

# Message From the Principal:

Dear Students and Parents:

I am proud to present the Curriculum Guide for the 2008-2009 school year. The administration, Guidance Department, and faculty thoroughly examined the course offerings of Huntington High School before finalizing this guide. In this document, you will find all of the information you will need to plan your educational program and to make the important decisions that 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. It is recommended that you become familiar with all course offerings so that you will make knowledgeable, responsible choices. Your course selections should be based upon graduation requirements, as well as your 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 5), but also a large number of advanced placement courses, electives and a 9<sup>th</sup> - 12<sup>th</sup> grade science research program. The opportunities exist to major in Business, Art, Music, or occupational subjects. Your specific interests can be pursued through a varied selection of elective courses and a strong internship program.

As you begin to read this Curriculum Guide, be assured that the Huntington High School staff is ready to assist you in this important endeavor ... selecting the educational program that will pave the way for your successful future. Please feel free to call or schedule an appointment with guidance so that your counselor may assist you in making the most advantageous course selections.

Sincerely,  
Carmela Leonardi, Ph.D.  
Principal

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Mr. Robert T. Lee, *Vice-President*  
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**HUNTINGTON HIGH SCHOOL ADMINISTRATION**  
Dr. Carmela Leonardi - *Principal* ----- 673-2003  
Mr. Angelo Noce - *Administrative Assistant* ----- 673-2009  
Mr. Jarrett Stein - *Administrative Assistant* ----- 673-2006

## 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** Raise money to benefit student athletes.

**OOMPAAH** 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. Georgia McCarthy - Director of Physical Education, Athletics,<br>and Driver Education -----  | 673-2018 |
| Ms. Vicki Mingin - Executive Director of Special Education<br>and Pupil Personnel Services ----- | 673-2115 |
| Mrs. Joan Fretz - Director of Fine & Performing Arts K-12 -----                                  | 673-2106 |
| Mr. Kenneth Graham- Director of Science K-12 -----   | 673-2078 |
| Mr. Wayne Edwards - Director of Mathematics K-12 -----   | 673-2077 |
| Mr. Peter Paternostro - Director of Guidance & Testing K-12 -----                                | 673-2101 |
| Mr. Joseph Leavy - Director of Humanities K-12 -----   | 673-2079 |
| Mrs. Connie DeGrassi - School Nurse -----  | 673-2105 |
| Dr. Carmela Leonardi - Supervisor of Business -----  | 673-2003 |
| Ms. Carmen Kasper - Director Foreign Language/ESL -----  | 673-2104 |
| Mr. Jarrett Stein - Supervisor of Technology -----   | 673-2006 |

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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.

NOTE: The information printed in the Huntington High School Curriculum Guide is accurate as of the date of printing.

# GUIDANCE

Upon entry into the high school, a student will be assigned to a Guidance Counselor who will assist him/her throughout high school. Students and parents are encouraged to get to know their guidance counselor. The partnership you establish with your counselor will help insure open lines of communication and success throughout high school.

Counselors are here to answer your questions and to ease your concerns about your life and studies at Huntington High School and to assist you in making plans for the future. The guidance offices are a rich source of information on every aspect of career opportunities, visitations of colleges and vocational school admission officers, news of scholarships, test dates, applications for financial aid, etc.

**Pete r Paternostro - Director of Guidance & Testing ----- 673-2101**

**GUIDANCE EAST 673-2013**  
Mrs. Gloria Jaramillo  
Mr. Steven Lashin

**GUIDANCE WEST 673-2011**  
Mrs. Catherine Croke  
Mrs. Jayne Hallett  
Mrs. Victoria Maisano/Casey Goldberg

**College Counselor - 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 but are *chosen 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 have been assigned a value of 1.00. Those subjects which are "weighted" are assigned a value of 1.10, 1.075, 1.05 or 1.025. *See Weighting*.

## HIGH SCHOOL ATTENDANCE

The Board of Education desires to work 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. Probable completion of all graduation requirements by August of the graduating year.

