents Diploma with Advanced Designation
- The personal pursuit of a higher grade

EARNING A DIPLOMA WITH HONORS

Students may earn a Regents Diploma with Honors or a Regents Diploma with Advanced Designation with Honors by achieving an overall average of 90 or higher on the Regents Examinations required for each diploma type. Averages below 90 may not be rounded up.

COURSE SELECTION & SCHEDULING PROCEDURES

Close to the midpoint of the year, students will complete a Course Selection Sheet indicating their choice of courses for the following year. Every effort will be made to acquaint students and parents with the requirements for graduation, subjects and courses offered, and special programs and assistance. Guidance Counselors will be meeting with students and parents individually to review course selections and graduation progress. Parents are notified of these meetings via mail. Parents may contact their child's guidance counselor to arrange a specific appointment times.

In May, students/parents will receive a letter and copy of their up-to-date course requests. This is provided as a reminder to students and parents that all changes in course requests must be made before the last day of school.

Final schedules will be mailed home in mid-August. Guidance Counselors will be available prior to the start of the school year to answer questions. Students who have received a schedule that they feel contains an error should meet with their counselor on their assigned day.

HHS will try to schedule all the courses selected by a student; however, the following may affect a student's final schedule:

- If a course does not have sufficient enrollment, that course will not be offered. If this occurs, every attempt will be made to select a course from the student's "alternate selections".
- If two courses are selected which are offered at the same time, the student can only be scheduled into one of them. Every attempt will be made to use the student's "alternate selections" to enroll the student in a preferred course.
- If a student chooses a course that has a prerequisite and the student's final grade in the prerequisite course is not adequate, the student's schedule will be adjusted accordingly.

For these reasons, it is crucial that students complete the "alternate selections" section of the course request form. It is recommended that each student schedule a conference with his or her guidance counselor during the second semester of the school year to ensure proper registration for all the courses needed to meet any remaining graduation requirements.

In addition to meeting with their counselors, students should discuss and plan their schedule with their parents. Parents should work with their student's counselor to make certain that the schedule reflects the scheduling policies and courses needed for graduation.

Please Note: If a course does not have sufficient enrollment to be offered, students may be enrolled in a class containing multiple levels of a course/subject area. Parents will receive written notification from the appropriate department.

COURSE LOAD

All students are scheduled for a nine-period day. Students are encouraged to supplement their required courses with electives to pursue interests or specialize in an area of study that will assist them in preparing for college and/or post-high school plans. Students must be enrolled in a minimum of six academic credits plus physical education each year except seniors, who are required to take a minimum of five academic credits plus physical education. Study halls will be used to fill up open periods in a student's schedule.

SCHEDULE CHANGE POLICY

Please be aware of the Schedule Change Policy when course selections and their alternates are made. Careful choices during the course selection process should eliminate the need for schedule changes.

All student schedules for the upcoming school year are final as of the last day of school in the current school year.

No course may be dropped after the last day of school. All students who register for a full credit course are expected to remain in the course for both semesters as scheduling is done on a full year basis. Students, who wish to add a course in place of a study hall or lunch period, must do so before the 8th session of the requested course. Requests will be considered on the basis of course enrollment.

A student's schedule may **ONLY** be changed under the following conditions:

- Missing or insufficient number of courses
- Course conflict or incorrect course(s) listed
- Completion of summer school or evening course
- An additional course needed to meet graduation requirements

Schedule changes will NOT be made for such reasons as:

- Change of Teacher
- To arrive to school later
- To leave school earlier
- Preference to take a different course
- Change of lunch period

If there are any errors, including name, address and phone number, on your schedule or you feel that you have a valid request for a change in your schedule, please complete the Change Request Form and return it to the Guidance Department.

REQUEST TO CHANGE COURSE LEVEL

Students may request to change the level of a course (Regents, Honors, AP) if they feel that they are inappropriately placed. To change a course level, a consensus must be reached by the student, parent/guardian, counselor, teacher, department supervisor, and Director of Guidance. Please note that these requests may disrupt a student's result in changes to other courses in the student's schedule.

In order to request a change of course level, a student must complete the following steps:

1. The student must meet with counselor to discuss his/her request.
2. The student and parent complete section I of the "Request to Change Course Level" form.
3. The student must meet with his/her teacher and department director to discuss his/her request and obtain the necessary signatures.
4. Once sections 1, 2, and 3 are completed, the student should return the "Request to Change Course Level" form to his/her guidance counselor.
5. If a consensus is reached to change the course level, the schedule change will be made within 3 days of receipt of a completed form.

ACADEMIC INTERVENTION SERVICES (AIS)

Academic Intervention Services (AIS) are mandated by the NYS Education Department. These services are intended to assist students who are at risk of not achieving the State Learning Standards in English Language Arts, mathematics, social studies and/or science, or who are at risk of not gaining the knowledge and skills needed to meet or exceed designated performance levels on required state assessments. As a result, all students will be programmed for AIS prior to any elective requests.

AIS shall be provided when students, in grades nine to grade twelve, score below the State designated performance level on one or more of the State intermediate assessments in English Language Arts, mathematics, social studies or science, or score below the state designated performance level on any one of the state examinations required for graduation. AIS courses take precedence over elective courses. No credit is granted for AIS courses.

A student may be removed from an AIS course **ONLY** if:

- The student demonstrates adequate skills to achieve minimum standards on the required state assessments needed for graduation.
- A student who is receiving AIS to meet minimum standards on an assessment retakes and passes that exam. (This could occur in January or June of any given year).

In order to be removed from AIS, the teacher of the student receiving AIS must initiate the AIS Change Form. This form must be approved by the supervisor of the department and will then be forwarded to the student's guidance counselor.

EARLY RELEASE

Permission to leave school early in order to maintain jobs after school may be granted to seniors. Permission will be granted only after all students have been scheduled. During the scheduling process, all nine periods will be used to schedule each student. If the schedule a student receives shows a study hall for the ninth period and if the student is employed, the student may apply for permission to leave school during the study hall; however, classes scheduled for ninth period will not be changed to accommodate early release.

SUMMER SCHOOL

As a result of our review of summer school program records, we have made a number of changes in our registration and grading practices in order to ensure that the acquisition of knowledge remains the focus for all students attending summer school. Here are the requirements/procedures we have put in place:

Students will be asked to show their commitment to passing a course during the year by attending classes consistently and achieving a minimum grade of 50 *before* they can be permitted to register for the 6 week review version of that course in summer school.

- The summer school grades will be *averaged out* with the yearly grade in a 60/40 ratio to determine the new course grade.
- Seniors who fail one (1) required course will automatically be able to register for summer school even if their yearly grade falls below 50.
- Seniors who fail two (2) or more classes needed for graduation will need approval from the *Principal and Director of Guidance* in order to register for summer school.
- If special circumstances exist, students may request that the Principal and the Director of Guidance review their eligibility for summer school.
- Students who have not met the science lab requirement during the regular school year will *not* be permitted to register for the science course in summer school.
- As in the past, summer school is provided for remediation, not enrichment. Therefore, only students who fail a course will be eligible for summer school.



ART

DEPARTMENT OBJECTIVES:

Huntington High School strives to provide an expansive array of Art course offerings. High School students have the opportunity to take advanced studies in the fine arts of drawing and painting, ceramics and sculpture, and fashion design, as well as technology based programs such as computer graphics, advertising and design, media arts, video, photography and animation.

Our faculty members are all professional artists with specific areas of specialization. Skills learned in the visual arts courses are applicable to hundreds of careers in our highly visual world. High School seniors may also participate in career internships in all areas of the visual arts. Huntington students' art work is frequently displayed and honored in many local exhibits and competitions.

To fulfill the graduation requirement of one credit of Art or Music, students may take Creative Crafts, Art History AP, and Studio in Art or Media Arts.

Sample Fine Arts Sequence:

9th grade: Studio in Art or Drawing and Painting I

10th grade: Drawing and Painting I or Drawing and Painting II

11th grade: Pre-AP

12th grade: AP Studio Art: Drawing Portfolio

Sample Technical Art Sequence: (3years)

Year 1: Computer Graphics or Introduction to Photography

Year 2: Advanced Computer Graphics or Advanced Photography

Year 3: AP 2D – Design Portfolio

Note: Students who take Media Arts in Year 1 will need four years to complete the sequence.

STUDIO IN ART

(1 Year -1 Credit) 5 periods weekly

Offered to: Grades 9, 10, 11, 12

Recommended for: Students interested in fine arts. This course satisfies the one credit of Art or Music required for graduation. Prerequisite: None.

Studio in Art is a course in the fundamentals of the fine arts which will allow you to experience a whole world of creative self expression. A student taking Studio in Art will learn about and experiment with the basic design elements such as line, shape, color, texture, and value. Students develop or sharpen their art skills while handling such media as watercolor and acrylic paint, pencil, India ink, block print ink, charcoal, pastel, and ceramics.

CREATIVE CRAFTS

(1 Year -1 Credit) 5 periods weekly

Offered to: Grades 9, 10, 11, 12

Recommended for: Students interested in developing their creative potential through crafts. This course satisfies the one credit of Art or Music required for graduation. Prerequisite: None

This course is designed to introduce students to materials and techniques used in traditional and contemporary crafts. Ceramics, textile art, jewelry, basketry, glasswork and woodwork are just some of the exciting projects included in the program. Students will gain an appreciation for the cultural roots of hand crafted objects as well as career opportunities and marketing outlets. Everyone can succeed in making beautiful art while expressing your creativity!

MEDIA ARTS

(1 Year -1 Credit) 5 periods weekly

Offered to: Grades 9, 10, 11, 12

Recommended for: Students interested in a course of study in the digital arts such as computer graphics, photography, cartooning and animation. This course satisfies the one credit of Art or Music required for graduation.

Prerequisite: None

Media Arts is an exciting course that combines computer graphics, animation and Internet media. You will have an opportunity to work directly with computer art presentation software, desktop publishing, animation, the Internet and software to design Websites. Art projects will be developed using the technology resources available in our graphics computer lab.

PRE-AP STUDIO ART: DRAWING PORTFOLIO

(1 Year -1 Credit) 5 periods weekly

Offered to: Grades 10, 11, 12

Prerequisite: Drawing & Painting. No AP weighting for this course.

This course is offered to 10th & 11th graders who are interested in taking the Advanced Placement Studio Art: Drawing Portfolio Course/Exam OR 12th graders who are interested in creating a drawing and painting portfolio for college admittance. In this course, students will create a portfolio of 12 pieces of art that explores various drawing and painting techniques and methods that will be used for the Breadth and Quality sections of the AP Studio Art Exam. In the Breadth section, students are asked to demonstrate a serious grounding in visual principles and material techniques. The Quality section permits students to select the works that best exhibit a synthesis of form, technique, and content. The course emphasizes the individual studio experience and the application of both concept and technique to empower artistic direction. With successful completion of this course, students will gain admittance into the AP Studio Art: Drawing Portfolio course.

Guidelines for Placement in AP Studio Art: Drawing Portfolio & 2-D Design Portfolio

AP Studio Art is a two-year course for highly dedicated art students. Students interested in taking the AP Studio Art I/II sequence must begin by taking Studio in Art followed by Drawing and Painting I and, if possible, Drawing and Painting II. Although some students may be able to enroll in the class during their sophomore year, it is highly recommended to take AP Studio Art I/II during a student's junior and senior years.

Any student who does not meet these requirements can gain admittance into the class only by approval of the Director of Fine and Performing Arts.

ADVANCED PLACEMENT STUDIO ART: DRAWING PORTFOLIO

(1 Year -1 Credit) 5 periods weekly

Offered to: Grade 12, Grade 11 students must have department approval.

Prerequisites: Successful completion of Pre-AP Studio Art: Drawing Portfolio, a portfolio of 12 pieces of art and department approval. AP weighted course.

The AP Studio Art: Drawing Portfolio course is designed for highly motivated students who are seriously interested in experiencing a college-level Drawing/Painting course. The course demands time, diligence, and focus. For the AP Studio Art: Drawing Portfolio Exam, students submit a portfolio that is comprised of three sections: (1) Quality, (2) Concentration, and (3) Breadth. The AP Studio Art: Drawing Portfolio course focuses on the completion of the Concentration section of the AP Studio Art Exam. In the Concentration section of the exam, students must demonstrate a depth of investigation and process of discovery through a body of 12 pieces of art that share a single theme. In early May, students will submit a portfolio of 24 slides and 5 actual art pieces for evaluation to the College Board.

ADVANCED PLACEMENT STUDIO ART: 2-D DESIGN PORTFOLIO

(1 Year -1 Credit) 5 periods weekly

Prerequisites: Advanced Computer Graphics or Advanced Photography, a portfolio of 12 pieces of art and department approval. AP weighted course.

The AP Studio Art: Design Portfolio course is designed for highly motivated students who are seriously interested in experiencing a college-level 2-D design/Graphics or Photography course. The course demands time, diligence, and focus. For the AP Studio Art: 2-D Design Portfolio Exam, students submit a portfolio that is comprised of three sections: (1) Quality, (2) Concentration, and (3) Breadth. AP Studio Art: 2-D Design Portfolio course focuses on the completion of the Concentration section of the AP Studio Art Exam. In the Concentration section of the exam, students must demonstrate a depth of investigation and process of discovery through a body of 12 pieces of art that share a single theme. In early May, students will submit a portfolio of 24 slides and 5 actual art pieces for evaluation to the College Board. **Note: It is strongly recommended that students take “Drawing & Painting I” prior to this course.**

ADVANCED COMPUTER GRAPHICS

(1 Year – 1 Credit) 5 periods weekly

Offered to Grades 10, 11, 12

Prerequisite: Computer Graphics

An advanced level computer based art course exploring the theoretical and practical aspects of contemporary graphic design, advertising, imaging and illustration. The emphasis will be on rendering, design and composition. Student projects will be self-proposed and guided. Students will be shown experimental techniques in outputting their artwork. There will be a focus on current artists using digital technology to create their art. Student work will be compiled into a portfolio for their own use. Students will be exposed to a variety of careers that center on computer-generated art.

ART INTERNSHIP PROGRAM

(1 Year -1 Credit) 5 periods weekly

Offered to: Grades 11, 12

Recommended for: Students interested in a career in the Visual Arts.

Prerequisites:

- 1. A letter of recommendation from the sponsoring art teacher.*
- 2. Completion of all related courses in chosen discipline, with a GPA of 85 or better.*
- 3. Approval of Director of Fine and Performing Arts.*

Internships provide an opportunity for advanced study in a specific field and/or experience teaching art. Interns are required to keep a log of all activities and present a project or report at the end of the course. Internships must be scheduled during a specific period with the sponsor teacher.

CERAMICS AND SCULPTURE I

(1 Year -1 Credit) 5 periods weekly

Offered to: Grades 9, 10, 11, 12

Recommended for: Students interested in a studio elective. This course is applicable for Advanced Placement application.

Prerequisite: None for grades 10-12. Ninth grade students must have taken Studio in Art in grade 8, or be simultaneously registered for an Art or Music course that fulfills this graduation requirement.

This course is designed for students who want to learn to create three dimensional work that is both beautiful and lasting. You will get a basic introduction to hand-building clay techniques as well as the use of the potter's wheel. Glazing and other fine finishing techniques will help embellish your work. In this course you'll learn various sculpting techniques using wood, wax, stone, plaster, clay, metal and mixed media.

CERAMICS AND SCULPTURE II

(1 Year -1 Credit) 5 periods weekly

Offered to: Grades 10, 11, 12

Recommended for: Students interested in an advanced studio elective as well as for Advanced Placement application.

Prerequisite: Ceramics and Sculpture I

Emphasis on individual growth and development of learned techniques as it applies to modeling, carving, wheel work, glazing, casting and construction methods.

CERAMICS AND SCULPTURE III

(1 Year -1 Credit) 5 periods weekly

Offered to: Grades 11, 12

Recommended for: Students interested in specializing in an advanced studio elective as well as for Advanced Placement application. Prerequisite: Ceramics and Sculpture I and II

In this course, you'll be working on major pieces of art while developing your own individual style in your favorite 3-dimensional medium. You'll learn advance working techniques geared to your individual level of skill and take pride in the work you create.

COMPUTER GRAPHICS

(1 Year -1 Credit) 5 periods weekly

Offered to: Grades 9, 10, 11, 12

Prerequisite: None for grades 10-12. Ninth grade students must have taken Studio in Art in grade 8, or be simultaneously registered for an Art or Music course that fulfills this graduation requirement.

This course is an introduction to the creative use of computer graphics through various design software. The elements and principles of design are examined through graphics programs such as Adobe Photoshop and Illustrator. The impact of digital technology on art is explored.

DRAWING AND PAINTING I

(1 Year -1 Credit) 5 periods weekly

Offered to: Grades 9, 10, 11, 12

Recommended for: Students with an interest in digital media and fine arts. Prerequisite: Studio in Art

This course is for those art students who want to develop their techniques and skills in seeing and drawing accurately in all two dimensional media such as charcoal, pastel, pen and ink, pencil and paint. You will study life drawing with an emphasis on understanding the human structure.

DRAWING AND PAINTING II

(1 Year -1 Credit) 5 periods weekly

Offered to: Grades 10, 11, 12

Recommended for: Students with an interest in digital media and fine arts. Prerequisite: Drawing and Painting I

This course is a continued study of many techniques and a variety of subject matter and media. Emphasis will be placed on creativity and individual growth as well as on figure drawing with a freer approach to interpretation and composition.

INTRODUCTION TO PHOTOGRAPHY

(1 Year -1 Credit) 5 periods weekly

Offered to: Grades 10, 11, 12

Prerequisite: None

Photography is an exciting course where students learn all about black and white photography. If you choose this course, get ready to learn a skill which will last you the rest of your life and bring you enormous pleasure and self satisfaction. You will learn how to shoot and create well-balanced, well-composed photographs. You will learn about photographic equipment, develop your own black and white negatives and prints, and analyze your own work as well as the work of others. During the second semester, more time is spent in the darkroom. As your skills develop, you will have the opportunity to make larger prints, to use contrast filters, and to refine your printing techniques. You will learn about portraiture, photojournalism, and produce portfolio-level matted prints.

ADVANCED PHOTOGRAPHY

(1 Year -1 Credit) 5 periods weekly

Offered to: Grades 11, 12

At this level, it is suggested that students have their own manual 35mm single lens reflex camera.

Prerequisite: Introduction to Photography.

In this course you will expand knowledge gained from Introduction to Photography. The emphasis will be on producing prints of exhibition quality, based upon self-motivated film assignments and student-centered creative interpretation. There will be an in-depth study of significant photographers and a research paper. During the 2nd semester you will continue to establish your unique personal style. An introduction to digitized images using Adobe Photoshop will enable you to use computer-generated images.

CREATIVE VIDEO I

(1 Year -1 Credit) 5 periods weekly

Offered to: Grades 9, 10, 11, 12

Recommended for: Interested students. Prerequisite: None for grades 10-12. Ninth grade students must have taken Studio in Art in grade 8, or be simultaneously registered for an Art or Music course that fulfills this graduation requirement.

In Creative Video you will produce your own videos using sophisticated equipment as a hands-on experience. Take advantage of a unique opportunity to become involved with the dynamics of television production. Experience a variety of assignments including lighting, direction, camera-person, producer, scriptwriter, etc. Working in small groups, the class will go through the steps of video production from original concept to a finished video product.

CREATIVE VIDEO II

(1 Year -1 Credit) periods weekly

Offered to: Grades 10, 11, 12

Prerequisite: Creative Video I

Build on what you have learned in Creative Video I by expanding your skills and techniques. Explore the video art forms of animation, documentaries, music videos, community service promotionals, etc.

ADVANCED VIDEO

(1 Year - 1 Credit) 5 periods weekly

Prerequisites: Creative Video I, II

Advanced Video is a more in-depth examination of the video making process. The class is geared towards students who are serious about honing their artistic vision through the moving image media. Students will continue to develop their skills in video art-making, and find venues for their projects through festivals, on-line exhibition, and site specific installation. In addition, they will choose a videographer/ filmmaker to study and create a presentation using their video-making skills. Finally, this class will give students access to basic filmmaking materials and techniques. Through an exploration of film, students will understand the various differences and similarities between the moving images.

PORTFOLIO DEVELOPMENT

(1 Year -1 Credit) 5 periods weekly

Offered to: Grades 11, 12

Prerequisite: Intention for post-graduate study in Art and department permission.

This is an exciting course that allows all art majors to develop a professional portfolio of their art work. Quality rather than quantity is stressed, for this course can assist you in gaining acceptance into an art college. Visits from various colleges as well as professionals in diverse art careers will be arranged. *This course is strongly recommended for advanced video and computer graphics students to develop advanced drawing skills.*

STUDIO IN FASHION DESIGN AND ILLUSTRATION I

(1 Year -1 Credit) 5 periods weekly

Prerequisite: None for grades 10-12. Ninth grade students must have taken Studio in Art in grade 8, or be simultaneously registered for an Art or Music course that fulfills this graduation requirement.

This is an introductory level course. The course will introduce students to the world of fashion by studying its history from ancient times to the 1900's. Students will learn about apparel construction and illustration, and textile design. This course gives students the opportunity to design and create a bag and to make a simple garment from a pattern. All fashion students will present their work in the school's Annual Fashion Show in May.

STUDIO IN FASHION DESIGN AND ILLUSTRATION II

(1 Year -1 Credit) 5 periods weekly

Prerequisite: Studio in Fashion Design & Illustration I

This course will expand and develop the knowledge and skills gained from Studio in Fashion Design & Illustration I. Students will use these skills to design and present a mini fashion line. There will be a final presentation of their line at the Annual Fashion Show in May. Students will also learn to design by working on a dress form and examine the world of fashion by studying its history from the 1900's to current Haute Couture.

STUDIO IN FASHION DESIGN AND ILLUSTRATION III

(1 Year-1Credit) 5 periods weekly

Prerequisite: Studio in Fashion Design & Illustration II

This is a third level course. This course will introduce students to career paths in the fashion industry. The emphasis will be on practical application of disciplines learned in prerequisite fashion courses. Fashion III features opportunities to apply previous studies to real world applications. Students will design for both mass and niche markets, combining creativity with marketability and practice production planning from both a local and global perspective. Students will assemble a professional portfolio of illustrations or sewn garments. Marketing and the business of fashion will be stressed through the design and production of a quarterly fashion publication and hands on fashion show responsibilities. The final quarter culminates in a fashion show presented at the yearly art show.



BUSINESS EDUCATION

DEPARTMENT OBJECTIVES:

The world of business is waiting for you! Are you prepared? All careers, professions, and jobs involve some area of business. For some careers you must study beyond high school; for others, you may enter the work world upon graduation from high school. The skills you learn at Huntington High School will prepare you to enter the work force.

A 5-unit sequence in Career and Technical Education may be used as a substitute for the additional two units of World Language needed for a Regents Diploma with Advanced Designation. Students opting for this choice must take Career and Financial Management (1/2 unit) and Business Management and Human Relations (1/2 unit) plus 4 additional units of business courses.

ACCOUNTING

(1 Year -1 Credit) 5 periods weekly

Recommended for: 10th or 11th grade students in preparation for College Accounting.

Accounting is one of the largest projected growth areas for careers today. This course teaches students the basics of accounting necessary for keeping records for business and/or personal use. Also included will be computer applications dealing with spreadsheets, inventory and other applicable areas.

BUSINESS LAW

(1 Year -1 Credit) 5 periods weekly

Offered to: Grades 10, 11, 12

Do you have a plan for your future? No? Well it's not too late. Few subjects are as dramatic, challenging or relevant as LAW. Learn how the legal system works and recognize legal problems. This course emphasizes the relationship of law to your personal life. Topics include: white-collar crimes, civil actions, ethics and agency law from the sports, entertainment, and employer perspective. Your rights as a consumer, an employee or employer will be explored. How about reading a contract? Do you know how to draw one up? Are you interested in starting a business of your own or working for someone that does? Should it be a sole proprietorship, partnership, or corporation? Leases, mortgages, credit, bankruptcy and other forms of financing will be explored. You never know what the future has in store for you, the best thing you can do is prepare. So, whether you are interested in pursuing a career in law, planning to attend college, or preparing to enter the work force, this course has something for you.

BUSINESS MANAGEMENT & HUMAN RELATIONS

(1/2 Year -1/2 Credit)

Spring Only - 5 periods weekly

Offered to: Grades 9, 10, 11, 12

Required for: All Business sequences. Prerequisite: None

This course will help you acquire the skills necessary to make informed decisions, as well as provide you with information vital to realistic career choices. We will make you aware of the economics of work and you will develop an understanding of the marketplace. In addition, we will analyze your likes, dislikes, unique characteristics, competencies, and weaknesses with the intention of adding to your self-awareness. Problem solving and decision-making skills will also be taught.

CAREER AND FINANCIAL MANAGEMENT

(1/2 Year -1/2 Credit) Fall Only - 5 periods weekly

Offered to: Grades 9, 10, 11, 12

Required for: CTE Business and Sequences programs. Prerequisite: None

This course will provide students with the opportunity to learn about the features of our economy, explore a variety of careers, learn the skills and competencies needed for success in the workplace and become financially literate. Among the areas to be studied are: economic systems, effect of technology on the labor market, business systems and their organization, career planning and lifelong goals, changing trends and employment opportunities, resumes, job interviews, personal qualities for employment, interpersonal skills, working conditions and benefits, time management, workplace laws and unions, banking, personal budgets, credit, insurance, consumer protection.

SPORTS MARKETING

(1/2 Year -1/2 Credit)

Spring Only - 5 periods weekly

Offered to: Grades 10, 11, 12

Recommended for: College-bound business and marketing majors and anyone interested in the field of sports and its impact.

This half-year course is designed to provide an insight into the executive level decision-making and analyzing in sports marketing. Case studies and news media will be used to position the student in the role of a sports marketer. Suggested topics that will be explored are: an orientation to marketing as it relates to the sports industry, market analysis, athletes making economic choices, professional sport trades, supply and demand in sports, financial analysis of teams, the sports labor market, discrimination in sports and sports promotion. Classroom instruction will be reinforced through outside use of guest speakers, field trip to a stadium, videos and the Internet.

WOOD SHOP

(1 Year -1 Credit) 5 periods weekly

Offered to: Grades 10-11-12

This course is a broad foundation of the basic woodworking processes and includes the use of all the major equipment. Typical of the work carried on is furniture construction for the home. Attention is given to the reading of plans and blueprints and the study of good design in project construction. Skill level will determine the types of projects assigned.



CAREER INTERNSHIP PROGRAM

The Student Internship Program is designed to provide seniors with opportunities for enrichment activities that go beyond the traditional academic experience. During the year, students will pursue a career and develop a creative project.

Participants will earn one academic credit for their yearlong placement. Students are required to work under the supervision of their mentor and to maintain a detailed journal reflecting on completed activities and knowledge gained from their experiences. Interns will be expected to participate in bimonthly meetings with program coordinators.

Beginning in mid-April, each student will present their creative project, a culmination of their internship experience, to a committee of parents, teachers and students. Students may invite guests and family members to be a part of the presentation.

CRITERIA TO CONSIDER WHEN PROPOSING AN INTERNSHIP:

In order to be eligible for school credit, the internship proposal should involve one of the following criteria:

1. Interest in exploring a particular career path
2. Enrichment or extension of an academic pursuit
3. Opportunity in the arts
4. Interest in exploring hands on experience in a particular vocation or trade.



ENGLISH AS A SECOND LANGUAGE

This is a state and federal mandated program which seeks to provide intensive English skills to non-English speaking students using ESL methodologies and techniques. The students in this program are held to the same high standards as their English speaking counterparts, thus, the teachers incorporate all of the language arts modalities of listening, speaking, reading and writing. These classes not only teach English Language Arts but also teach English through the content area.

The process of learning a second language is very similar to that of learning a first language. Studies have shown that the process of learning a second language, both for social skills and academic skills, take between 6 to 10 years. Students are required to complete the program within 3 years; an additional extension of services for three extra years can be requested from the New York State Education Department, Office of the Bilingual Education and Foreign Language Studies. Students who do not pass the NYSESLAT, after receiving ESL services for 6 years, must continue in the program until they score at the Proficiency Level on the NYSESLAT.

Native Language Arts (Spanish) NLA

This course has been established following Commissioner Regulations Part 154 Guidelines that state that a bilingual program must be put in place when there are 20 or more students in the same building and grade, who speak the same language. The high school has more than 20 students, each, in 9th and 10th grades that speak Spanish, therefore, a bilingual program needs to be established at these grade levels. The beginning LEP/ELL students will be placed in this course and will receive Native Language Arts to help them acquire or improve their reading and writing skills. The skills learned in Spanish will be transferred to English, making it possible for these students to acquire English at a faster pace.

Initial Identification and Placement

Newly registered students whose Home Language Questionnaire (HLQ) indicates that a language other than English is spoken at home, must be tested using the LAB-R for identification and initial placement after an initial interview in their native language. The test is used only once at the time of registration in any school district in New York State. After this, the ELLs will be tested for English language development using the NYSESLAT.

The different levels of English language development as per the NYSESLAT are:

LEVEL / PERIODS: ESL, NLA, ENGLISH

Beginner:	3 periods ESL, 1 NLA Beginner
Intermediate:	2 periods ESL, 1 NLA Intermediate
Advanced:	1 period ESL, 1 English
Proficient:	Exit ESL-Students receive ESL support and services when needed and are entitled to ESL accommodations for 2 years after they exit the program.

In order to be placed at a level, ELLs must score the same on L&S (Listening and Speaking) and R&W (Reading and Writing). If they score differently, they will be placed at the level where they scored the lowest. The NYSESLAT is the only tool allowed by the Commissioner's Regulations Part 154 to exit the ESL Program.

When students reach the Advanced level, they will receive additional services in Reading and Writing. Students at the Beginner and Intermediate levels are placed in bilingual and/or ESL content area classes; students at the Advanced level are placed in mainstream content area classes.

ENGLISH LANGUAGE ARTS

DEPARTMENT OBJECTIVES:

The English Department offers a wide variety of courses which not only meets students' academic needs, but also encourages them to explore their fields of interest. The program in grades nine, ten, and eleven consists of courses designed to work with students on various language arts skills, from reading comprehension, to literary analysis and research. It culminates in a number of highly specialized seminar topics in senior year where students begin to explore personally the broad range of literary genres and themes. All students are required to take a full year of English each of the four years that they attend high school. In senior year, students take the capstone 4th year high school English experience, either the two consecutive 12th Grade English Seminars, or AP. All students in English classes complete research projects. Research skills introduced and practiced at each grade level are developmentally appropriate. Eleventh and twelfth grade English students complete a formal research paper.

The workload in honors English sections is highly challenging, as are the reading selections and schedules. Be sure to note the prerequisites for entering these courses. Also note that students must submit writing samples from their course work when applying to enter the honors or AP program.

The three English Department half credit electives are offered in a single semester. These three courses are highly enriching, particularly for students with interests in creative writing, journalism and theatrical performance. Students should check with their guidance counselors for course availability. We urge students and their parents to read course descriptions carefully, taking particular note of prerequisites and objectives.

New York State has identified four standards in English for students to achieve and the English department at Huntington High School has refined these broad standards for each of the courses offered within the department. These standards require student to read, write, listen, and speak for 1) information and understanding; 2) literary response and expression; 3) critical analysis and evaluation; and 4) social interaction. The Common Core standards, adopted in the 2010 – 2011 school year by New York State, confirms the level of rigor required in all Huntington High School English classes.

ENGLISH 9R

(1 Year -1 Credit) 5 periods weekly

Prerequisites: Successful completion of English 8.

This is a challenging course centered around the hero in literature. The aim is to help students develop critical thinking and clear communication. These goals are achieved through intensive class study of demanding selections such as Hamilton's Mythology, Penguin Classic translation of the *Odyssey* and a Shakespearean play. There are also numerous supplemental reading assignments from recommended lists. High achievement is expected in all areas but especially in reading comprehension and process writing. *There is a departmental medial assessment and final examination.*

NCAA approved

ENGLISH 9H

(1 Year -1 Credit) 5 periods weekly

Recommended for: Students of exceptional ability in English.

Prerequisites: Completion of English 8 with a grade of 90 or better AND recommendation of English 8 teacher AND Chairperson's approval AND consideration of ELA scores AND writing samples.

This is the initial course in the program that leads to the Advanced Placement Examination in English. The course theme is the hero and his guest. The aim is to have the student develop critical thinking and clear communication as well as to grasp a sound understanding of mythological, legendary, and Biblical culture and stories as preparation for more thorough understanding of literature. The goals are achieved through the study of *The Odyssey*, a Shakespearean play, as well as novels, short stories and poems by such authors as Sophocles and Golding. Students write frequently and will receive intensive instruction in spelling, grammar, process writing, and oral presentation. Additionally, numerous critical research assignments are required. *There is a departmental medial assessment and final examination. NCAA approved*

ENGLISH 10R

(1 Year -1 Credit) 5 periods weekly

Prerequisites: Successful completion of English 9.

English 10 Regents is a challenging course that focuses on Crucial Decisions. It includes much independent reading and frequent writing assignments. Among the works studied are a Shakespearean play and such novels as *The Kite Runner*; *A Catcher in the Rye*; *Macbeth* and *The Lord of the Flies*. High achievement is expected in all areas, especially in reading comprehension, critical analysis, and writing. *There is a departmental medial assessment and final examination.*

NCAA approved

ENGLISH 10H

(1 Year -1 Credit) 5 periods weekly

Recommended for: Students of exceptional ability in English.

Prerequisites: Completion of English 9 Honors with a grade of 85 or better OR English 9 Regents with grade of 90 or better AND recommendation of English teacher AND Chairperson's approval AND writing sample. Students transitioning from Regents to Honors are required to take Advanced Composition. This co-requisite is required of any student advancing in level.

This is the second course in the program that leads to the Advanced Placement Examination in English. The theme of the course is The American Experience. The aim is to have the student develop critical thinking and clear communication.

The syllabus concentrates on American literature with units on short stories, essays, novels, poetry, and drama. The works of Poe, Hawthorne, Twain, Melville, Thoreau, Miller, Morrison, Hurston, and Monk Kidd are studied. There are frequent compositions to develop organization and clarity. Additionally, research in literary criticism is fundamental to the course. *There is a departmental medial assessment and students will take the Comprehensive English Regents exam in June as 10th graders. NCAA approved*

ENGLISH 11R

(1 Year -1 Credit) 5 periods weekly

Prerequisite: Successful completion of English 10.

English 11 Regents is a challenging course focusing on American literary greats. Research techniques and the research paper are emphasized. High standards of achievement are expected in all areas, particularly in composition. Students read *Othello* as well as novels such as *The Great Gatsby* and *Ethan Frome*. *A research paper is required in lieu of a final examination. Students are required to take the ELA Regents in January. NCAA approved*

ENGLISH 11H

(1 Year -1 Credit) 5 periods weekly

Recommended for students of exceptional ability in English.

Prerequisites: Completion of 10 Honors with a grade of 85 or better OR completion of 10 Regents with grade of 90 or better and recommendation of English teacher AND Chairperson's approval AND writing sample. Students transitioning from Regents to Honors are required to take Advanced Composition. This co-requisite is required of any student advancing in level.

This is the third accelerated course in the program that leads to the Advanced Placement Examination in English Literature and Composition. The syllabus concentrates on English literature organized under four literary genres: The essay, the novel, poetry, and drama. Students read works such as, *Canterbury Tales*, *Paradise Lost*, *Brave New World*, essays, and poetry. There are frequent written assignments supporting the development of critical thinking and clear communication. *A major research paper is required. Students are required to take the ELA Regents if they haven't already done so as sophomores. A midterm and final exam are required. NCAA approved*

ADVANCED PLACEMENT ENGLISH LANGUAGE & COMPOSITION

(1 Year -1 Credit) 5 periods weekly

Recommended for: Students of exceptional ability in English.