**IF ALL GRADUATION REQUIREMENTS ARE NOT MET BY JUNE, THE STUDENT MAY NOT PARTICIPATE IN THE GRADUATION CEREMONY.**

## ALTERNATE WAY 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. Student 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 reduced tuition fee. Students enrolled in a 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 by the College Entrance Examination Board and a five-point college-level scale is used. According to the College Entrance Examination Board publication, over 1,000 colleges and universities will grant advanced placement credit to candidates who have composite grades of 4 or 5. Students enrolled in an Advanced Placement course must sit for the A.P. exam. A.P. examinations must be taken to receive the weighting for student grade point average purposes and to receive A.P. credit from their college/university.

### 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 9 (1 credit) 90, Social Studies (1 credit) 90, and Psychology (1/2 credit) 81, is 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. 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 are unweighted. At the completion of the eleventh grade year, a weighted grade point average (GPA) is determined for each student. 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 are determined by the weighted average of all courses taken through September of the senior year of high school. Eligible students must attend the Huntington Union Free schools for a minimum of three full academic years, prior to graduation, from grades 9 - 12. 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 the student achieves a minimum weighted average of 85 as long as the student has no grades less than 65, no grades of "F" or "NG," and does not have 2 or more incompletes for the quarter.

**HIGH HONOR ROLL** - A student will be eligible for the High Honor Roll if the student achieves a minimum weighted average of 95 as long as the student has no grades less than 65, no grades of "F" or "NG," and does not have 2 or more incompletes 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 grade 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 average of 90 percent or higher in all Regents Examinations, or their equivalent, required for the Diploma. Averages below 90.0 per cent shall not be rounded upward to 90 per cent.

### COURSE SELECTION & SCHEDULING POLICIES

Each February, students complete a Course Selection Sheet to indicate their choice of courses for the next school 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. During the second semester of the school year, Guidance Counselors will be meeting with students individually to review their course selections and graduation progress. Parents are notified of these meetings and are encouraged to attend. Parents may contact their child's guidance counselor to arrange a specific appointment.

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 is not requested by a sufficient number of students, 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.

### COURSELOAD

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. 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:

- A student is mis-scheduled because of inadequate or erroneous information.
- Course failure is made up in Summer School
- Administrative action becomes necessary because of imbalance of class loads, loss of a teaching unit, unique or unforeseen constraints.
- An additional course is needed to meet graduation requirements.
- A schedule adjustment is required because a student already has received credit in a scheduled class.

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 (Regents, Honors, AP) of a course, if they feel that they are inappropriately placed in a course. To change a course level, a consensus must be reached by the student, parent/guardian, counselor, teacher, department director, and Director of Guidance. Please note that these requests may 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 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 State assessments.

AIS shall be provided when students, in grade 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 Director 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:

1. 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 will be permitted to register for the 6 week review version of that course in summer school. In the past, students who failed courses automatically registered for summer school.
2. The summer school grades will be averaged out with the yearly grade in a 60/40 ratio to determine the new course grade. In the past, the 6 week summer school review grade replaced the existing course grade.
3. Seniors who fail one (1) required course will automatically be able to register for summer school even if their yearly grade falls below 50.
4. 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.
5. If special circumstances exist, students may request that the Principal and the Director of Guidance review their eligibility for summer school.
6. Students who have not met the lab requirement during the regular school year will not be permitted to register for science courses in summer school.
7. 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, Studio in Art or Media Arts.