Prerequisites: Completion of 10 Honors with a grade of 88 or better OR completion of 10 Regents with grade of 92 or better and recommendation of English teacher AND Chairperson's approval. Students transitioning from Regents to AP are required to take Advanced Composition. Students will also submit an academic writing sample for review. (This course is also open to 12th graders, in fulfillment of 12th grade English requirements if students are coming from English 11 Honors)

This college level course features advanced composition and research skills. The syllabus concentrates on English literature, with an emphasis on non-fiction works. Students study a variety of prose pieces to notice variations in style and purpose, ultimately understanding both the implicit and explicit relationships among diction, syntax, tone and content. Through a variety of writing activities, they will apply such conventions and language resources to their own expository, analytical and argumentative writing. Multiple impromptu and formal essays are required. *A college level research paper is required. Students must take the Advanced Placement English Language and Composition Examination in May. Students are required to take the ELA Regents, in January, if they haven't already done so as sophomores. A midterm and final exam are required. NCAA approved*

TWELFTH GRADE SEMINARS

In grade 12, students must complete one credit of English. This requirement can be met by taking:

AP Literature & Composition **OR** Theater Arts A: Modern Drama **OR**

Choosing two of the following ½ year seminar courses (fall and spring)

FALL

Bible Literature with
Multicultural Literature with
Film and Short Story with
Journalism with
African American Literature with

SPRING

Humanities
Holocaust in Literature
Sports Literature
Mystery
Any above in spring

ENGLISH 12 - ADVANCED PLACEMENT LITERATURE & COMPOSITION

(1 Year -1 Credit) 5 period weekly

Recommended for: Students of exceptional ability in English. Prerequisite: Completion of 11 AP with a grade of 85 or higher, completion of 11 Honors with a grade of 88 or better OR completion of 11 Regents with a grade of 92, recommendation of English teacher AND Chairperson's approval AND writing sample. English Regents Score 85-100. Students transitioning from Regents to AP are required to take Advanced Composition.

The curriculum for this course is designed to foster careful reading and analysis of classical and contemporary literature representative of the world literature canon. Students read and research criticism of selected works, and develop their own critical standards for interpreting a variety of literary genres. The challenging reading list includes works by Shakespeare, Dostoevsky, Allende, Nabakov, Achebe, Atwood, and Garcia-Marquez. Through a careful study of schools of literary criticism, students are exposed to the canon debate, and learn to identify major tensions, formalistic elements and archetypes in literature. Students are also trained to view literature from biographical, historical and culturalist lenses. In addition, language usage skills and vocabulary development are integrated into a series of weekly writing workshops. *A midterm is administered in January. Students must take the Advanced Placement Exam in May. NCAA approved*

THEATRE ARTS A: MODERN DRAMA -Seminar

(Full Year -1 Credit) 5 periods weekly

Prerequisite: Successful completion of English 11.

Modern Drama trains audiences for contemporary theatre. Through the examination of plays and the possibility of attending performances, students are brought to the awareness that audience plays a crucial and critical role in bringing a play to life. *A final research project is required. NCAA approved*

BIBLE LITERATURE - Seminar

(Fall -1/2 Credit) 5 periods weekly

Prerequisite: Successful completion of English 11.

The Bible Literature focuses on the Bible itself, its history, its authors, literary forms, techniques, the people, and places introduced through the Bible. Stories are approached in terms of plot, characters, setting, and theme. Poetry is analyzed in terms of imagery and parallelism; drama in terms of conflict and character; prophetic literature is studied for the content of the message and for the style of the individual prophet. Wisdom literature is approached from the universality of its themes and imagery. The Gospels, Acts, and Epistles are studied for the diversity of the narrative style, point of view, and purpose. *A research paper is required. NCAA approved*

HUMANITIES - Seminar

(Spring - 1/2 Credit) 5 periods weekly

Prerequisite: Successful completion of English 11.

The Humanities interrelate literature, drama, art, architecture, music, and the philosophies that unify them. The course is built around such general themes as Love and Hate, Good and Evil, and The Question of Identity. The range of material is from Mesopotamia to the 20th Century, emphasis is placed on student involvement, individually and in small groups, and the skills of reading, writing and speaking. *A research paper is required.*

NCAA approved

MULTICULTURAL LITERATURE - Seminar

(Fall - 1/2 Credit) 5 periods weekly

Prerequisite: Successful completion of English 11.

This course traces and examines literature and cross cultural writers who define their positions in history and society. Roles of African-Americans, Native Americans, Arab-Americans, Asian-Americans and Hispanic-Americans are the focal points. It concentrates on reading various forms of literature which reflect these cultures' roles, backgrounds, positions and feelings. Gender issues and religious culture are also discussed. Authors such as Amy Tan, Judith Ortiz Cofer, Zora Neale Hurston, and Khaled Hossaini are studied. *A research paper is required. NCAA approved*

HOLOCAUST IN LITERATURE - Seminar

(Fall -1/2 Credit) 5 periods weekly

Prerequisite: Successful completion of English 11.

This course involves a multi-disciplinary study of the Holocaust as it relates to racism, prejudice and tolerance. Through the use of literature and historical documents, students comprehend the ramifications of this tragic event as it impacts on the present and future. Works such as The Sunflower and Maus I and II are studied. *A term paper and a project are required. NCAA approved*

JOURNALISM - Seminar

(1/2 Year-1/2 Credit) 5 periods weekly

Journalism is an elective course open to all 10th, 11th, and 12th grade students. Seniors only take the course as a senior seminar. Students contribute to the high school newspaper and share responsibility for its interview, feature writing, problems of the press and a history of journalism. This course is strongly recommended for students on the DISPATCH staff. **NCAA approved**

MYSTERY LITERATURE - Seminar

(Spring -1/2 Credit) 5 periods weekly- *Prerequisite: Successful completion of English 11.*

The course consists of a close reading of a small number of important mystery works. They include *The Maltese Falcon*; *and Then There Were None*; *Postmortem*; *a Study in Scarlet*, and others. In addition, there is a short story unit, beginning with Edgar Allan Poe's, "The Murders in the Rue Morgue," and other titles. Each student must select three other mystery novels; for each he/she submits a written report. *A research paper is required. NCAA approved*

SPORTS LITERATURE - Seminar

(Spring -1/2 Credit) 5 periods weekly- *Prerequisites: Successful completion of English 11.*

The course examines the role of sports in literature and America with a view towards understanding its myth and appeal. Students will study novels, short stories, biographies, autobiographies, poems, essays, and films written and directed by men and women. *A research paper is required.*

FILM/ SHORT STORY - Seminar

(Fall -1/2 Credit) 5 periods weekly- *Prerequisite: Successful completion of English 11.*

Film and Short Story is a thematically focused course pairing leading themes in literature with film. Top films, spanning five decades, noted not only for their cinematic advances but also for their indelible stamp on American culture, are combined with literature that threads a compatible stitch in theme and genre. Discussion and assignments evolve from both the literature and films. Vocabulary study is integrated with each reading selection. *A research project is required on an author or film director.*

AFRICAN AMERICAN LITERATURE - Seminar

(Fall Senior Seminar)

This interdisciplinary course explores the development of African American identity through social, political, economic, regional, and linguistic lenses. Students will engage in both historical and literary analysis, with an emphasis on addressing contemporary issues within the African American community. (This course is linked with its SS Counterpart-African American Participation in Government) **NCAA approved**

CREATIVE WRITING

(1/2 Year -1/2 Credit) 5 periods weekly-*Recommended for: Students who are highly motivated and competent writers.*

Prerequisite: Successful completion of English during the previous year.

Creative writing is an elective course open to all 11th and 12th grade students. In this course, students explore language as a vehicle of self-expression. It allows the students to experience various forms of writing such as the essay, poetry, short story, children's story, and one act play as a means of self-expression and awareness. It considers form and style as part of the awareness that varied writing experiences produce. It includes revision, rewriting and self-evaluation. The final examination is a creative writing portfolio, assigned at the beginning of the course. **NCAA approved**

THEATRE ARTS B: PLAY IN PERFORMANCE

NOTE: This course may be taken only once. Students in grades 10, 11, 12 may take this course as an elective.

(Spring - 1/2 Credit) 5 periods weekly

This highly popular course develops students' skills in theatrical performance. Through improvisation and scene work as well as study of theory and utilization of games and exercises, students explore their potentials as actors, gain poise and self-awareness. Students must keep an Actor's Journal. Students will take children's theatre scripts off the page and onto the stage. A final project will require students to perform within the school district a performance complete with costume, lighting, set and sound design. The creation of a study guide for intermediate and middle school teachers is also required.

HEALTH, PHYSICAL EDUCATION & ATHLETICS

HEALTH DEPARTMENT OBJECTIVES:

The New York State Department of Education requires all students to *complete one semester of Health Education at the senior high school level in order to meet NYS graduation requirements and receive a diploma.*

HEALTH - Grades 10, 11 & 12

(1/2 Year - 1/2 Credit) 5 per. weekly

Offered: Fall and Spring semesters.

Required for: GRADUATION

Health Education is available to students in grades 10, 11 and 12. It is preferred that students take health *in grade 10 or 11.* The Huntington High School Health Education course presents a variety of methods for making its content available to the students. Class discussions, motivational games and activities, student presentations, guest speakers and audio-visual aids are all utilized to make this a student centered, positive classroom experience.

Huntington High School offers an extensive health curriculum which includes the following topics:

- Mental Health: Self-Awareness
- Stress and Stress Management
- The Troubled Personality
- Death and Dying
- Chemical Abuse: Drugs, Alcohol, Tobacco
- Nutrition
- Human Sexuality and Family Life
- Sexually Transmitted Diseases including AIDS

PHYSICAL EDUCATION DEPARTMENT OBJECTIVES:

Physical education contributes to the broad goals of education through the development of personal living skills by participation in lifelong activities. The blending of each personal living skill: physical fitness, cooperation, risk taking, safety, initiative, leadership, trust and respect leads to a solid educational experience for our students. Through a combination of activities, each student will acquire these personal living skills. Fundamental and advanced skills will challenge all grade levels, ending in a concentration on leisure, lifetime activities for recreational development. We hope to generate enthusiasm and respect for physical education in our students. We strive to develop an attitude of lifetime fitness. By providing meaningful learning experiences, we may expand the perimeters of the total learning experience. Physical education is a program for all.

The Physical Education program is designed to meet the needs of each and every student. Each course offering encompasses an individual's physical, social, emotional and cognitive self. The goal is to promote physical movement as it relates to the whole person and to instill a positive attitude toward fitness and health for a lifetime. With a focus on health fitness, which includes cardiovascular endurance, flexibility, muscular strength, muscular endurance and body composition, each student will have the opportunity to achieve these goals through individual or team-oriented activities. Enrollment in each class is designed to create a safe and productive environment for each student as well as to maximize their development of health fitness and educate their mind and body through physical activity. Students will select their program during their physical education class period. Every effort will be made to accommodate a student's choice with grade level given first priority during selection. However, the Physical Education Department reserves the right to assign students to any class to meet the overall needs of the school such as: safety, class size, period enrollment, and/or program changes. Therefore, choices may not be granted regardless of grade level. Students will be scheduled coeducationally and separated by gender when participating in contact activities.

Requirement: The passing of eight (8)

semesters of Physical Education (4 years) is required for graduation. The Physical Education grade is included in the GPA and 1/4 credit is granted each successful semester for a total of 2 credits for graduation.

PHYSICAL EDUCATION - PE 9- Grade 9 - PROJECT ADVENTURE/PERSONAL FITNESS

The Project Adventure portion of grade 9 physical education aids in the participants' development of greater self-confidence and at the same time builds a sense of trust and commitment among classmates. The emphasis in this course is on participation, and students are encouraged to extend their limits both physically and emotionally. Students are required to participate in all group activities, but may decline to attempt individual challenges that they feel are beyond their personal limits.

The Personal Fitness portion of grade 9 physical education is designed to cover fundamental and current topics in health-related physical fitness, nutrition and stress. This component will help each student develop a personal fitness program and assist them in making the commitment to a positive lifestyle.

PHYSICAL EDUCATION - PE 10-Grade 10 - SPORTS EDUCATION

Students will participate in individual and team activities developed through the Sport Education Model. This approach is designed to gradually shift decision making from teachers to students. When students are empowered to take responsibility for their actions, they have the opportunity to practice the element of the following standards: Choosing appropriate personal health and fitness practices, leading in creating and maintaining safe and positive experiences for all and utilizing available personal and community resources. There are many objectives of the Sports Education season to help students. Some include: Developing skills and fitness that are sport specific, sharing in the planning and administration of their sport experience and working efficiently with a group toward a common goal. The overall purpose of this program is to provide a "take-off point" for creative approaches to the teaching of the effective curriculum in both traditional sport units and non-traditional adventure type units.

PHYSICAL EDUCATION - PE 11/12

Grades 11 & 12 - Choose one for each semester:

- Individual/Team Sports
- Project Adventure II (fall)
- Project Adventure III (spring)

TEAM SPORTS

Team-oriented classes concentrating on those activities which relate to sports and other large group activities. Skill development, socialization, teamwork and cooperation are stressed throughout the program. Skill drills, lead-up activities and modified games allow for maximum learning and maximum participation to take place. Some units include, but are not limited to: flag football, soccer, volleyball, basketball, pickleball, and floor hockey.

INDIVIDUAL SPORTS

Sport classes include sports and activities that one can participate in during leisure time. The focus is on learning and improving skills that are designed to allow one to participate alone or with a minimum number of people. Some units may include, but are not limited to: tennis, golf, archery, weight-training, aerobics, yoga, badminton, and pickleball.

PROJECT ADVENTURE II

This course focuses on further developing a student's ability to manage their perceived personal limits to accomplish new goals. Students will develop higher levels of self-confidence and appreciation for each member of the group, while experiencing challenges. This will give students the opportunity to test themselves against physical and emotional limits in order to attain higher levels of performance. Activities include low and high element challenges on the Project Adventure Course. Written activities are also required.

PROJECT ADVENTURE III

This course is an extension of PA 9 and PA II. It further expands and develops the student's ability to become a leader. The course is designed to nourish each individual's leadership style and his/her ability to communicate, problem solve, and develop interpersonal relationships while participating in many group activities. Activities include low and high element challenges on the Project Adventure Course. Written activities are also a requirement.

ADAPTED/ADAPTIVE PHYSICAL EDUCATION

Prerequisite: Inclusion only through referral process and departmental approval.

The Adapted/Adaptive program is a comprehensive service delivery system designed to identify and ameliorate problems within the psychomotor domain. Services include psychomotor assessment, individualized educational programming, developmental and/or prescriptive teaching, counseling and coordination of related resources. Services provide optimal physical educational experiences for students who may not safely or successfully engage in unrestricted participation in the activities of the regular physical education program.

SPORTFOLIO/HOME TUTORING

In complying with the Commissioner's regulations, the department of physical education offers a program to those students that are temporarily or permanently unable to participate in the regular program. Students medically excused from P.E. from one week to one year will participate in written projects pertaining to physical education and interscholastic athletics.

INTERSCHOLASTIC ATHLETICS

Our Interscholastic Athletic Program is geared to enhance the skills of students in specialized areas. We are seeking to cultivate and enrich our student's special talents and skills. The program provides an opportunity for students to compete interscholastically for six years. We will continue to recognize the importance of good academic standing and citizenship. Our staff will motivate our students to be good students and productive citizens in our community. Listed below are the team offerings:

FALL:

Cross Country - Boys	Football - Boys
Cross Country - Girls	Field Hockey - Girls
Soccer - Boys	Volleyball - Boys
Soccer - Girls	Volleyball - Girls
Swimming - Girls	Golf - Boys
Tennis - Girls	

WINTER:

Basketball - Boys	Wrestling - Boys
Fencing - Boys	Track - Boys
Fencing - Girls	Track - Girls
Swimming - Boys	Basketball - Girls

SPRING:

Baseball - Boys	Track - Girls
Lacrosse - Boys	Track - Boys
Lacrosse - Girls	Softball - Girls
Tennis - Boys	Crew - Co-ed

NCAA Eligibility

NCAA

Division I

Requires 16 core courses:

- 4 years of English
- 3 years of Mathematics (Algebra I or higher)
- 2 years of Natural/Physical Science
(One must be a lab science)
- 1 year additional of English, Math,
Natural/Physical Science
- 2 years of Social Sciences
- 4 years of additional core courses

NCAA

Division II (up to August 1, 2013)*

Requires 14 core courses:

- 3 years of English
- 2 years of Mathematics (Algebra I or higher)
- 2 years of Natural/Physical Science
(One must be a lab science)
- 2 years additional of English, Math,
Natural/Physical Science
- 2 years of Social Sciences
- 3 years of additional core courses

*** After August 1, 2013, NCAA will require 16
core courses for Division II**

MATHEMATICS

DEPARTMENT OBJECTIVES:

The Mathematics Department believes that there is a level of mathematics study available to every student. The mathematics program emphasizes computational skills, problem-solving techniques, and mathematical structure. Students learn skills and concepts, and practice analytical and critical thinking. They study the uses of the computers, statistics and measurement. In addition, algebraic and geometric structure, logic, and analysis provide a sequential program for the college-bound. The decisions made about the courses taken in high school affect each student for the rest of their lives. The teaching faculty, the school counselor, the school administrators, and parents can all advise in the course selection process, but the student should be fully involved in the final decision and be ready to bear the responsibility for that decision. For this reason it is imperative to read course descriptions with considerable thought and care. In selecting your courses for next year, several factors should be considered. These factors include graduation requirements and your job or school plans for the future. All students are required to complete successfully three credits of mathematics and demonstrate a minimum level of proficiency on a New York State exam.

BASIC ALGEBRA

(1 Year- 1 Credit) 5 periods weekly

This course is designed to support special education students and students in the transition program. The focus is to build upon the foundation skills required to be successful in the Algebra 1 course. Topics covered in this course include exploring algebraic expressions, algebraic equations, and functions. Number sense will be reviewed and sustained through the continual practice of identifying and applying the properties of real numbers, simplifying radical terms, exploring rational numbers and expressions, and review of integer operations.

BASIC ALGEBRA - ESL

(1 Year- 1 Credit) 5 periods weekly

This course is designed to support English Language Learners. Please see the course description of Basic Algebra.