## COURSE OFFERINGS

- STUDIO IN ART
- PRE-AP STUDIO ART: DRAWING PORTFOLIO
- ADVANCED PLACEMENT STUDIO ART: Drawing Portfolio
- ADV. COMPUTER GRAPHICS
- ADVANCED PLACEMENT STUDIO ART: 2-D Design Portfolio
- ADVERTISING DESIGN I
- ADVANCED COMPUTER GRAPHICS
- ADVANCED PLACEMENT ART HISTORY
- ART INTERNSHIP PROGRAM
- CERAMICS AND SCULPTURE I
- CERAMICS AND SCULPTURE II
- CERAMICS AND SCULPTURE III
- CREATIVE CRAFTS
- COMPUTER VIDEO
- MEDIA ARTS
- DRAWING AND PAINTING I
- DRAWING AND PAINTING II
- INTRO. TO PHOTOGRAPHY
- ADVANCED PHOTOGRAPHY
- CREATIVE VIDEO I
- CREATIVE VIDEO II
- ADVANCED VIDEO
- CARTOONING AND ANIMATION
- INTRODUCTORY PRINTMAKING
- PORTFOLIO DEVELOPMENT
- SENIOR SEMINAR IN CONTEMPORARY ART
- STUDIO IN FASHION DESIGN AND ILLUSTRATION I
- STUDIO IN FASHION DESIGN AND ILLUSTRATION II

**STUDIO IN ART**  
(1 Year -1 Credit) 5 per. 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.

## PRE-AP STUDIO ART: DRAWING PORTFOLIO

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

(1 Year -1 Credit) 5 per. weekly  
Offered to: Grades 10-11-12

This course is offered to 10<sup>th</sup> & 11<sup>th</sup> graders who are interested in taking the Advanced Placement Studio Art: Drawing Portfolio Course/Exam OR 12<sup>th</sup> 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.

## ADVANCED PLACEMENT STUDIO ART: Drawing Portfolio

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

*AP weighted course*

(1 Year -1 Credit) 5 per. weekly  
Offered to: Grades 12. Grade 11 students must have department approval.

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

*Prerequisites: Advanced Computer Graphics or Advanced Photography, a portfolio of 12 pieces of art and department approval*

*AP weighted course*

(1 Year -1 Credit) 5 per. weekly  
The AP Studio Art: Drawing Portfolio course is designed for highly motivated students who are seriously interested in experiencing a college-level 2-D design/

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.

## Guidelines for Placement in AP Studio Art I/II

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.

## Sample Fine Arts Sequence:

**9<sup>th</sup> grade:** Studio in Art or Drawing and Painting I

**10<sup>th</sup> grade:** Drawing and Painting I or Drawing and Painting II

**11<sup>th</sup> grade:** AP Studio Art I

**12<sup>th</sup> grade:** AP Studio Art II

## ADVERTISING DESIGN I (1 Year -1 Credit)

5 per. weekly

Offered to: Grades 10-11-12

*Recommended for: Art students interested in commercial art careers.*

*Prerequisite: Computer Graphics Basics or Media Arts.*

This class is designed to introduce you to the dynamic world of advertising focusing on computer software currently being used in the industry. You will learn to create effective attention-getting advertisements and original computer art. The class will concentrate on printed work including magazine ads, posters, product design, and logo design. We will explore TV, radio and outdoor ads as well. Creative illustration will be done using hand rendering, scanned images, drawing software, and the technology resources in our new graphics computer lab.

## ADVANCED COMPUTER GRAPHICS (1 Year -1 Credit)

5 per. weekly

Offered to: Grades 10,11,12

*Prerequisite: Computer Graphics and/or Advertising Design One*

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 out-putting their artwork, including canvas and clothing. 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.

## ADVANCED PLACEMENT

### ART HISTORY

(1 Year -1 Credit)

5 per. weekly

Offered to: Grades 10-11-12

*AP weighting for this course*

This course is recommended for students with strong academic skills and an interest in the artists and movements that shaped (and were shaped by) world events. The course introduces students to the study of aesthetics, art history and culture. Students will examine the development of art from pre-history to the present, through the contextual analysis of art's interdependence with global history, culture and religion. The study of Art History helps students develop an appreciation for different people and their cultures. Students come to realize that making art is a common human experience for people of all races and ethnicities. All participants are required to take the Art History A.P. Exam in May.

### ART INTERNSHIP PROGRAM

(1 Year -1 Credit)

5 per. 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 per. 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 per. 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 per. 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 advanced working techniques geared to your individual level of skill and take pride in the work you create.

# Art

continued

## CREATIVE CRAFTS (1 Year -1 Credit) 5 per. 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*

Creative Crafts will give you a wide exposure to many different crafts through hands-on experience as well as lectures and demonstrations. You will learn how to draw and use tools and materials suitable to different crafts. Ceramics, textile art, jewelry, basketry, glasswork and wood work are some of the exciting projects you will work on. You'll develop an appreciation of hand-crafted work while expressing yourself creatively as well as experience a great sense of pride and accomplishment.

## COMPUTER GRAPHICS (1 Year -1 Credit) 5 per. 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. Graphics in motion and computer animation used in design are introduced through exposure to Macromedia Flash.

*Prerequisite: Advertising Design, Advanced Photography or 1 year of Computer Graphics. See Art Internship for additional requirements.*

## MEDIA ARTS (1 Year -1 Credit) 5 per. 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.

## DRAWING AND PAINTING I (1 Year -1 Credit) 5 per. 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 per. 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 per. weekly Offered to: Grades 9-10-11-12

*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 per. weekly Offered to: Grades 10-11-12

*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 creatively.

## CREATIVE VIDEO I (1 Year -1 Credit) 5 per. 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) 5 per. 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 per. 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 videomaking 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 image.

## CARTOONING & ANIMATION (1 Year -1 Credit) 5 per. weekly Offered to: Grades 10-11-12

In this course, students will learn the history of comic strip production and animated cartoons through hands-on projects. We will explore various disciplines including cell animation, claymation, pixation, Anime (Japanimation) and digital animation.

## INTRODUCTORY PRINTMAKING (1 Year -1 Credit) Alternating Days Offered to: Grades 10-11-12

*Prerequisite: Studio in Art or Media Arts*

This course is an introduction to the basic methods of traditional printmaking practices. In understanding the fundamentals of printmaking students can explore projects that include, creating and printing your own tee-shirt designs, logo design, textile design or print edition. Bookmaking and mixed media will also be explored in this course. Printmaking allows artists to produce more than one copy of their artwork. Lessons will explore printmaking applications in the 21<sup>st</sup> century. Students will learn the steps involved in creating prints using block printing, monoprint, rubbings, decal, dry point, silk screening, stencil and photocopy transfer.

## PORTFOLIO DEVELOPMENT (1 Year -1 Credit) 5 per. 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.*

## SENIOR SEMINAR IN CONTEMPORARY ART (1 Year -1 Credit) 5 per. weekly Offered to grade 12

*Recommended for: Students pursuing a college major in art.*

*Prerequisite: Two art courses*

For seniors serious about art. A semi-independent study class. This class meets two days per week - one day for group instruction and one day for small advisory group sessions. Students create their own curriculum from their own areas of interest in what's happening in the art world today. Students choose a topic from visual culture each semester. They do both written and studio work independently in school or out during the other days each week. Research can include internships, interviews, museum visits, reading, etc. Studio work can be done in any media.

## STUDIO IN FASHION DESIGN AND ILLUSTRATION I (1 Year -1 Credit) 5 per. 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 examining its history from ancient times to current Haute Couture. Students will learn about the fashion industry: history, culture, and marketing. The emphasis will be on contemporary industry practices including, but not limited to, fashion illustration, pattern making, textile design, and apparel design.

## STUDIO IN FASHION DESIGN AND ILLUSTRATION II (1 Year -1 Credit) 5 per. 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. The emphasis will be on producing portfolio quality art in personal style. Students will continue to develop their skill in drawing the figure and creating original designs for apparel and textiles. Students apply their sketching, designing, patternmaking and sewing skills to create an original design and sample garment. There will be an in-depth study of a contemporary designer and a research paper or presentation.

# BUSINESS

**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.

The goals of the business department are:

1. To prepare our students to be responsible, thinking individuals who can make intelligent decisions about themselves and their careers, and who can apply the business knowledge and skills to their personal lives.
2. To train students for an exciting career in business.
3. To provide a strong foundation in business-related courses for the college-bound students planning on majoring in business administration.
4. To give all students the opportunity to use full Microsoft Office Suite programs, as well as Web design software.

A 5-unit sequence in Career and Technical Education may be used as a substitute for the additional two units of Foreign 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.