INTEGRATED ALGEBRA

(1 Year-1 Credit) 5 periods weekly

Prerequisite: Successful completion of Mathematics 8

This course will assist students in developing skills and processes to be applied using a variety of techniques to successfully solve problems in a variety of settings. Linear equations in one variable, quadratic functions with integral coefficients and roots, as well as absolute value and exponential functions will be taught in this course. Coordinate geometry will be integrated into the investigation of these functions, allowing students to make connections between their analytical and geometrical representations. Other units of study include right triangle trigonometry, elementary probability, and measurement within a problem solving context. A separate section of this course is offered to English Language Learners in order to provide necessary support. *Students will sit for the NYS Algebra 1 Regents Examination at the end of this course. NCAA approved*

INTEGRATED ALGEBRA SUPPORT

(1 Year - 0 Credits) 2 1/2 periods weekly

The purpose of this course is to provide AIS to students scoring a level 1 or 2 on the grade 8 NYS Math Assessment while preparing them for the Integrated Algebra Regents examination. Students will be given a diagnostic test to assess strengths and weaknesses and then are provided with individual and small group instruction. The course includes a comprehensive review of operations with decimals and fractions, ratio and proportion, percents, elementary algebra and principal of geometry. Problem solving techniques and test taking strategies will be emphasized throughout the course.

GEOMETRY ACCELERATED

(1 Year -1 Credit) 5 periods weekly

Prerequisite: Successful completion of Accelerated Math 8.

This course is offered to 9th graders who have demonstrated the ability to handle the rigorous coursework of Integrated Algebra during 8th grade. Please see course description of Geometry. *Students will sit for the NYS Geometry Regents Examination at the end of this course.* **NCAA approved**

GEOMETRY

(1 Year -1 Credit) 5 periods weekly

Prerequisite: Successful completion of Algebra 1 and teacher recommendation.

This course will require students to apply and adapt a selection of strategies and algorithms to solve a variety of problems. It is expected that these strategies and algorithms will be implemented using both traditional and technological tools. Within this course, students will have the opportunity to make conjectures about geometric situations and prove, in a variety of ways, both formal and informal, that their conclusion follows logically from their hypothesis. This course is meant to employ an integrated approach to the study of geo-metric relationships. Integrating synthetic, transformational, and coordinate approaches to geometry, students will justify geometric relationships and properties of geometric figures. *Students will sit for the NYS Geometry Regents Examination at the end of this course.* **NCAA approved**

GEOMETRY CONCEPTS

(1 Year - 0 Credit) 2 1/2 periods weekly

Co-requisite: Geometry

The purpose of this course is to provide support for students who experience difficulty with Integrated Algebra, but who are interested and motivated in meeting the requirements for the Regents Diploma with Advanced Designation. In addition to receiving small group and individual instruction, students will be exposed to geometry concepts before they are taught. Emphasis will be placed on formal and informal reasoning skills and the derivation of important geometric facts. Support will be given using technology such as geometer sketch pad and other techniques assisting students in visualizing geometry concepts. Topics covered will include triangles, congruency, quadrilaterals, similarity, circles, area, volume and geometrical transformations. A comprehensive review of all geometry topics will be given to help prepare students for the geometry Regents' examination.

DISCOVERING GEOMETRY

(1 Year - 1 Credit)

Perquisite: Successful completion of Algebra 1 and teacher recommendation.

The Van Hiele Model of geometric thinking will be the foundation upon which this course is built. Throughout the course students will gain experience with both inductive and deductive reasoning. Students will develop readiness for proving theorems within a deductive system; and use inductive reasoning when they perform investigations and make conjectures. Students will also use properties of algebra, as well as postulates of geometry to establish theorems and to see the connections between groups of theorems. The Geometer's Sketchpad software program will be used to further enhance learning.

ALGEBRA 2 AND TRIGONOMETRY ACCELERATED

(1 Year -1 Credit) 5 periods weekly

Recommended grade: 10

Prerequisite: Geometry Accelerated and teacher recommendation.

This course follows the NYS curriculum for 11th grade mathematics. Topics include complex numbers, applications of trigonometric, logarithmic and exponential functions, rational expressions, equations and inequalities, transformational geometry, probability, statistics, sequences and series. In addition, the course includes advanced work on functions and their graphs, synthetic division and long division (precalculus topics) looking at polynomials to find possible roots. Upon completion of this course, students are required to take the Algebra 2 & Trigonometry Regents examination.

NCAA approved

ALGEBRA 2 AND TRIGONOMETRY

(1 Year -1 Credit) 5 periods weekly

Prerequisites: Successful completion of Integrated Algebra and Geometry and teacher recommendation.

Within this course, the number system will be extended to include imaginary and complex numbers. The families of functions to be studied will include polynomial, absolute value, radical, trigonometric, exponential, and logarithmic functions. Problems resulting in systems of equations will be solved graphically and algebraically. Algebraic techniques will be developed to facilitate rewriting mathematical expressions into multiple equivalent forms. Data analysis will be extended to include measures of dispersion and the analysis of regression that model functions studied throughout this course. Arithmetic and geometric sequences will be expressed in multiple forms, and arithmetic and geometric series will be evaluated. Binomial experiments will provide the basis for the study of probability theory and the normal probability distribution will be analyzed and used as an approximation for these binomial experiments. Right triangle trigonometry will be expanded to include the investigation of circular functions. *Students will sit for NYS Algebra 2 and Trigonometry Regents at the end of this course. NCAA approved*

TRIGONOMETRY CONCEPTS

(1 Year - 0 Credit) 2 1/2 periods weekly

Co-requisite: Algebra 2 and Trigonometry

The purpose of this course is to provide support for students who experience difficulty in geometry, but who are interested and motivated in meeting the requirements for the Regents Diploma with Advanced Designation. In addition to receiving small group and individual instruction, students will be exposed to new Algebra 2 and Trigonometry concepts before they are taught. Emphasis will be placed on trigonometric identities. A comprehensive review of all topics will be given to help prepare students for the Algebra 2 and Trigonometry Regents Examination.

ALGEBRA AND TRIGONOMETRY

(1 Year -1 Credit) 5 periods weekly

Prerequisite: Successful completion of Geometry or Discovering Geometry.

This course is recommended for students who wish to pursue mathematics due to interest, to provide stronger background for college preparation, or specific career plans in the technical fields of science. This course integrates second year algebra with an introduction to circular and trigonometric functions. *Student will take a final exam at the end of this course. NCAA approved*

ADVANCED ALGEBRA

(1 Year -1 Credit) 5 periods weekly

Prerequisite: Successful completion of Algebra-Trigonometry.

This course is designed for seniors to sharpen their math skills in preparation for advanced math and pre-calculus courses. Topics in trigonometry and polynomial functions will be covered in this course. The content in this course is organized around functions and models real world situations. Probability and data analysis topics are also interwoven throughout the course. **NCAA approved**

PRE-CALCULUS

(1 Year -1 Credit) 5 periods weekly

Recommended for grades: 11, 12

Prerequisite: Algebra 2 & Trigonometry or Algebra 2 & Trigonometry Accelerated

This curriculum will carry forward the study of functions from Algebra 2 & Trigonometry. It covers polynomial and rational functions, exponential and logarithmic functions, trigonometric functions, vectors and dot products, linear systems and matrices, sequences and series, probability, analytical geometry, parametric equations, polar coordinates and an introduction to limits. **NCAA approved**

PRE-CALCULUS A/B H

(1 Year – 1 Credit) 5 periods weekly

Prerequisite: Successful completion of Accelerated or Algebra 2 and Trigonometry and teacher recommendation.

This course is designed to prepare the student for AP Calculus AB and the course of study met in the sciences or business fields. The function concept plays the unifying role in the study of polynomial, rational, exponential, logarithmic, and trigonometric functions. The modeling of elementary functions is stressed throughout the course along with a basic philosophy of examining the function concept using the Rule of Four. This rule will examine every topic graphically, numerically, analytically, and verbally. In addition, the Way of Archimedes will be implemented, where formal definitions and procedures evolve from the investigation of practical problems. Technological support will be used using a graphing calculator. **NCAA approved**

PRE-CALCULUS B/C H

(1 Year -1 Credit) 5 periods weekly

Offered to: Grade 11

Prerequisite: Successful completion of Algebra 2 and Trigonometry or Accelerated Algebra 2 and Trigonometry and teacher recommendation.

This course is designed to prepare the student for AP Calculus B/C. Topics from this course carry forward the study of elementary functions from Algebra 2 and Trigonometry with greater emphasis upon graphic representation and algebraic processes. Polynomials and polynomial equations are extended to equations of higher degree, rational functions are sketched using asymptotes, and an extensive treatment of conic sections is taken expanding the theory to the general cases involving translation of axis, eccentricity and discriminant. Student knowledge of logarithms will be broadened to include natural logarithms. Analytic Geometry, Polynomial functions, Logical functions and complex numbers will be studied as well. The last five units of this course are Calculus topics. **NCAA approved**

CALCULUS

(1Year-1 credit) 5 periods weekly

Offered to: Grade 12

Prerequisite: Successful completion of Pre-Calculus, Pre-Calculus AB Honors or BC Honors and teacher recommendation

This course provides an alternative, non-AP calculus course for students who have taken pre-calculus, who have motivation, desire and work ethic necessary to pursue calculus, but who do not wish to do so at an AP level. The course will pursue a limited number of differential calculus topics in depth including limits and continuity, derivatives and the application of derivatives.

ADVANCED PLACEMENT CALCULUS A/B

(1Year-1 credit) 5 periods weekly

Offered to: Grade 12

Prerequisite: Successful completion of Pre-Calculus AB Honors or BC Honors and teacher recommendation

This course designed to provide students with a learning experience equivalent to that of a college course in single variable calculus. This course will emphasize a multi-representational approach to calculus with concepts, results, and problems being expressed graphically, numerically, analytically, and verbally. Topics include limits, continuity, differentiation, integration, and applications of these concepts. *Students will sit for the Advanced Placement Calculus AB Examination in May. Based upon performance, students may receive college credit for one semester of college mathematics.* **NCAA approved**

ADVANCED PLACEMENT CALCULUS B/C

(1 Year -1 Credit) 5 periods weekly

Offered to: Grade 12

Prerequisite: Successful completion of Pre-Calculus BC Honors and teacher recommendation.

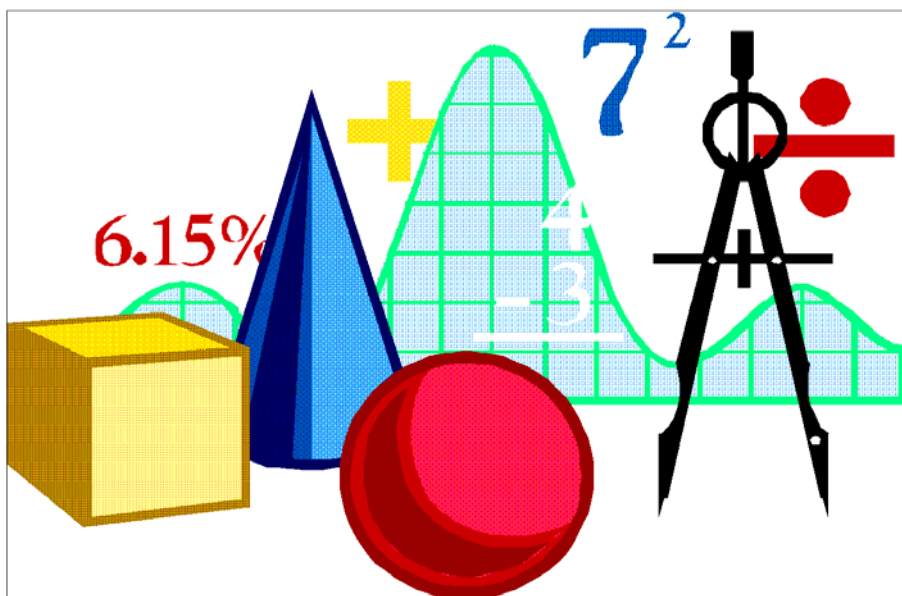
This course is designed to provide students with a learning experience equivalent to that of a full-year college course in single variable calculus. This course will emphasize a multi-representational approach to calculus with concepts, results, and problems being expressed graphically, numerically, analytically, and verbally. Topics include limits, continuity, differentiation integration, polar coordinates, parametric equations, vectors, and infinite series. *Students will sit for the Advanced Placement Calculus BC Examination in May. Based upon performance, students may receive college credit for one or two semesters of college mathematics. NCAA approved*

ADVANCED PLACEMENT STATISTICS

(1 Year -1 Credit) 5 periods weekly

Prerequisite: Successful completion of Algebra 2 and Trigonometry or Pre Calculus and teacher recommendation.

This course is designed to provide students with a learning experience equivalent to that of an introductory college course in statistics. This course provides effective preparation for students interested in the social sciences, health sciences, and business. Students will be introduced to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. *Students will sit for the Advanced Placement Statistics Examination in May. NCAA approved*



MUSIC

DEPARTMENT OBJECTIVES:

The courses and performing groups of the Music Department are designed to meet the needs, interests and talents of all senior high school students. The courses present the students with opportunities to study music from a technical aspect, to learn to understand and appreciate music through listening, and to develop self-expression through participation in the various instrumental and choral performing groups.

Students who plan to specialize in music or music education as a career are urged to begin theory studies as early as possible during their high school years. It is also recommended that students specializing in music should engage in maximum participation in one or more of the music performing organizations.

Students may fulfill the one credit graduation requirement in music or art by taking a performing ensemble course.

BAND

Offered to: Grades 9, 10, 11, 12

(1 Year -1 Credit) 5 periods weekly

Prerequisite: Satisfactory progress in Middle School or by audition.

The Band program is a comprehensive program, which includes marching and concert band training and performances. Students may elect to be in the Competitive Marching Band or the Noncompetitive Marching Band. The non-competitive members will be required to perform as a pep band for all home football games including playoffs. These are the performance requirements for the Non-Competitive Marching program.

Students who wish to participate in the Competitive Marching Band will prepare a field show, which is performed at a variety of competitions on Long Island and in the northeast region throughout the fall. Competitive Marching Band members are required to attend two evening rehearsals per week as well as Saturday and Sunday practices or performances during the first quarter. Competitive Marching Band students receive a weighted grade for this additional work.

All Band students audition for seating in two concert bands which become the main program activity after the fall marching season. The Junior Band which consists of members in 9th and 10th grade will perform levels IV-V music. The Senior Band which consists of members in 11th and 12th grade will perform levels V-VI music. The Concert Bands will perform at several school concerts and special functions throughout the year.

The Blue Devil Marching Band has earned national acclaim as one of the finest competitive bands on Long Island. To date, the band has multiple first place awards in the NY State field band competitions. In 2004, the Band won first place in the New York State Field Band Conference Competition, Division LS3 and 2nd Place in the New York City Columbus Day Parade. In 2002, the Band won first place in the USSBA Mid Atlantic Marching Band Championship. The Blue Devil Band has also performed in the Tournament of Roses Parade, the Fiesta Bowl Parade, the Miss America Parade, and at Yankee Stadium. In 1997, they performed in the Disney Hercules Parade in New York City and in 1998, participated in a Disney commercial for the opening of the Animal Kingdom.

REQUIREMENTS: All members of the Band course are required to participate in either Competitive or Non-Competitive Marching Band and perform in the performances listed above. You may not participate in concert band only. All students have a community service marching commitment.

Exact 2012 rehearsal dates for all new band members as well as summer Band Camp dates and times for Competitive program will be mailed to all grade 8 - 11 band students when available.

IMPORTANT: Students who do not participate in the Summer Band Camp are not eligible for the Competitive Band. For questions about rehearsal and performance requirements, please contact Mr. Giachetti or Mr. Stellato at 673-2053.

CONCERT CHOIR

(1 Year -1 Credit) 5 periods weekly

Offered to: Grades 9, 10, 11, 12

Prerequisite: An interest in singing and a simple voice test.

This course is offered to any student who can match pitches and who will attend rehearsals and concerts. The full high school choir performs at approximately four concerts a year. Study of correct breathing and voice production are also presented. Extra rehearsals are held occasionally throughout the year. (4 to 5 per year). Attendance at extra rehearsals and concerts is mandatory. Students are expected to attend group voice lessons every other week.

CHAMBER CHOIR

(1 Year -1 Credit) 5 periods weekly

Offered to: Grades 10, 11, 12

Prerequisite: Membership by audition only.

This is a small select choir comprised of students who have been outstanding members of Concert Choir. The Chamber Choir presents concerts in the community as well as joining with the Concert Choir in their concerts. Attendance at all extra rehearsals and concerts is mandatory. Members are expected to attend voice lessons every other week.

SYMPHONY ORCHESTRA

(1 Year -1 Credit) 5 periods weekly

Offered to: Grades 11, 12

Prerequisites: Satisfactory progress in high school string orchestra or NYSSMA 5A+ rating. Open to exceptionally skilled 10th graders with teacher recommendation.

The course includes the study and performances of great masterpieces of orchestral compositions, developing playing skills, and understanding compositional ideas.

There are at least three evening concerts per year, each performance preceded by an evening dress rehearsal. Students are required to be at all concerts and dress rehearsals. Students may also audition for Chamber Orchestra, an advanced string ensemble that rehearses at night.

The Orchestra and Chamber Orchestra consistently receive level 5 and 6 Gold and Silver ratings at NYSSMA Major Organization Festivals. In past years, the Orchestra has won first place awards in Williamsburg and Pennsylvania in competition with orchestras from all over the East Coast.

NOTE: Advanced Orchestra students maybe selected to participate in the **Honors Orchestra**. As a member of Honors Orchestra, students are required to participate in Chamber Orchestra and an Honor String Quartet. These activities require the preparation of a significant amount of additional music as well as participation in numerous community service performances. Participation in Honors Orchestra is by invitation only. Honors Orchestra students receive a weighted grade for this additional commitment.

Orchestra, students are required to participate in Chamber Orchestra and an Honor String Quartet. These activities require the preparation of a significant amount of additional music as well as participation in numerous community service performances. Participation in Honors Orchestra is by invitation only. Honors Orchestra students receive a weighted grade for this additional commitment.

CONCERT ORCHESTRA

(1 Year -1 Credit) 5 periods weekly

Offered to: Grades 9, 10

This course is for all 9th and 10th grade string students. This orchestra experience includes the study of NYSSMA Level 3-5 string literature. In addition, the Concert Orchestra studies several symphonic orchestra pieces and performs with the Symphony Orchestra. Concert Orchestra performs at least three evening concerts per year, each preceded by an evening dress rehearsal. Students are required to be at all concerts and dress rehearsals.

MUSIC THEORY

(1 Year -1 Credit) 5 periods weekly

Offered to: Grades 9, 10, 11, 12

Recommended for: Students who have an interest in music. No previous music reading experience is required. Required for: Regents Music Sequence

Prerequisites: Some music background and the ability to read music.

This course presents a study of basic theory: fundamentals, chords, 4-part composition, dictation, rhythmic training and some conducting. It is the first course of a major sequence.

ADVANCED PLACEMENT MUSIC THEORY

(1 Year -1 Credit) 5 periods weekly

Offered to: Grades 10, 11, 12

Recommended for: The music major - 2ndcourse music major sequence.

Prerequisite: Music Theory 1, or approval of instructor.

This course presents advanced concepts of music theory and a major concentration of the development of the ear. It is designed to enable the student to understand music theory in depth. It prepares the student for college study of music or for serious music understanding or research. Students will be required to take the Advanced Placement Music Theory Exam at the completion of the course. This is a full year, college level course which receives a weighted grade.

SPECIAL AND HONORS ENSEMBLES:

Membership in all Honors Ensembles is by audition, with priority given to students who are enrolled in one of the High School Major Performance Courses (Band, Orchestra, Choir, or Chamber Choir).

A CAPPELA CHOIR

(1 Year - 0 Credit) 2 hours weekly

Offered to: Grades 9, 10, 11, 12

Prerequisite: Membership is open to students involved in the music program (band, chorus, orchestra), and an audition is required.

The A Cappella program is comprised of a Mixed Group and a Women's Group that perform music of several genres, mainly Pop. The groups perform at several venues throughout the year, including concerts at the High School. Skill in sight-singing is highly desired, as there is no piano used and students must constantly use their musicianship skills. Rehearsals are held two hours a week after school.

JAZZ ENSEMBLE HONORS

(No Credit) 2 hours weekly

Rehearsals are held one evening per week. All styles of jazz are studied - swing, rock and contemporary. Development of improvisation skills is a priority. Attendance is absolutely mandatory. This honors ensemble is by audition only. Several performances within and outside the district are planned each year. This is a highly selective ensemble.

WIND ENSEMBLE HONORS

(No Credit) 3 hours weekly

Offered to: Grades 9-12

This is an advanced level concert band which performs level VI music. Rehearsals are held one evening per week. Attendance is absolutely mandatory. This honors ensemble is by audition only. The Wind Ensemble will perform at several school concerts and special functions throughout the year.

HONORS ORCHESTRA: CHAMBER ENSEMBLE

(No Credit) 1 1/2 hours weekly

Along with the High School Orchestra, there is also a CHAMBER ENSEMBLE, a highly advanced and select group. Membership is by audition or through teacher's invitation. Rehearsals are held usually on Tuesday evenings from 7:30 to 9:00 p.m. The repertoire is mostly on the college level. Occasionally there are pieces with some wind parts, too. Several performances in and out of school are planned throughout the year.

WINTER PERCUSSION

(No Credit) 4 hours monthly

This program is designed to teach students the advanced techniques of concert and marching percussion performance. Rehearsals are held one evening per week, January through June and are open to all students in grades 7-12. Competitive Marching students are required to participate.

HIGHSTEPPER DANCE TEAM

(No Credit) 4-6 hours weekly

The Highsteppers are a competitive dance team, competing in dance, kickline and pom routines as part of the Scholastic Kickline Association. The team also performs at home football and basketball games. Auditions for Highsteppers take place in the Spring. Members may also participate in the Band's Color Guard, as there are no scheduling conflicts.

COLOR GUARD/WINTER GUARD

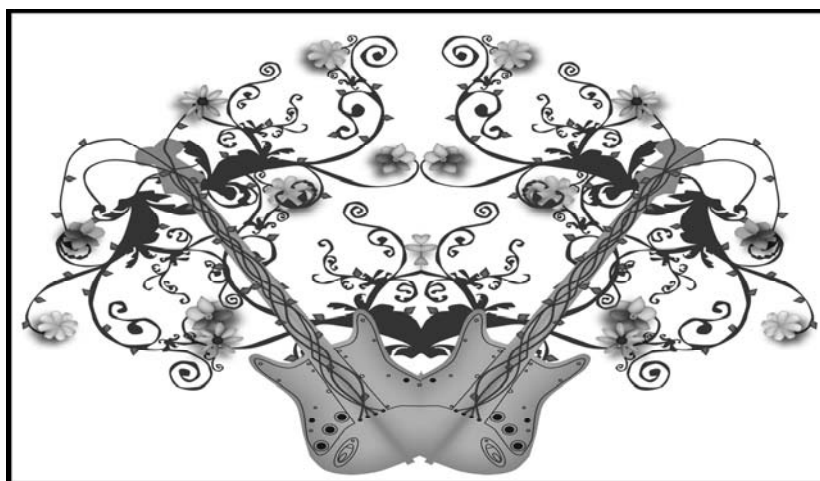
(No Credit)

The Color Guard is an auxiliary unit of the Marching Band, open to both male and female students. The Color Guard performs precision movements with flags, sabers, and wooden rifles, creating a vitally important visual show for the Band's field and parade competitions. The Color Guard begins training during the summer and performs throughout the fall season. They also perform in several spring parades and rehearse "Winter Guard" techniques during the winter months. Students who have an interest in music or dance are encouraged to audition. Students who are registered for Band may also audition for Color Guard. Auditions take place during the winter months of the previous year. New students may join at this time.

TRI-M MUSIC HONOR SOCIETY

(No Credit) Monthly meetings

This is a service organization. Students must be in 10th, 11th or 12th grades and be an outstanding member of a school music ensemble. This includes membership in one of the extra non-credit music groups. Students must attend meetings and perform at least ten hours of service to the Music Department each year. Applications are available from Mrs. Mainville.



READING PROGRAM

Reading remediation is offered to all students who score a 2 or lower on the grade 8 ELA test, or who are in danger of failing the English Regents.

READING 9

(1 Year - 0 Credit) 5 periods weekly

Based upon performance in the previous year's English classes, students who would benefit from specific instruction in reading, writing and study skills will also take a period of Reading. This will be offered to help students reach toward the higher standard of the All Regents High School. Students will take this course in addition to English 9.

READING 10

(1 Year - 0 Credit) 5 periods weekly

Based upon performance in the previous year's English classes and end of year reading test for grade 9. This will be offered to help students reach toward the higher standard of the All-Regents High School. Students will take this course in addition to English 10.

READING 11

(1 Year - 0 Credit) 5 periods weekly

Based upon performance in the previous year's English Classes and end of year reading test for grade 10. This will be offered to help students reach the NYS Regents Standards. Students will take this course in addition to English 11.

CORRECTIVE READING/HORIZONS

(1 Year - 0 Credit) 5 periods weekly

The aim of the Corrective Reading /Horizons Program is to help students who have struggled with reading in the past to improve their decoding skills and reading fluency.



SCIENCE

DEPARMENT OBJECTIVES:

Science is part of our everyday lives. If you have ever wondered why a morning is foggy, observed a spider weaving its web, or positioned your beach blanket according to the tides, you have experienced science. Through science classes, we attempt to provide understanding to the science around us. Our courses are aligned with the New York State Standards in the Core areas of Living Environment and the Physical Settings. Freshmen and Sophomores usually take Regents courses in Living Environment and Earth Science. Juniors and Seniors usually take Chemistry and Physics. We encourage talented students to undertake the challenges of AP courses. Science electives are also available for qualified students. Laboratory work is an integral part of all Science courses. Students taking Regents Science courses must meet the New York State requirement of 1200 laboratory minutes followed by satisfactorily submitted lab reports. This is a mandate that must be completed for entrance into each Regents exam.

INTRODUCTION TO LIVING ENVIRONMENT

(1 year - 1 Credit) 5 periods weekly

Offered to: Grade 9 and students in the transition program

Recommended for students who have been identified as English Language Learners placed at the Beginner or Intermediate Levels, and students in the transition program.

This course will introduce students to the biological sciences and provide a background for The Living Environment course. It will include characteristics of plant and animal life and the ways in which they interact with their environment. Basic biochemistry, human anatomy and physiology, genetics, ecology, and evolution will be major units within this course. A laboratory component will be an integral part of the curriculum. Students may be expected to complete various projects utilizing the content addressed. The course is aligned to the New York State Standards and provides excellent conceptual understanding of biology. Satisfactory completion of laboratory work is a requirement of the course. *This course does not culminate in a Regents examination.*

LIVING ENVIRONMENT R

(1 year - 1 Credit) 7 1/2 periods weekly

Offered to: Grades 9, 10

Recommended for 9th or 10th grade students. Required as one of two Regents Core courses necessary for graduation.

The content of this course follows guidelines provided in the New York State Core Curriculum Guide of Living Environment. Students will investigate basic biological principles and the applications of life processes. Inquiry-based laboratory work is an integral part of the course. Students are required to complete a minimum of 1200 minutes of laboratory assignments, followed by written lab reports, as required by the New York State Education Department. Students will be prepared for, and take the Living Environment Regents as the final exam of the course. **NCAA approved**

LIVING ENVIRONMENT SUPPORT

(1 year-no credit) 2 1/2 periods weekly

Offered to: Grade 9

Recommended for students who achieved Level 1 or 2 on their 8th grade Intermediate Level Science Examination. Also recommended for students needing additional support in science skills to pass the Regents exam.

This course is designed to support students in the content and skill areas of Living Environment. Students will work on topics related to scientific procedure, and develop the skills required to report scientific data. Science content topics covered will be those in the Living Environment Core Curriculum. Students meet every other day in concurrence with an on-going Living Environment class.

BILINGUAL LIVING ENVIRONMENT R

(1Year -1 Credit) 7 1/2 periods weekly

Offered to: Grades 9, 10, 11

Recommended for students who have been identified as English Language learners, placed at the Beginner or Intermediate levels. Required as one of two Regents Core courses necessary for graduation.

This course is designed to support English Language learners as they study basic biological principles and investigate the scientific method. The content of this course follows guidelines provided in the New York State Core Curriculum Guide of Living Environment. Inquiry-based laboratory work is an integral part of the course. Students are required to complete a minimum of 1200 minutes of laboratory assignments followed by written lab reports, as required by the New York State Education Department. Students will be prepared for, and take the Living Environment Regents as the final exam of the course.

LIVING ENVIRONMENT H

(1 year- 1 Credit) 7 1/2 periods weekly

Offered to: Grades 9, 10

Recommended for 9th or 10th grade students with mid-year and final grades of 85 or higher in Earth Science and teacher recommendation.

The content of this course follows guidelines provided in the New York State Core Curriculum Guide of Living Environment. Students will investigate basic biological principles and the applications of life processes. Students will investigate content at an in-depth, pre-AP level, and should be able to maintain the pace necessary to provide comprehensive study of core topics. This content will provide the groundwork for the more rigorous Advanced Placement work in the field of Biology. Inquiry-based laboratory work is an integral part of the course. Students are required to complete a minimum of 1200 minutes of laboratory assignments, followed by written lab reports, as required by the New York State Education Department. Students will be prepared for, and take the Living Environment Regents.

NCAA approved

THE PHYSICAL SETTING: EARTH SCIENCE R

(1 year - 1 Credit) 7 1/2 periods weekly

Offered to: Grades 9, 10

Recommended for 9th and 10th grade students as one of two Regents core courses necessary for graduation.

The content of this course follows guidelines provided in the New York State Core Curriculum Guide of The Physical Setting: Earth Science. Students will investigate basic geological and environmental principles and the applications of these processes. Inquiry-based laboratory work is an integral part of the course. Students are required to complete a minimum of 1200 minutes of laboratory assignments, followed by written lab reports, as required by the New York State Education Department. Students will be prepared for, and take the Physical Setting: Earth Science Regents as the final exam of the course.

NCAA approved

THE PHYSICAL SETTING: EARTH SCIENCE ESL

(1 year – 1 Credit) 7 1/2 periods weekly

Recommended for English Language Learners who have successfully completed a Living Environment course.

This course is designed to support English Language learners as they investigate basic geological and environmental principles and the applications of these processes. The content of this course follows guidelines provided in the New York State Core Curriculum Guide of The Physical Setting: Earth Science. Inquiry-based laboratory work is an integral part of the course. Students are required to complete a minimum of 1200 minutes of laboratory assignments, followed by written lab reports, as required by the New York State Education Department. Students will be prepared for, and take the Physical Setting: Earth Science Regents as the final exam of the course. **NCAA approved**

THE PHYSICAL SETTING: CHEMISTRY R

(1 year-1 credit) 71/2 periods weekly

Offered to: Grades 10, 11, 12

Prerequisites: Successful completion of Living Environment and Earth Science.

This course is offered to students who have successfully completed both the Living Environment course and The Physical Setting: Earth Science Course. The content of this course follows guidelines provided in the New York State Core Curriculum Guide of the Physical Setting: Chemistry. Students will investigate basic chemical principles and the applications of chemical processes. Inquiry-based laboratory work is an integral part of the course. Students are required to complete a minimum of 1200 minutes of laboratory assignments, followed by written lab reports, as required by the New York State Education Department. Students will be prepared for, and take the Physical Setting: Chemistry Regents as the final exam of the course. **NCAA approved**

THE PHYSICAL SETTING: CHEMISTRY H

(1 year- 1 Credit) 7 1/2 periods weekly

Offered to: Grades 10, 11, 12

Prerequisite: Recommended mid-year and final grades of 85 or higher in Living Environment, Earth Science and Integrated Algebra courses and Regents, and teacher recommendation.

The content of this course follows guidelines provided in the New York State Core Curriculum Guide of The Physical Setting: Chemistry. Students will investigate content at an in-depth, pre-AP level, and should be able to maintain the pace necessary to provide comprehensive study of core topics. This content will provide the groundwork for the more rigorous Advanced Placement Chemistry class. Inquiry-based laboratory work is an integral part of the course. Students are required to complete a minimum of 1200 minutes of laboratory assignments, followed by written lab reports, as required by the New York State Education Department. Students will be prepared for, and take the Physical Setting: Chemistry Regents examination. **NCAA approved**

THE PHYSICAL SETTING: PHYSICS R

(1 year- 1 Credit) 7 1/2 periods weekly

Offered to: Grades 11, 12

Prerequisite: Successful completion of Living Environment, and Earth Science or Chemistry. Successful completion or concurrent enrollment in Algebra 2 Trigonometry.

The content of this course follows guidelines provided in the New York State Core Curriculum Guide of The Physical Setting: Physics. Students will investigate basic principles of physics and the applications of physical processes. Inquiry-based laboratory work is an integral part of the course. Students are required to complete a minimum of 1200 minutes of laboratory assignments followed by written lab reports, as required by the New York State Education Department. Students will be prepared for, and take the Physical Setting: Physics Regents as the final exam of the course. **NCAA approved**

THE PHYSICAL SETTING: PHYSICS H

(1 year- 1 Credit) 7 1/2 periods weekly

Offered to: Grades 11, 12

Recommended mid-year and/or final grade of 85 or higher in Earth Science or Chemistry and teacher recommendation. Concurrent enrollment in Algebra 2 Trigonometry.

The content of this course follows guidelines provided in the New York State Core Curriculum Guide of The Physical Setting: Physics. Students will investigate content at an in-depth, pre-AP level, and should be able to maintain the pace necessary to provide comprehensive study of core topics. This content will provide the groundwork for the more rigorous Advanced Placement work in the field of Physics. Inquiry-based laboratory work is an integral part of the course. Students are required to complete a minimum of 1200 minutes of laboratory assignments followed by written lab reports, as required by the New York State Education Department. Students will be prepared for, and take the Physical Setting: Physics Regents exam. **NCAA approved**

ADVANCED PLACEMENT BIOLOGY

(1 year - 1 Credit) 7 1/2 periods weekly

Offered to: Grades 11, 12

Recommended mid-year and/or final grades of 85 or higher in Living Environment, Earth Science and Chemistry courses and Regents exams, and teacher recommendation.

This course is designed to be the equivalent of an introductory level college biology course. Students are expected to have a comprehensive understanding of biological principles, cellular dynamics, chemical structures and chemical processes prior to entry into this course. Students are also expected to be self-motivated and capable of independent study and thus be able to meet rigorous academic demands. The course moves at a challenging pace and includes extensive in-depth study of cells and cell chemistry, animal and plant physiology, genetic applications, evolutionary theory and processes, and ecological principles and dynamics. Under College Board AP guidelines, laboratory investigations are an integral part of this course. **NCAA approved**

ADVANCED PLACEMENT CHEMISTRY

(1 year - 1 Credit) 7 1/2 periods weekly

Offered to: Grades 11, 12

Recommended successful completion of Living Environment, Earth Science, Chemistry and Algebra 2 Trigonometry courses and Regents exams with an 85 or higher and teacher recommendation. Concurrent enrollment in a pre-calculus honors class.

This course is designed to be the equivalent of a college introductory chemistry course offered to chemistry majors during the first academic year. Students are expected to have a comprehensive understanding of chemical structures and processes prior to entry into this course. Students are also expected to be self-motivated and capable of independent study, and thus be able to meet rigorous academic demands. The course moves at a challenging pace and includes *extensive* in-depth study of reaction chemistry, thermodynamics, stoichiometry, nuclear chemistry, and kinetics. Students develop skills in mathematical interpretations of these processes. Under College Board AP guidelines, laboratory investigations are an integral part of this course. **NCAA approved**

ADVANCED PLACEMENT ENVIRONMENTAL SCIENCE

(1 Year-1 Credit) 7 1/2 periods weekly

Offered to: Grades 11, 12

Prerequisite: Successful completion of Living Environment and Earth Science. Recommended mid-year and final grade of 85 or higher in previous science course and teacher recommendation.