## COURSE OFFERINGS

- ACCOUNTING
- BUSINESS COMPUTER APPLICATIONS
- BUSINESS LAW
- BUSINESS MANAGEMENT & HUMAN RELATIONS
- CAREER AND FINANCIAL MANAGEMENT
- COLLEGE ACCOUNTING
- COMPUTER PRESENTATIONS AND BEYOND
- COMPUTING FOR COLLEGE AND CAREERS
- COOPERATIVE WORK EXPERIENCE
- LEADERSHIP
- PERSONAL LAW
- SENIOR PORTFOLIO
- SPORTS MARKETING
- STREET LAW

**ACCOUNTING**  
(1 Year -1 Credit) 5 per. 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 COMPUTER APPLICATIONS (BCA)**  
(1/2 Year -1/2 Credit) 5 per. weekly  
*Prerequisite: CCC or Personal Computing*  
In just six months, students will become proficient using the Microsoft Office Suite by creating multifaceted projects to support all the needs of a new business. From the initial business plan, to visual present-

tations using PowerPoint the students will develop the skills to create all the documentation necessary to start up a successful new business.

**BUSINESS LAW**  
(1 Year -1 Credit) 5 per. weekly  
**Offered to: Grades 10-11-12**

Few subjects are as dramatic, challenging and relevant as law. White-collar crime, ethics, agency from the entertainment law perspective, your rights as a consumer, and as an employee or employer will be explored. How do you read a contract? How do you draw up a contract? Do you want to start a business of your own? Should it be a sole proprietorship, partnership, or corporation? What kind of commercial paper should you use? All of these questions and more will be answered for you.

**BUSINESS MANAGEMENT & HUMAN RELATIONS (sequence mandate)**  
(1/2 Year -1/2 Credit) 5 per. 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 (sequence mandate)**  
(1/2 Year -1/2 Credit) 5 per. weekly  
**Offered to: Grades 9-10-11-12**

*Prerequisite: None*  
*Required for: CTE programs*  
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.

**COLLEGE ACCOUNTING**  
(1 Year -1 Credit in Business or Math)  
5 per. weekly  
**Offered to: Seniors only**

*Recommended for: College-bound business majors.*  
*Prerequisite: Accounting*  
Seniors planning on majoring in accounting or business in college must have the advantage of this college-level, first-year accounting course. A college text is used, and such topics as partnerships, corporations, stocks and bonds, and financial statements are studied. Students use computers to prepare many of the worksheets and statements required by the course. As a result, they become familiar with Microsoft Excel and its applications to accounting. QuickBooks will also be used.

**COMPUTER PRESENTATIONS AND BEYOND**  
(1 year - 1 credit) 5 per. weekly  
**Offered to grades 9, 10, 11, 12**

*Prerequisite: BCA*

At the completion of this 1/2-year course you will be able to present all of your ideas in an attractive, eye-catching, technologically up-to-date medium. You will compose and design a multitude of desktop publishing projects as well as detailed PowerPoint presentations. Website design incorporating Flash animations will excite every viewer to enhance your original ideas. Software used: Microsoft Office Suite, Flash 8 and Dreamweaver 8 and Photoshop.

**COMPUTING FOR COLLEGE AND CAREERS (CCC) - (pending approval)**  
**Offered to: Grades 9**

(1/2 Year -1/2 Credit) 5 per. weekly  
Students are taught to touch type; a *lifelong skill*, which will be used in their personal as well as their professional lives. The ability to create and edit text is vital for students who face years of preparing term papers, essays, letters of applications, résumés and business correspondence, all while utilizing Word and WordPerfect.

**COOPERATIVE WORK EXPERIENCE**  
**Credit: 1 Credit for 300 hours**  
**2 Credits for 600 hours worked**

*Corequisite: Any Business Course*

Cooperative work experience is a wonderful opportunity for students to apply what they have learned in school to the world of work, while earning money at the same time. Their career goals, personal initiative, ability to work with others, and work ethics are developed and refined as a result of a cooperative effort between school & employed. In order to be eligible, students must be registered for a business course, and work on the books for 300 hours to earn one credit and 600 hours to earn two credits.

**LEADERSHIP**  
(1/2 Year - 1/2 credit in Business or Social Studies)  
**Alternating Days**  
**Offered to: Grades 10-11-12**

The students will be trained in many different leadership skills as they take responsibility for leading projects related to improving communication and student voice in our school. *Community service time will be tracked and accrued throughout the school year.* Students will explore leadership styles, analyze values, self-explore and improve public speaking and facilitation skills as they work with their peers throughout the year. Students will also serve as a planning board for the "Community Period," collecting information of interest to the student body and preparing bulletins to be discussed and posted in classes twice a week. Students will be responsible for prepping Community Period Leaders, facilitating open forum discussions in the Community Room and planning Teen Teaching projects throughout the district. Leadership representatives will serve on the Student-Faculty Forum, which will meet with the principal monthly to review concerns and ideas for the building.

**PERSONAL LAW**  
(1/2 Year - 1/2 credit in Business or Social Studies)  
**Offered to: Grades 10-11-12**

Is your law knowledge enough to be out there on your own? Personal Law will cover the areas of Juvenile Justice, Torts (Civil Law), Consumer Law, Credit, Insurance, and Death and Dying. A Moot Court Competition is the 'grande finale' where students get a chance to prove themselves worthy in a Civil Law trial. Guest speakers, fieldtrips and videos are used to enhance this already challenging curriculum.

**SENIOR PORTFOLIO**  
(1/2 Year - 1/2 Credit) 5 per. weekly  
**Offered to: Seniors**

Do you dread the thought of writing your college essays and of gathering all the information (sports, extra-curricular, music, art awards, etc.) you need to send with your college applications? Wouldn't it be great if the entire process could be part of a course that would include periodic visits from counselors to make sure your application is perfect?

In addition to easing the stress of the college application process, we will see to it that you know some of the life skills necessary for financial success in college and after. You will learn about checking and savings accounts, students and car loans, insurance and charge accounts. We will study investments (stocks, mutual funds, bank accounts). You will also have a foundation of business law that will take the mystery out of leases and other contracts that you may be signing when you are away from home.

**SPORTS MARKETING**  
(1/2 Year -1/2 Credit) 5 per. 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.

**STREET LAW**  
(1/2 Year -1/2 Credit in Business or Social Studies)  
**Offered to: Grades 10-11-12**

Do you ever wonder why things happen regarding our justice system? Are you ever confused about your individual rights, responsibilities and duties as a person in our community? Then this course is for you. Street Law is designed for students who are interested in law but do not have time in their schedules for a full year course. This course will give you a general understanding of personal law issues in today's world. Topics will include Individual Rights and Liberties, Employment Law, Discrimination Law, Housing Law, Family Law and Government Programs. Guest speakers, fieldtrips, videos and special ongoing projects help to enhance this exciting curriculum.

# ENGLISH/LANGUAGE ARTS

## DEPARTMENT OBJECTIVES:

The English Department offers a wide variety of courses designed not only to meet students' academic needs but also to encourage 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 4<sup>th</sup> year high school English experience, either the two consecutive 12<sup>th</sup> 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 pre-requisites for entering these courses. Also note that students must complete a writing sample when applying to enter the honors or AP program.

The four English Department half credit electives are offered in a single semester. These four 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 had 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.**

## COURSE OFFERINGS

### NINTH YEAR

- ENGLISH 9 REGENTS
- ENGLISH 9 HONORS

### TENTH YEAR

- ENGLISH 10 REGENTS
- ENGLISH 10 HONORS
- ADVANCED WRITING COMPOSITION

### ELEVENTH YEAR

- ENGLISH 11 REGENTS
- ENGLISH 11 HONORS
- ENGLISH 11  
-ADVANCED PLACEMENT  
ENGLISH LANGUAGE &  
COMPOSITION
- ADVANCED WRITING