This course is designed to be the equivalent of a college introductory environmental science course. It is designed to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving or preventing them. There is a strong laboratory component to the class. **NCAA approved**

ADVANCED PLACEMENT PHYSICS B

(1 year - 1 Credit) 7 1/2 periods weekly

Offered to: Grades 11, 12

Prerequisite: Final grade of 65 or higher in a previous AP science course or final grade of 85 or higher in Honors Physics and on the Physics Regents exam. Final grade of 85 or higher in Algebra2/Trigonometry. Concurrent enrollment in Pre-Calculus BC Honors or Harvard pre-calculus or final grade of 65 or higher in either.

This course is designed to be the equivalent of a college introductory physics course offered to physics majors during the first academic year. Students are expected to have a comprehensive understanding of physics prior to entering into this course. Students are also expected to be self-motivated and capable of independent study, and thus be able to meet rigorous academic demands. The course moves at a challenging pace and includes extensive in-depth study of thermodynamics, electrical energy and capacitance, optics, magnetism, nuclear physics, one- and two-dimensional motion, and torque. Students develop skills in mathematical interpretations of these processes. Under College Board AP guidelines, laboratory investigations are an integral part of this course. **NCAA approved**

INTRODUCTION TO SCIENCE RESEARCH

(1Year-1Credit) 5 periods weekly

Offered to: Grades 9, 10, 11, 12

This course revolves around developing and completing a science project to compete in local, state, or national science competitions. Development of real-world skills, such as oral and written communication, statistical analysis, and technology will be a part of the curriculum. Students will be assessed by a portfolio that includes written work, project proposals, research analysis, and log data entry. Students are encouraged to take this course for successive years.

SCIENCE RESEARCH

(1/2 Year-1/2 Credit)

Offered to: Grades 10, 11, 12

Prerequisite: Final grade of 65 or higher in Introduction to Science Research.

Students will work with mentors toward completing an Intel project.

ANIMAL BEHAVIOR

(1/2 Year -1/2 Credit) 5 periods weekly

Offered to: Grades 10, 11, 12

Prerequisite: Mid-year and final grade of 65 or higher in Living Environment class. Grade of 65 or higher on Living Environment Regents exam.

The characteristic behavior patterns of various groups of animals will be discussed in terms of their biological components, causes, implications and survival value. Among the topics to be investigated will be: animal rights, ethology, innate and acquired behavior, communication among animals and social behavior. Students will be actively participating in laboratory investigations including setting up and maintaining a habitat for live animals. Other activities include reading assignments, lectures, videos and films on animal behavior. **NCAA approved**

ASTRONOMY

(1/2 Year -1/2 Credit) 5 periods weekly

Offered to: Grades 10, 11, 12

Prerequisite: Successful completion of Living Environment and Earth Science.

Have you ever wondered about the constellations? What makes a star shine? These and many other questions will be answered in this course. Tools of ancient and modern astronomers will be used and viewed. The characteristics of celestial objects will be studied. The names, locations, and histories of constellations will be studied through the use of slides, charts, star finders and other multimedia resources. The course will also cover the farthest reaches of the known universe to the nearest celestial objects in our own solar system. **NCAA approved**

FORENSIC SCIENCE

(1 Year -1 Credit) 5 periods weekly

Offered to: Grades 11, 12

Prerequisite: Successful completion of Living Environment and Earth Science.

Crime solving techniques will be studied as well as hands-on laboratory investigations in such areas as fingerprinting, physical evidence, forensic anthropology and forensic serology. **NCAA approved**

ENVIRONMENTAL SCIENCE

(1 Year-1 Credit) 5 periods weekly

Offered to: Grades 10, 11, 12

Prerequisite: Successful completion of Living Environment and Earth Science.

This course stresses basic principles of environmental science, with a strong focus on inquiry based, collaborative problem solving. Topics of study include ecosystems, energy, land, soil and water, pollution, population, biotechnology, waste and environmental ethics. There is a strong laboratory component to the class. **NCAA approved**

MARINE ECOLOGY

(1/2 Year -1/2 Credit) 5 periods weekly

Offered to: Grades 10, 11, 12

Prerequisite: Successful completion of Living Environment.

A “hands-on” approach will be applied to investigate various ecological relationships in the marine environment. Students will actively participate in various laboratory investigations including setting up and maintaining a marine aquarium, observing marine life and measuring physical aspects of the ocean environment. **NCAA approved**



SOCIAL STUDIES

DEPARTMENT OBJECTIVES:

As members of an ever-changing world, nation and community, our students have witnessed the hopes and fears of the modern age. As such, students at Huntington High School need to cultivate deeper understandings of our nation's role in this world and appreciate their responsibilities in our community.

The primary objective of social studies instruction is to sensitize students to the multiple viewpoints and historical antecedents which explain the events of our day. It is also understood that 'history is the school of democracy.' Therefore, learning the past will help inform our students of their responsibility to preserve what is great about our nation and world. It is essential for our students to learn, practice and strengthen critical thinking skills as their teachers guide them to strive toward the ideals of equity and justice upon which our nation was founded.

In our core courses and electives, students are constantly exposed to essential questions that permeate time and place. The issues, centering on the human experience, are grounded in a thorough study of the facts by means of analysis and interpretation. Research is also a central component to the four years of social studies courses that all students are required to satisfactorily complete for graduation.

The Regents sections on all four grade levels focus on a high level of understanding of the subject matter and a demanding work load. Such expectations fully prepare the students for the New York State Regents Exams in Social Studies, required in Global History in grade 10 and US History in grade 11.

GLOBAL HISTORY AND GEOGRAPHY 9R

(1 Year -1 Credit) 5 periods weekly

This is the first of a two-year course of study which will culminate in the Global History Regents exam at the end of the tenth grade. The ninth grade syllabus focuses on Global History eras from ancient times to 1750 A.D. Some of the themes and concepts which are discussed include belief systems, change, culture and intellectual life, economic systems, environment, geography, movement of people and goods, and interdependence. Document analysis is central to the course. Students take a cumulative mid-term and final. **NCAA approved**

GLOBAL HISTORY AND GEOGRAPHY 9H

(1 Year -1 Credit) 5 periods weekly

This is the first course in social studies which prepares students for an Advancement Placement level of study in history. The course stresses critical thinking skills, presentation skills, and detailed writing skills. It is intended for students with exceptional ability and interest in history. Successful completion of Social Studies 8 with a minimum grade of 90 and recommendation of the eighth grade Social Studies teacher are required. Grades on Social Studies 8 essays should be 90 or higher on a consistent basis. Writing samples will be taken from class essays in grade 8 as part of the entrance criteria. Students should be willing to give a significant amount of outside study time to meet the demands of this course. A summer reading assignment is strongly encouraged and research projects are also an essential part of the course. A cumulative midterm and final are administered. **NCAA approved**

GLOBAL HISTORY AND GEOGRAPHY 10R

(1 Year- 1 Credit) 5 periods weekly

Prerequisite: Successful completion of Grade 9 Global History

This is the second half of the course which began in ninth grade. This course covers Global History from 1750 until the present. The 10th grade course focuses on modern historical eras, and primary source documents. Students will be required to take the Global History Regents which mandates a thematic essay, constructed responses, and a document based historical essay question. A cumulative midterm is administered in January. *The mandated Regents exam required at the end of the course will be used as the final exam for the course.* **NCAA approved**

GLOBAL HISTORY AND GEOGRAPHY 10H

(1 Year -1 Credit) 5 periods weekly

Prerequisite: Successful completion of Global History I Honors with a grade of 85 and teacher recommendation; OR successful completion of Global History and Geography I Regents with a grade of 90 or higher, a teacher recommendation, and a consistent writing level of 90 or higher in Global History I Regents.

This is the second course in social studies which prepares students for an Advanced Placement level of study in history. This course stresses critical thinking skills, presentation skills, and debating skills. It is intended for students with exceptional ability and interest in history. Students should be willing to give a significant amount of outside study time to meet the demands of the course. A National History Day research project is also an essential part of the 1st semester of this course. A summer reading assignment is strongly encouraged. A cumulative midterm is administered in this course and the Global Regents exam serves as the final. **NCAA approved**

ADVANCED PLACEMENT WORLD HISTORY

(1 Year -1 Credit) 5 periods weekly

Recommended for: Students of exceptional ability in the Social Studies who are motivated to be involved in a rigorous and demanding investigation of World History. Prerequisite: Successful completion of Global History and Geography I Honors with a grade of 90 or better and teacher recommendation.

The Advanced Placement course in World History is designed to give interested and able students the opportunity to study history in depth. A college textbook is used to provide the background necessary for the student. In addition, the student is required to examine primary and secondary source documents, and explore trends over time and place, as well as conflicting interpretations of history. A full length, AP-style midterm is administered in January. The course will prepare the student to take the Advanced Placement Examination which affords the student the opportunity to receive college credit with a qualifying mark. Students will also be required to take the Global History and Geography Regents as their final exam in the course. A summer reading assignment is strongly encouraged. **NCAA approved**

GLOBAL HISTORY ESL

(2 Years - 2 Credits) 5 periods weekly and Lab/AB

Global History ESL is a two-year sequence in Global History, which culminates with the Regents in Global History and Geography. The first year focuses on ancient civilizations, medieval history and early modern times. The second year focuses on modern times, and involves extensive review for the Regents in Global History and Geography, which the students will take at the end of the second year. This course also has a lab on A/B days.

UNITED STATES HISTORY AND GOVERNMENT R

(1 Year -1 Credit) 5 periods weekly

Prerequisite: Successful completion of 10th grade Global History

This is a survey course and the history of the United States. The emphasis will be on the government of the U.S. and the Constitutional foundations. Further emphasis will be on the United States as a developing industrial and post-industrial nation. Constitutional and legal issues will be explored in depth, as will be the problems of our industrial society in an increasingly complex and technology-oriented world. The essential question: "What is the American Dream and have we fulfilled it as a nation?" is central to the course and allows for interdisciplinary connections with the curriculum in English 11. A cumulative midterm is administered in January. The United States History and Government Regents will be the final exam in the course. **NCAA approved**

ADVANCED PLACEMENT UNITED STATES HISTORY

(1 Year -1 Credit) 5 periods weekly

Recommended for: Students of exceptional ability in the Social Studies who are motivated to be involved in a rigorous and demanding investigation of US History. Prerequisite: Successful completion of Global History and Geography II Honors with a grade of 85 or better and teacher recommendation; OR successful completion of AP World History; OR successful completion of Global History and Geography II Regents level with a grade of 90 or higher in the course, a teacher recommendation and a consistent writing level of 90 or higher in Global History II.

The Advanced Placement course in American History is designed to give interested and able students the opportunity to study American history in depth. A college textbook is used to provide the background necessary for the student. In addition, the student is required to examine primary and secondary documents, as well as conflicting interpretations of history. A full length, AP-style midterm is administered in January. The course will prepare the student to take the Advanced Placement Examination which affords the student the opportunity to receive college credit with a qualifying mark. Students will also be required to take the United States History and Government Regents as their final exam in the course. A summer reading assignment is strongly encouraged. **NCAA approved**

PARTICIPATION IN GOVERNMENT

(1/2 Year -1/2 Credit) 5 periods weekly

Offered to: Grade 12 Only

Fall and Spring Semesters

This course focuses on the formation of effective public policy. Students are taught skills of decision making, deliberation and problem solving in the context of evaluating real issues confronting the communities in which the students live. Central to this course is the manner in which decisions are arrived through involvement of individuals as participating citizens. Another area studied is how citizen influence can be used in policy making at various levels of government. Emphasis will be on real-world issues that are in line with content standards and course assessments. Students are required to participate in government on the local level by attending and summarizing local government meetings. The course culminates in a major final project wherein students name and frame an issue about which they have a great interest. This course satisfies the 1/2 credit senior mandated requirement in Participation in Government. **NCAA approved**

ECONOMICS

(1/2 Year -1/2 Credit) 5 periods weekly

Offered to Grade 12 Only

Fall and Spring Semesters

This course will introduce the basic concepts of economic theory to all students. Areas of study include: Introduction to Economics and Economic Systems; elements of the Economy (Microeconomics); understanding the national economy (Macroeconomics); and issues in the US and World Economies. A final exam and several “real-world” projects are part of this course. This course satisfies the 1/2 credit senior mandated requirement in Economics. **NCAA approved**

AFRICAN AMERICAN POLITICS
(1/2Year-1/2Credit) 5 periods weekly
Offered to: Grade 12 Only

Fall Semester Only

Open as elective w/ Chairperson's Permission

African American Politics is an alternative Participation in Government class, fulfilling the Government credit required for all seniors. A particular focus is on numerous groups of people who needed to struggle to obtain their rights, whether it be socially, economically or politically. Social scientists and historians recognize this struggle for equality as a hallmark of the true American experience, and consequently, in this course patriotism and actual American history will be revealed through the lens of those who may have been victimized, thus striving to change what has been unfair in our system. A significant focus is on how the arms of equality have embraced more and more diverse groups as American history progressed, as in the example of the expansion of the right to vote and hold office. In this Government class, the inner mechanics of American and world politics is explored while simultaneously uncovering the political and social challenges that African Americans and others have been confronted with in their striving for greater equality. This course offers rare opportunities for students to hear from actual Civil Rights activists and local historians to give a greater glimpse into the lives and times of those that helped shape our local and national characters. This is a very interactive class, where discussions take place challenging students to reveal experiences and personal views of the world. This course certainly challenges thinking, promotes investigation, and supports students to plan and react to the political dynamics that have both enabled and crippled true American Democracy. All requirements for Participation in Government apply, including experiencing real politics in action.

NCAA approved

ADVANCED PLACEMENT MICROECONOMICS

(1 Year -1/2 Credit) Alternating Days

Offered to: Grade 12 only

Prerequisite: Teacher recommendation and a grade of 85 or higher in U.S. History AP or a grade of 90 in the U.S. History Regents course.

This course includes an introduction to price theory, business structure, the role of government, and international trade. Students who enroll in this course must also meet one semester requirement in Participation in Government and must also take the Advanced Placement Exam in Microeconomics in May. It is highly recommended that a student be proficient in mathematical computations to understand the underlying economic principles that are inherent in this course. This course satisfies the 1/2 credits senior mandated requirement in Economics.

NCAA approved

ADVANCED PLACEMENT GOVERNMENT & POLITICS

(1 Year -1/2 Credit) Alternating Days

Offered to: Grade 12 Only

Prerequisite: Teacher recommendation and a grade of 85 or higher in U.S. History AP or a 90 or higher in the U.S. History Regents course.

AP Government and Politics examines the following six major areas of study: Constitutional influences on the U.S. Government, political beliefs and behavior; the functioning of political parties, the rules of the three branches of the U.S. Government, public policy, and civil liberties and civil rights. This course offers students an opportunity to achieve college credit and study politics on a more challenging level. The AP Exam on Government and Politics is to be taken in May. This course does not exempt a student from taking the N.Y.S. mandated course in Economics. This course satisfies the 1/2 credit senior mandated requirement in Participation in Government. **NCAA approved**

SOCIAL STUDIES ACADEMIC INTERVENTION SERVICES (AIS)

Alt Day/Year- No credit

This course provides academic support for students in grades 9, 10, and 11, who need to meet proficiency in social studies skills and content. The course is designed to enhance skill growth, with a focus on writing, enabling students to achieve on a proficient level. NY State mandates this program for any student not meeting proficiency.

CRIMINAL JUSTICE

(1/2 Year -1/2 Credit) 5 periods weekly

Offered to: Grades 11, 12

Prerequisite: Successful completion of 10th grade Social Studies course.

The aim of the Criminal Justice course is to give students a thorough understanding of the Criminal Justice system as it operates on the local level. Key units include: felonies and misdemeanors, the principals of criminal law, the role of the police and District Attorney, the role of the judge, the role of the defense attorney and the nature of the criminal court procedure and corrections. Activities in the course include field trips, expert speakers and mock trials, all designed to enhance the students' appreciation for the adversarial nature of criminal litigation. **NCAA approved**

INTRODUCTION TO PHILOSOPHY

(1/2 Year -1/2 Credit) 5 periods weekly

Offered to: Grades 11, 12

This course is an introduction to philosophy. The course will explore areas of Meta physics, Epistemology and Ethics in the western tradition. Readings will be taken from the Justin Gaarder novel "*Sophies World*". This course will prepare Huntington High students for a life of self-reflection and critical appraisal of their own environment and life.

NCAA approved

PSYCHOLOGY

(1/2 Year -1/2 Credit) 5 periods weekly

Offered to: Grades 11, 12

Prerequisite: Successful completion of 10th grade Social Studies course with grade of 80 or higher.

This introductory course will deal with six basic units: learning and conditioning; memory and motivation; the human brain; perception and parapsychology; stages of human development; deviant behavior and therapy techniques. The course will include lectures, experiments, guest speakers, and audio-visual materials. A final exam is given in this course.

NCAA approved

ASIAN STUDIES

(1/2 Year-1/2 Credit) 5 periods weekly

Offered to: Grades 11, 12

This course explores the culture and history of Asia, specifically China in the modern world. Foreign and economic relations with the United States will be explored. Cultural differences and similarities between the East and West will be addressed by reading translations of Chinese thinkers including: Confucius, Mencius, and Lao Zi. In addition, at present the Social Studies Department is exploring with St. John's College Advantage Program the possibility of offering this course for college credit. Additional collegiate level assignments would have to be completed along with all appropriate procedures at St. John's. Students will receive one-half unit of elective credit. **NCAA approved**

WOMEN'S STUDIES

(1/2 Year-1/2 Credit) 5 periods weekly

Offered to: Grades 11, 12

This course will focus on the social history of American women from the time of the first women's movement to the present with particular emphasis on the last sixty years. The goal of the course is to introduce students to the main historical arguments about American women's lives, and to also undertake research in primary sources, both documentary and in person, regarding women. This course will include guest speakers and a variety of projects and activities. **NCAA approved**



SPECIAL PROGRAMS

ALTERNATIVE HIGH SCHOOL PROGRAM

Students who have experienced academic difficulty in the traditional high school setting have an opportunity to take classes they need to make up in the Alternative High School. The Alternative High School is designed to help students work toward fulfilling graduation requirements in a small, more individualized setting. The program meets Monday - Thursday, from 3 p.m. to 7 p.m. Entrance into the program is based upon approval of the guidance counselor and Director of Guidance.

SPECIAL EDUCATION PROGRAMS

Placement in any special education program is determined by the Committee on Special Education (CSE) based on a student's academic, social, management, physical needs, and determination of a disability. The CSE recommendations must be reviewed by the Board of Education of our school district. Each student's program is outlined in his or her Individual Education Program (IEP).

CONSULTANT TEACHER PROGRAM

Consultant teacher services allow students with disabilities to stay in full time regular education programs and receive consultation from a special education teacher. This service allows school districts to provide direct and indirect consultation services to pupils with disabilities who are enrolled in a full-time regular education program.

Direct consultant teacher services are specially designed individualized or group instruction provided by a special education teacher to a pupil in a regular education class. The instruction is designed to assist the student to benefit from the regular education program. Indirect consultant teacher services provide consultant services to regular education teachers to help them modify the learning environment or instruction to meet the needs of students with disabilities in their classes.

RESOURCE ROOM PROGRAM

A resource program provides specialized supplementary instruction in a small group setting for a minimum of 180 minutes per week. The resource program teacher, in cooperation with classroom teachers, provides instruction to support academic performance in the areas identified on the IEP. The amount of time, the frequency and the type of instruction is indicated on the IEP. Since a resource program is supplemental to the student's regular or special education program, such instruction is non-credit bearing. Credit is earned only in the classes that offer instruction supplemented by the resource program.

INTEGRATED CO-TEACHING SERVICES

Integrated co-teaching services means the provision of specially designed instruction and academic instruction provided to a group of students with disabilities and non-disabled students. It is a means through which students with IEPs receive some or all of their specialized instruction in the context of the general education classroom.

In this model, two professionals with teaching certification are co-teachers, one general education teacher and one special education teacher. Both professionals participate fully, in the instructional process by providing content and facilitating student engagement and learning.

SPECIAL CLASS PROGRAM

Instruction in the special class parallels instruction that is delivered in the general educating setting. Special class instruction provides core instruction in a setting with students with disabilities. Special classes are available for English, Social Studies, Science, Math and Health. The curriculum and standards are the same as are provided in the regular education classes but is adapted to meet the individual needs of the students. Special class instruction can be delivered in a 15:1:1 or 12:1:3, special class size ratio as determined by the CSE based on the student's individual needs.

STUDENT ACTIVITIES

ATHLETIC TRAINING CLUB: Students learn care and prevention of athletic injuries.

BLOOD DRIVE: Twice yearly students work toward arousing interest in helping increase blood donations from within the high school community.

BRAINSTORMERS: Students compete against other schools in quick recall of facts.

CAREER CLUB: VICA (Vocational Industrial Clubs of America) has a chapter at Wilson Tech. Huntington High BOCES students are eligible for membership. It is the only national organization in America for trade, industrial and health occupation students. Members of this club compete on state and national levels. There are some 30,000 vocational students who compete in New York State each year.

DISPATCH: The Dispatch is the newspaper of the student body at Huntington High School. Writing, photography, graphic design, and editing are all performed by students. The Dispatch seeks to act as “a beacon of truth in a world of ignorance.”

DRAMA CLUB: This club presents three productions a year: a comedy or drama in the fall; Playfest, a competition of one-act productions, in the winter; and a musical in the spring. Over 100 students are involved.

ENGLISH HONOR SOCIETY: Membership is an honor bestowed on individuals selected for their accomplishments in the field of English and in overall academic achievement. Our members share their love of language and literature with the greater school community, demonstrating their commitment to social responsibility.

ETCETERA: The high school literary and art magazine that offers students an opportunity to publish and share their work with a high school audience.

FOREIGN LANGUAGE NATIONAL HONOR SOCIETY: These clubs honor excellence in the study of French, Spanish, and Italian, and serve the community through service, fund raising and tutoring.

GAY/STRAIGHT ALLIANCE (G/SA): A coalition of gay, lesbian, bisexual, transgender, and heterosexual individuals offering support, acceptance, and awareness in a safe environment. Students may participate in any number of activities to make sexual identify and gender identify an accepted part of Huntington High School.

GRANDFRIENDS: An intergenerational program in which both senior citizens and youth develop an enriched relationship, which also serves to bridge the generation gap. The Huntington High School Grandfriends accomplish this through visits to local senior citizen centers and satellites. They also visit nursing homes and assisted living residences. These visits involve a variety of activities, from board games to baking, crafts and reading, letter writing, to just talking, listening and laughing. They host an annual Halloween Party, Holiday Dinner Dance and do other community-oriented activities. Their grand finale is their annual Senior Senior Prom that hosts senior citizens from all of Long Island.

HABITAT FOR HUMANITY: Students work together with other Suffolk schools to provide simple and decent housing for Suffolk County families. They are responsible for raising awareness, raising funds to build a house, and raising its walls.

HIGHSTEPPERS: Members strive to increase guard, kick and dance skills, and do some choreography.

HISTORY DAY CLUB: Students research historical, social and economic problems facing the nation in general and Huntington specifically. Research projects are presented as papers, documentaries, exhibits or theatrical performances and are showcased at the National History Day Contest and other forums.

H.O.P.E.: Members are trained to educate their peers in the area of HIV/AIDS prevention. They may participate in any number of activities that would raise community awareness.

HORTICULTURE CLUB: A diverse group of students maintain a thriving greenhouse. A professional greenhouse/ planting schedule is followed and students learn to grow and tend to plants from seed to fruit.

H.H.S. STUDENT GOVERNMENT: This organization assists in the management of the school, providing a forum for students' voices. The officers also provide a variety of activities that involved the student body in service and celebrations during their high school years.

H.H.S. YEARBOOK: *The Huntingtonian* captures in photos life at HHS. Sports and clubs are included along with pictures of special events like Homecoming, Playfest, and concerts. Students work on literary, art and business committees.

INTERNATIONAL CLUB: Students sponsor and participate in holiday parties for children of Huntington Multicultural Community Center and provide tutoring services throughout the year.

KEY CLUB: This is a school and community service club. It has donated more than \$30,000 to worthy causes in the last five years.

MAKE-A-WISH: A fund-raising group whose objective is to raise money to help fulfill wishes of chronically ill children in our area. The club is associated with the "Make-A-Wish" national foundation.

MATH HONOR SOCIETY: Mu Alpha Theta - Students work with other students as peer tutors to help them successfully complete Regents level math classes.

MATHLETES: Students practice math puzzles and problem solving techniques to compete with other schools.

NATIONAL ART HONOR SOCIETY: The NAHS recognizes students who excel in both the arts and academics. The NAHS also strives to aid members in working toward the attainment of their highest potential in art areas, and to bring art to the attention of the school and community.

NATIONAL HONOR SOCIETY: Activities include tutoring and performing community service. Huntington High School is privileged to have a chapter of the National Honor Society. Membership in the National Honor Society is granted on the basis of faculty selection and such membership is conferred upon those students who have distinguished themselves by being outstanding in the areas of Scholarship, Service, Leadership and Character.

NATURAL HELPERS: Students selected by their peers are trained in numerous ways to help their peers and themselves. They learn how to intervene effectively with students who seek them out for help with problems. Guest speakers from various agencies provide information on topics of concern to students, like stress, suicide, eating disorders and relationships with friends and family.

PROJECT LEAD: This organization is comprised of students and teachers at the High School who work together to make Huntington High School a place where everyone feels welcomed, respected and connected. They give valuable input on important topics like discipline policies and school climate. LEAD students work on special projects throughout the year and keep the rest of the student body informed about important school issues. Join Project LEAD and make a positive contribution to our school and community.

PROJECT NICARAGUA: The purpose of this club is twofold; educational and humanitarian. Students will learn to be concerned with the needs of others and how to develop effective methods of helping those less fortunate. Members will have the opportunity to do fundraising for projects in our local community, New York City and Nicaragua.

PROTECTION OF ANIMAL RIGHTS TEAM (PART): Students meet and discuss ways to prevent animal cruelty, and organize fundraisers to benefit local animal shelters.

READY STEP: The Step Team performs rhythmic dance where the team members clap their hands and stamp their feet to make music.

S.A.D.D.: Students Against Driving Drunk is devoted to the task of alerting students to the dangers of drinking and driving.

SCIENCE RESEARCH: Students who enjoy solving novel science projects enter interscholastic competitions.

SERENDIPITY: The Serendipity Club's goal is to provide opportunities for students with disabilities to develop one-to-one friendships with other high school students. It provides students with the opportunity to participate in typical social activities as well as to have friends outside of their own special or general education classroom.

STAGE CREW: Students participate in behind-the-scene work with the Drama Club and community productions and concerts held at the school.

STUDENTS LEAGUE FOR ANIMAL PROTECTION: Provides students with an awareness of animals and how important they are to humans and everyday life. Students that care about animals will enjoy learning and helping them while taking in valuable life lessons.

STUDENTS FOR WORLD UNITY: A group of students who participate in A World of Difference tolerance training and then use their new skills, regarding acceptance and anti-bias, with their peers. They present to their fellow classmates, work with younger students (i.e. 6th grade workshops) in the district and set an example in their school environment regarding respecting differences. They sponsor International Day and participate in other functions regarding anti-violence and prejudice, both in our community and throughout Long Island.

TRIATHLON CLUB: Students have the opportunity to learn about the sport of triathlon and its benefit on lifetime fitness and health. The goal for each year is to compete in a local sprint triathlon in a relay team or as an individual.

TRI-MUSIC HONOR SOCIETY: Students in this service organization help the Music Department execute various festivals and concerts.

VARSITY CLUB: Members raise funds by running food concessions at football games and at wrestling and basketball tournaments. The club purchases winning team banners.

VIDEO CLUB: Students who are interested in the arts learn about video production and cinematography.

WILSON TECH

CAREER AND TECHNICAL EDUCATION

The Huntington Public Schools, in cooperation with Wilson Tech of the Board of Cooperative Educational Services (BOCES), offers Career and Technical Education programs designed to prepare students for gainful employment and post-secondary education. These program areas are divided into the career clusters noted below. A range of programs are also available in a smaller class size setting.

Students may begin a two-year program starting in their junior year.

A student enrolled in the CTE program can receive up to 4 credits for each year of attendance in the program. Thus, a student enrolled in the two-year program could receive a total of 8 credits for participating therein.

The courses listed below are available to students at the following campuses: Dix Hills, Republic Airport, Northport, Manor Plains and Thomas School of Horsemanship. Transportation is provided. Students report to one of these centers for a half day, either in the A.M. or P.M. session and attend HHS for the remaining part of the day for their other subjects. Sessions are assigned per availability and courses scheduled at Huntington High School. Please refer to the first section of this Guide for graduation requirements for ALL students.

COURSE OFFERINGS

- **WILSON TECH – AM (periods 1-5)**
- **WILSON TECH – PM (periods 6-9)**

CONSTRUCTION CAREERS

Architectural Design/CAD
Carpentry
Construction Electricity
Heating/Ventilation/Air Conditioning
Welding

GRAPHICS & MEDIA CAREERS

Advertising/Graphic Design
Audio Production
Photography
Video Production

HEALTH CAREERS

Medical Assisting
Medical Laboratory
Nurse Assisting
Professional Health Careers

SERVICE CAREERS

Certified Personal Trainer
Cosmetology
Culinary Arts
Early Childhood Education
Equine Studies
Fashion Merchandising/Design
Police Science & Law
Veterinary Assistant

TECHNICAL CAREERS

Computer Networking & Repair/Robotics/
/Technical Electronics
Computer Technology for Business

TRANSPORTATION CAREERS

Aircraft Technology
Auto Body Repair
Auto Service Specialist
Automotive Technology
Aviation Science/Flight
Marine & Motor Sports Technology

SMALLER CLASS SIZE PROGRAMS: For students with special needs, who require a more personalized, structured learning environment.

Career Exploration
Auto Maintenance
Building & Grounds/Maintenance
Building Trades
Cosmetology
Design & Production Technology

Electronic Manufacturing
Food Services
Life Skills
Office Skills
Printing
Retailing

TRANSPORTATION: All students must travel from the high school to the Wilson Tech Centers via the bus transportation provided. Those students in the A.M. session will be bused to the center at approximately 7:25 a.m. and return at 11:00 a.m. The P.M. session students will leave our school at 11:25 a.m. and return at 3:00 p.m. Students ARE NOT permitted to drive cars to the center without special permission from parents, our high school and the Wilson Tech Administration. Permission will only be granted for special reasons and only with prior approval.

JOB PLACEMENT: A counselor at Wilson Tech specializes in job placement and development. He/she works closely with industry and trade unions to assist Wilson Tech graduates in locating jobs and entering apprentice programs.

COLLEGE PLACEMENT: Wilson Tech students will receive assistance to apply to two- and four-year colleges and information about continuing in their occupational specialty on a post-high school level. The College Counselor here at Huntington High School, in cooperation with the guidance staff at Wilson Tech, works to facilitate finding the best college to meet individual needs.



WORLD LANGUAGES

DEPARTMENT OBJECTIVES:

The Huntington Union Free School District is committed to implementing the New York State LOTE (Languages Other Than English) standards. The two standards are communication and culture. By studying a language other than English, students learn how to communicate in another language and begin to understand and appreciate the similarities and differences between themselves and the people who speak the targeted language.

The New York State Board of Regents has eliminated the LOTE Regents Examinations in all languages, but has approved an amendment to CR100.5 to allow students to meet the Regents assessment requirements by passing a locally developed examination. Huntington, as part of a LI Consortium, has developed such an exam. This exam offers our students the opportunity to continue to meet the Regents assessment requirements related to earning a Regents diploma with advanced designation in any of the four languages that are offered in the district. The new test is now called FLB. The new locally developed test that replaces the proficiency exam is now called FLA.

The study of four languages French, Italian, Latin and Spanish starts in sixth grade when students are offered the FLEX (Foreign Language Exploratory) program. At the middle school level students receive one high school credit upon successful completion of Checkpoint A in eighth grade, after taking and passing the FLA exam. At the high school level, the students can receive up to four more credits in world language after successful completion of Checkpoints B and C. Each Checkpoint covers similar topics, grammatical structures, and cultural information, but spirals into a more comprehensive practice every year. Students who wish to obtain a Regents Diploma with Advanced Designation must complete a three-year world language sequence (Checkpoint B) and pass the FLB exam.

Students continue the study of world languages at the Checkpoint C level in French, Italian, Latin and Spanish. In these advanced courses, students have the opportunity to take AP courses in French, Italian and Spanish. At the same time, they can obtain college credit by taking the world language college course and by paying a fee of \$420, per semester to Adelphi University.

Each year high-performing students are inducted in the National French, Italian, Latin and Spanish Honor Societies. Through the National Honor Societies, students are exposed to the cultural aspects of the languages they study and have the opportunity to participate in service activities.

FRENCH II

(1 Year - 1 Credit) 5 periods weekly

Offered to: Grades 9, 10, 11, 12

Prerequisite: French I and successful completion of the FLA.

This is the first half of Checkpoint B. A continuation of the Middle School course with continued practice in listening and speaking and with more emphasis on reading and writing. Aspects of French culture will also be taught. *Students will take a midterm exam in January and a final exam in June. NCAA approved*

FRENCH III

(1 Year -1 Credit) 5 periods weekly

Offered to: Grades 10, 11, 12

Prerequisite: Successful completion of French II.

This is the second half of Checkpoint B. Students are brought beyond the basic listening, speaking, reading and writing skills that they have strengthened during the preliminary levels of instruction. Grammar concepts become more intense. Proper sentence structure and more descriptive vocabulary are encouraged. Through the use of appropriate district adopted French materials, supplementary materials, and adherence to the NYS LOTE Standards, the students will be well prepared and will achieve the level of mastery necessary to perform appropriately in the FLB in June. *Students take a midterm exam and the FLB as the final exam in June. NCAA approved*

FRENCH III H

(1 Year - 1 Credit) 5 periods weekly

Offered to: Grades 10, 11, 12

Prerequisite: Successful completion of French II with a final grade of 90 and teacher recommendation.

This is the second half of Checkpoint B. The students will learn the French III curriculum described in the French II course, but the Honors level requires them to accomplish more complex readings and more extensive writings. *Students take a midterm exam and the FLB as the final exam. NCAA approved*

FRENCH IV/V Regents, Honors & College

(1 Year – 1 Credit) 5 periods weekly

Offered to: Grades 11, 12

Prerequisite: Successful completion of French III Honors Level: A final grade of 85 in French III H or 90 in French III with teacher recommendation.

This is a Checkpoint C course that will help students to further develop the skills of listening, speaking, reading and writing, with special emphasis on the development of conversational competence. Through the use of short stories, poetry, and selections from authentic French literature the students will broaden their knowledge and appreciation of French culture. Students will be able to augment their vocabulary through their study of literature and art. Students will review and expand the knowledge of previously learned grammatical structures. The curriculum has been approved by Adelphi University; therefore the students can obtain up to 6 college credits, 3 per semester. The fee of \$420.00 per semester is payable to Adelphi. *Students take a midterm exam in January and a final exam in June. NCAA approved*

ADVANCED PLACEMENT FRENCH LANGUAGE

(1Year - 1 Credit) 5 periods weekly

Offered to: Grade 12

Prerequisite: Successful completion of French IV with a final grade of 90 at the Regents level or 85 at the Honors level with teacher recommendation.

This course is designed to offer the students the opportunity to demonstrate competence in all four language skills (reading, writing, listening and speaking) in accordance with AP guidelines. These skills will be used in various activities and disciplines rather than to cover any specific body of subject matter. Course content reflects interests shared by teachers and students (the arts, current events, literature, sports, etc). Students will be expected to do an extensive amount of independent reading and writing and demonstrate excellent oral and listening skills. The course emphasizes the use of language for active communication and helps students develop the ability to understand spoken French in various contexts; a French vocabulary sufficiently ample for reading of newspaper and magazine articles, literary texts and other non-technical writings without dependence on a dictionary; and the ability to express themselves coherently, resourcefully, and with reasonable fluency and accuracy in both written and spoken French. *The students take the AP test offered by the College Board in May. NCAA approved*

ITALIAN II

(1 Year -1 Credit) 5 periods weekly

Offered to: Grades 9, 10, 11, 12

Prerequisite: Italian I and successful completion of the FLA.