## ENGLISH ELECTIVES OFFERED TO GRADES 9-10-11-12

### Offered in the Fall:

- JOURNALISM
- PUBLIC SPEAKING

### Offered in the Spring:

- CREATIVE WRITING
- THEATRE ARTS:  
THEATRICAL PERFORMANCE

## TWELFTH YEAR SEMESTER SEMINARS

(Students take two courses)

- MULTICULTURAL LITERATURE
- BIBLE AS/IN LITERATURE
- MYSTERY LITERATURE
- THEATER ARTS: MODERN DRAMA
- EXPLORING THE FILM/SHORT STORY
- HOLOCAUST LITERATURE
- HUMANITIES
- SPORTS LITERATURE

## NINTH YEAR COURSES

### ENGLISH 9-REGENTS

(1 Year -1 Credit) 5 per. 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, Rieu's 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.*

### ENGLISH 9-HONORS

(1 Year -1 Credit) 5 per. 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 Director's approval AND consideration of ELA scores AND writing sample.*

This is the initial course in the program that leads to the Advanced Placement Examination in English. 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*, Arthurian literature, 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.*

## TENTH YEAR COURSES

### ENGLISH 10-REGENTS

(1 Year -1 Credit) 5 per. 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 *A Separate Peace*; *A Catcher in the Rye*; and *The Lord of the Flies*. Book reports are required and challenging books appear on the recommended lists. High achievement is expected in all areas, especially in reading comprehension, critical analysis, and writing. *There is a departmental medial assessment and final examination.*

### ENGLISH 10-HONORS

(1 Year -1 Credit) 5 per. 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 Director's approval AND writing sample. Students transitioning from Regents to Honors are required to take Advanced Composition.*

This is the second course in the program that leads to the Advanced Placement Examination in English. 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, Wilson, Hurston, and Whitman 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 10<sup>th</sup> graders.*

## ELEVENTH YEAR COURSES

### ENGLISH 11-REGENTS

(1 Year -1 Credit) 5 per. weekly  
*Prerequisites: 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.*

### ENGLISH 11-HONORS

(1 Year -1 Credit) 5 per. 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 Director's approval AND writing sample. Students transitioning from Regents to Honors are required to take Advanced Composition.*

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*, *King Lear*, 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.*

## ADVANCED COMPOSITION

(1/2 Year - 1/2 Credit) Alternating Days  
**Offered to: Grades 9-12**

This elective is an introduction to literary research and writing in Language Arts. Four styles of writing will be addressed: report writing, analytical writing, persuasive writing, and response to literature. Students will learn to write about literature in meaningful ways, and employ crucial language usage skills. While the course is designed primarily to support students transitioning from Regents into Honors English courses, it is recommended that all AP or honors students take this course sometime before 12th grade.

## ENGLISH 11-ADVANCED PLACEMENT ENGLISH LANGUAGE & COMPOSITION

(1 Year -1 Credit) 5 per. 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 Director'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 12<sup>th</sup> graders, in fulfillment of 12<sup>th</sup> 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.*

## English/Language Arts continued

### TWELFTH YEAR ENGLISH

In grade 12, students MUST complete one credit of English to satisfy graduation requirements. This requirement can be met by:

- Taking English 12 AP Language & Literature (1 credit)

**OR**

- Choosing **TWO** of the following half-year seminar courses (one fall and one spring course):

#### FALL

Bible Literature  
Multicultural Literature  
Mystery  
Theatre Art:  
Modern Drama

#### SPRING

Sports Literature  
Humanities  
Film & Short Story  
Holocaust in  
Literature

**OR**

- Taking English 11 AP Language & Composition (1 credit) if students have completed English 11 - Honors

### ENGLISH 12- ADVANCED PLACEMENT LANGUAGE & LITERATURE

(1 Year -1 Credit) **5 per. weekly**  
*Recommended for: Students of exceptional ability in English.*

*Prerequisite: Completion of 11 AP with a grade of 85 or better, 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 Director'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, Nabokov, 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. *Students must take the Advanced Placement Exam in May.*