This is the first half of Checkpoint B. A continuation of the Middle School course with continued practice in listening and speaking and with more emphasis on reading and writing. *Students will take a midterm exam in January and a final exam in June. NCAA approved*

ITALIAN III

(1 Year -1 Credit) 5 periods weekly

Offered to: Grades 10, 11, 12

Successful completion of French II.

This is the second half of Checkpoint B. Students in this course will build further upon the listening, speaking, reading and writing skills acquired in the first two levels in order to be able to read complex situations. Students will learn to improve “survival skills” in the culture where the second language is spoken. *Students will take a midterm exam in January and the FLB exam in June as the final exam.* **NCAA approved**

ITALIAN III H

(1 Year - 1 Credit) 5 periods weekly

Offered to: Grades 10, 11, 12

Prerequisite: Successful completion of Italian II with a final grade of 90 or higher and teacher recommendation.

This is the second half of Checkpoint B. The students will cover the Italian III curriculum. In addition, they will do short readings of Italian literature and will be responsible for writing reports. *Students will take a midterm exam in January and the FLB exam in June as the final exam.* **NCAA approved**

ITALIAN IV/V Regents, Honors and College

(1 Year – 1 Credit) 5 periods weekly

Offered to: Grades 11, 12

Prerequisite: Successful completion of Italian III /Honors Level: A final grade of 85 in Italian III H or 90 in Italian III with teacher recommendation.

This course will help students to further develop the skills of listening, speaking, contemporary reading and writing, with special emphasis on the development of conversational competence. Through the use of short stories, poetry, selections from authentic Italian literature and virtual visits to Italian museums, the students will broaden their knowledge and appreciation of Italian culture. Students will be able to augment their vocabulary through their study of literature and art. They will learn more advanced grammatical structures as they improve their speaking skills. They will develop vocabulary and expressions based on the topics. Use of the computer lab, both for research and projects, is an essential part of this course. The curriculum has been approved by Adelphi University; therefore the students can obtain up to 6 college credits, 3 per semester. The fee of \$420.00 per semester is payable to Adelphi. *Students take a midterm exam in January and a final in June.* **NCAA approved**

ADVANCED PLACEMENT ITALIAN LANGUAGE

(1 Year - 1 Credit) 5 periods weekly

Offered to: Grade 12

Prerequisite: Successful completion of Italian IV with a final grade of 90 at the Regents level or 85 at the Honors level with teacher recommendation.

This course is designed to offer the students the opportunity to demonstrate competence in all four language skills (reading, writing, listening and speaking) in accordance with AP guidelines. These skills will be used in various activities and disciplines rather than to cover any specific body of subject matter. Course content reflects interests shared by the teachers and students (the arts, current events, literature, sports, etc). Students will be expected to do extensive amount of independent reading and writing and demonstrate excellent oral and listening skills. The course emphasizes the use of language for active communication and helps students develop the ability to comprehend formal and informal spoken Italian; the acquisition of vocabulary and a grasp of structure to allow the easy, accurate reading of newspaper and magazine articles, as well as the modern literature in Italian; the ability to compose expository passages; and the ability to express ideas orally with accuracy and fluency. *The students take the AP test offered by the College Board in May.*

NCAA approved

LATIN II

(1 Year -1 Credit) 5 periods weekly

Offered to: Grades 9, 10, 11, 12

Prerequisite: Successful completion of Latin I and the FLA.

This course is the first half of Checkpoint B and is presented with an emphasis on grammar. Students in this course will continue the study of the Latin language and heritage. After a review of the vocabulary and structures of Latin I, students will acquire increased knowledge of Latin grammar, and correspondingly increase knowledge of English grammar through the direct study of bases, prefixes, suffixes, and derivatives. They will also begin to read texts from various authors, such as Pliny, Plateaus, Ovid, etc., and will learn more about the influence of Roman civilization on the modern world, particularly in the areas of literature and government. There is selective participation in the Latin National Exam Level II, the Latin Declamatio, and the second level Certamen at Stony Brook University. This course is strongly recommended for students pursuing the FLB and the Sciences, Medicine, Pre-Law and the Arts & Humanities in college. *Students will take a midterm exam in January and a final exam in June. NCAA approved*

LATIN III

(1 Year -1 Credit) 5 periods weekly

Offered to: Grades 10, 11, 12

Prerequisite: Successful completion of Latin II

The study of Latin language and literature continues. Attention is focused on the ways Latin has entered English and influenced English linguistically and culturally. With Latin, reading takes priority. Listening and speaking skills in Latin are generally limited to reading aloud, repeating, answering questions and oral interpretation of text. At this level, the students read with general and specific comprehension adapted Latin authors and Latin prose authors; use conversational and formal English and write English that incorporates Latin elements “prefixes, bases and suffixes”. The cultural information discussed in the two previous years is expanded this year: Roman baths, sports, the Games, the Coliseum, Art, Geography, Roman weddings, Roman religion and Roman Funeral, Slaves and the Late Roman Empire. There is selective participation in the Latin National Exam Level III, the Latin Declamation, and the third level Certamen at Stony Brook University. This course is strongly recommended for students pursuing the FLB and the Sciences, Medicine, Pre-Law and the Arts & Humanities in college. *Students will take a midterm exam in January and the FLB exam in June as the final exam. NCAA approved*

LATIN III H

(1 Year-1 Credit) 5 periods weekly

Offered to: Grades 10, 11, 12

Prerequisite: Successful completion of Latin II with a final grade of 90 or higher with teacher recommendation.

This is the second half of Checkpoint B. The students will learn the Latin III curriculum described in the Latin III course description, but as students at the Honors level, they will be required to accomplish more complex readings and more extensive translations. There is selective participation in the Latin National Exam Level III, the Latin Declamatio, and the third level Certamen at Stony Brook University. In addition, they will do additional readings in Latin and will be responsible for writing reports. This course is strongly recommended for students pursuing the FLB and the Sciences, Medicine, Pre-Law and the Arts & Humanities in college. *Students take a midterm and the FLB exam as the final exam. NCAA approved*

LATIN IV

(1Year – 1 Credit) 5 periods weekly

Offered to: Grades 10, 11, 12

Prerequisite: Successful completion of Latin III.

This is the first half of Checkpoint C. The students will understand and read short unadapted passages of Latin with appropriate assistance, demonstrate reading comprehension by interpreting the meaning of the passages they read. Students will demonstrate knowledge of vocabulary and syntax appropriate to their level; they will also read Latin aloud and respond appropriately to questions, statements, or commands. Students will write phrases and sentences in Latin through dictation. They will demonstrate knowledge of the daily life and thought of the ancient Romans, gained through the Latin texts they read. There is selective participation in the Latin National Exam Level IV, the Latin Declamatio, and the fourth level Certamen at Stony Brook University. This course is strongly recommended for students pursuing the Sciences, Medicine, Pre-Law and the Arts & Humanities in college. *Students take a midterm and a final exam in June.*
NCAA approved

LATIN IV H

(1Year – 1 Credit) 5 periods weekly

Offered to: Grades 10, 11, 12

Prerequisite: Successful completion of Latin III Honors/Regents. A final grade of 85 in Latin III Honors or 90 in Latin III Regents and teacher recommendation.

This is the first half of Checkpoint B. The students will learn the Latin IV curriculum described in the Latin IV course description, but as students at the Honors level, they will be required to accomplish more complex readings and more extensive translations. There is selective participation in the Latin National Exam Level IV, the Latin Declamatio, and the fourth level Certamen at Stony Brook University. This course is strongly recommended for students pursuing the Sciences, Medicine, Pre-Law and the Arts & Humanities in college. *Students take a midterm and a final exam in June.*
NCAA approved

SPANISH CONCEPTS

(1 Year-1 Credit) 5 periods weekly

Offered to: Grades 9, 10, 11, 12

Pre-requisite: This course is offered to students who have not met the LOTE FLA proficiency requirement.

This course is designed to acquaint students with the basic elements of the Spanish language. Much emphasis will be placed on learning key phrases and expressions in order to enable students to speak in simple sentences. Pronunciation and correct usage of simple phrases will be emphasized. Reading, writing, and listening will be offered at the entry level. Cultural points will be presented. *Students will take a midterm in January and a final exam in June.* NOTE: Spanish Concepts satisfies the one credit of LOTE required for graduation.

SPANISH I

(1 Year -1 Credit) 5 periods weekly

Offered to: Grades 9, 10, 11, 12

Prerequisite: This course is offered to students who did not pass the FLA exam in 8th grade.

This course covers subject matter that is presented at the MS level. Reading, writing, listening, and speaking are emphasized for a more comprehensive understanding of Spanish. There is an expansion of vocabulary as well as an introduction of culture. Short stories, articles, and complementary materials in Spanish are introduced. *Students will take a midterm in January and the FLA test at the end of the year.* **NCAA approved**

SPANISH II

(1 Year -1 Credit) 5 periods weekly

Offered to: Grades 9, 10, 11, 12

Prerequisite: Spanish I and successful completion of the FLA.

First half of Checkpoint B. A continuation of the Middle School course with continued practice in listening and speaking with more emphasis on reading and writing. Aspects of Spanish culture will also be taught. *Students will take a midterm exam in January and a final exam in June.* **NCAA approved**

SPANISH FOR NATIVE SPEAKERS II

(1 Year - 1 Credit) 5 periods weekly

Offered to: Grades 9, 10, 11, 12

This course is designed for students whose native language is Spanish and is equivalent to Spanish II. Students will familiarize themselves with Spanish literature by reading titles from Spanish authors. Reading and writing skills will be emphasized; these improved skills will enhance their already well-developed oral proficiency of the language. *Students will take a midterm exam in January and a final exam in June. NCAA approved*

SPANISH III

(1 Year -1 Credit) 5 periods weekly

Offered to: Grades 10, 11, 12

Prerequisite: Successful completion of Spanish II

Second half of Checkpoint B. Emphasis on using listening, speaking, reading and writing skills in more complex situations. Students will learn to improve “survival skills” in the culture where the second language is spoken. *Students will take a midterm exam in January and the FLB exam in June as the final exam. NCAA approved*

SPANISH III H

(1 Year -1 Credit) 5 periods weekly

Offered to: Grades 10, 11, 12

Prerequisite: Successful completion of Spanish II with a final grade of 90 or higher and teacher recommendation.

Second half of Checkpoint B. The first half of the year, the course will cover the Spanish III curriculum at an accelerated pace. The second half of the year will be devoted to the practical use of Spanish in different settings. Emphasis is placed on speaking, but students will do reading and writing as well. *Students will take a midterm exam in January and the FLB exam in June as final exam. NCAA approved*

SPANISH FOR NATIVE SPEAKERS III

(1 Year - 1 Credit) 5 periods weekly

Offered to: Grades 10, 11, 12

Regents and Honors

Prerequisite: Successful completion of Spanish for Natives II with a final grade of 90 or higher and the Honors level and 85 for the Regents level and teacher recommendation.

This course is designed for students whose native language is Spanish and is equivalent to Spanish III. Students will familiarize themselves with Spanish literature by reading titles from Spanish authors. Reading and writing skills will be emphasized; these improved skills will enhance their already well-developed oral proficiency of the language. *Students will take a midterm exam in January and the FLB in June as the final exam. NCAA approved*

SPANISH IV

(1 Year -1 Credit) 5 periods weekly

Offered to: Grades 11, 12

Prerequisite: Successful completion of Spanish III.

This is the first half of Checkpoint C. Students will cover the Spanish IV curriculum. In addition, they will do work on Spanish literature and writing reports. *Students will take mid-term exam in January and a final exam in June.*

NCAA approved

SPANISH IV H

(1 Year -1 Credit) 5 periods weekly

Offered to: Grades 11, 12

Prerequisite: Successful completion of Spanish III Regents/Honors level. A final grade of 85 in Spanish III H or 90 in Spanish III R and teacher recommendation.

This is the first half of Checkpoint C. Students will cover the Spanish IV curriculum. In addition, they will do extensive readings of Spanish literature and will be responsible for writing several reports. This curriculum has been approved by Adelphi University; therefore, the students can obtain up to 6 college credits, 3 per semester. The fee of \$420.00 per semester is payable to Adelphi University. *Students will take a midterm exam in January and a final exam in June.*

NCAA approved

SPANISH V

(1 Year -1 Credit) 5 periods weekly

Offered to: Grade 12

Prerequisite: Successful completion of Spanish IV.

This is the second half of Checkpoint C. Students will cover the Spanish V curriculum. Students will be doing readings of Spanish literature and writing reports. *Students will take a midterm exam in January and a final exam in June.*

NCAA approved

SPANISH V H

(1 Year -1 Credit) 5 periods weekly

Offered to: Grade 12

Prerequisite: Successful completion of Spanish IV Honors/Regents level: A final grade of 85 in Spanish IV H or 90 in Spanish IV Regents and teacher recommendation.

Advanced study of Spanish language and literature. In addition, students will do extensive readings and will be responsible for writing several reports. Students may obtain both high school and college credit. The curriculum has been approved by Adelphi University; therefore, the students can obtain up to 6 college credits, 3 per semester. The fee of \$420.00 per semester is payable to Adelphi University. *Students will take a midterm exam in January and a final exam in June.* **NCAA approved**

ADVANCED PLACEMENT SPANISH LANGUAGE

(1 Year -1 Credit) 5 periods weekly

Offered to: Grade 12

Prerequisite: Successful completion of Spanish IV Honors/College with a final grade of 85 with teacher recommendation.

This course is designed to offer the students the opportunity to demonstrate competence in all four language skills (reading, writing, listening and speaking). These skills will be used in various activities and disciplines rather than to cover any specific body of subject matter. Course content reflects interests shared by the teachers and students. Students will be expected to do extensive amount of independent reading and writing and demonstrate excellent oral and listening skills. The course emphasizes the use of language for active communication and helps students develop the ability to comprehend formal and informal spoken Spanish; the acquisition of vocabulary and a grasp of structure to allow the easy, accurate reading of newspaper and magazine articles, as well as the modern literature in Spanish; The ability to compose expository passages; and the ability to express ideas orally with accuracy and fluency. *The students will take the AP test offered by the College Board in May.* **NCAA approved**

COURSE LISTING FOR 2012 - 2013

NOTE: Advanced Placement (AP) courses are noted in **BOLD** print. Honors (H) and Advanced Placement (AP) courses have specific requirements and may require teacher recommendation. Please check with your current subject teacher, guidance counselor, or department supervisor when selecting courses.

ART

Studio in Art
Pre-AP Studio Art: Drawing Portfolio
AP Studio Art: Drawing Portfolio
Computer Graphics
Adv. Computer Graphics
AP Studio Art: 2-D Design Portfolio
Ceramics and Sculpture I
Ceramics and Sculpture II
Ceramics and Sculpture III
Creative Crafts
Media Arts
Drawing and Painting I
Drawing and Painting II
Introduction to Photography
Advanced Photography
Creative Video I
Creative Video II
Advanced Video
Studio in Fashion Design and Illustration I
Studio in Fashion Design and Illustration II
Studio in Fashion Design and Illustration III
Portfolio Development
Art Internship Program

BUSINESS

Accounting
Business Law
Business Management & Human Relations
Career and Financial Management
Sports Marketing
Wood Shop

ENGLISH

English 9R
English 9H
English 10R
English 10H
English 11R
English 11H
AP English Language & Composition
AP English Literature & Composition
Journalism
Creative Writing
Theater Arts A: Modern Drama
Theatre Arts B: Play in Performance
Multicultural Literature
Bible Literature
Mystery Literature
Film/Short Story
Holocaust Literature

ENGLISH (CONTINUED)

Humanities
Sports Literature
African American Literature

HEALTH

Health

MATH

Basic Algebra
Basic Algebra - ESL
Integrated Algebra
Integrated Algebra Support
Discovering Geometry
Geometry
Geometry Accelerated
Geometry Concepts
Algebra and Trigonometry
Algebra 2 and Trigonometry
Algebra 2 and Trigonometry Accelerated
Trigonometry Concepts
Advanced Algebra
Pre-Calculus
Pre-Calculus A/B H
Pre-Calculus B/C H
Calculus

AP Computer Programming

AP Calculus AB

AP Calculus BC

AP Statistics

MUSIC

Band
Concert Choir
Chamber Choir
Concert Orchestra
Symphony Orchestra
Honors Orchestra: Chamber Ensemble
Music Theory I
AP Music Theory
Wind Ensemble
A Cappella Choir
Jazz Ensemble Honors
Wind Ensemble Honors
Winter Percussion
High-Stepper Dance Team
Color Guard
Tri-M Music Honor Society

SCIENCE

Introduction to Living Environment
Living Environment R
Living Environment Support
Bilingual Living Environment R
Living Environment H
The Physical Setting: Earth Science R
The Physical Setting: Earth Science ESL
The Physical Setting: Chemistry R
The Physical Setting: Chemistry H
The Physical Setting: Physics R
The Physical Setting: Physics H

AP Biology

AP Chemistry

AP Environmental Science

AP Physics B

Introduction to Science Research
Science Research
Animal Behavior
Astronomy
Forensic Science
Environmental Science
Marine Ecology

SOCIAL STUDIES

Global History and Geography 9R
Global History and Geography 9H
Global History and Geography 10R
Global History and Geography 10H
Global History and Geography ESL

AP World History

United States History and Government R

AP United States History

Participation in Government
Criminal Justice
Economics

African American Politics

AP Government & Politics: US

AP Microeconomics

Introduction to Philosophy
Psychology
Asian Studies
Women's Studies

WORLD LANGUAGE

French III Honors
French IV/V Regents, Honors & College

AP French Language

Italian II

Italian III

Italian III H

Italian IV/V Regents, Honors & College

AP Italian Language

Latin II

Latin III

Latin III H

Latin IV

Latin IV H

Spanish Concepts

Spanish I

Spanish II

Spanish III

Spanish III H

Spanish IV

Spanish for Native Speakers II

Spanish for Native Speakers III

Spanish IV

Spanish IV Honors

Spanish IV College

Spanish V

Spanish V Honors

Spanish V College

AP Spanish Language

WILSON TECH

Wilson Tech AM

Wilson Tech PM