### BIBLE AS/IN LITERATURE - Seminar

(Fall -1/2 Credit) **5 per. weekly**

*Prerequisite: Successful completion of English during previous year.*  
The Bible as Literature focuses on the Bible itself, its history, its authors, literary forms, techniques, the people, and places intro-

duced 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; the Apocalypse for its rich imagery, allusions and symbolism. *A research paper is required.*

### EXPLORING THE FILM/SHORT STORY - Seminar

(Spring -1/2 Credit) **5 per. weekly**  
*Prerequisite: Successful completion of English during the previous year.*

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 a short story or film director.*

### HOLOCAUST IN LITERATURE - Seminar

(Fall -1/2 Credit) **5 per. weekly**  
*Recommended for: All Juniors and Seniors.*

This course involves a multi-disciplinary study of the Holocaust as it relates to racism and prejudice. 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.*

### HUMANITIES - Seminar

(Spring - 1/2 Credit) **5 per. 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 the Greeks to the 20th Century, with emphasis on the Italian Renaissance and the Modern Age. Particular emphasis is placed on student involvement, individually and in small groups, and the skills of reading, writing and speaking. *A research paper is required.*

### MULTICULTURAL LITERATURE - Seminar

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

Multicultural Literature 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.*

### MYSTERY LITERATURE - Seminar

(Fall -1/2 Credit) **5 per. 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.*

### SPORTS LITERATURE - Seminar

(Spring -1/2 Credit) **5 per. weekly**  
*Prerequisites: Successful completion of English during the previous year.*

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.*

### THEATER ARTS: MODERN DRAMA- Seminar

(Fall -1/2 Credit) **5 per. weekly**  
*NOTE: This course may be taken only once. It may be used to fulfill graduation requirements in English if taken as a senior. Students in grades 9-11 may take this course only as an elective.*

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.*

### CREATIVE WRITING - Elective

(1/2 Year -1/2 Credit) **5 per. 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 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup>, and 12<sup>th</sup> 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.*

### JOURNALISM - Elective

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

Journalism is an elective course open to all 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup>, and 12<sup>th</sup> grade students. Students contribute to the high school newspaper and share responsibility for its publication. Topics taught in this course include news and editorial writing, page make-up and layout, techniques of the interview, feature writing, problems of the press and a history of journalism. This course is strongly recommended for students on the DISPATCH staff.

### PUBLIC SPEAKING - Elective

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

Public Speaking is an elective course open to all 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup>, and 12<sup>th</sup> grade students. It is designed to give students the techniques and confidence to express themselves orally. Students deliver a variety of formal and informal speeches, learning the processes of structuring a speech and the physical qualities of posture and projection. This is a course based on individual performances designed to develop the techniques to become an adequate speaker. A final research presentation is required.

### THEATER ARTS:

#### PLAY IN PERFORMANCE - Elective

(Spring - 1/2 Credit) **5 per. 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.

### Reading 11

(1 Year - 0 Credit) **5 per. 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 the NYS Regents Standards. Students will take this course in addition to English 11. The grade in this class will have an impact on the course that it is supporting.

### Corrective Reading

(1 Year - 0 Credit) **5 per. weekly**

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

# 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.

### COURSE OFFERINGS

#### READING 9

#### READING 10

#### READING 11

#### CORRECTIVE READING

### Reading 9

(1 Year - 0 Credit) **5 per. 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. The grade in this class will have an impact on the credit bearing subject class that it is supporting.

### Reading 10

(1 Year - 0 Credit) **5 per. 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 10. The grade in this class will have an impact on the credit bearing subject class that it is supporting.

# FOREIGN LANGUAGE

**DEPARTMENT OBJECTIVES:** The Huntington Union Free School District is committed to implementing the New York State L.O.T.E. (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 Foreign Language study starts in grade seven in Chinese, French, Italian, Latin and Spanish. Students receive one unit of credit upon successful completion of Checkpoint A in grade eight, after taking and passing the New York State Proficiency Examination. At the high school level, the Foreign Language Department offers programs in French, Italian, Latin and Spanish. Students who wish to obtain a Regents Diploma with an Advanced Designation must complete a three-year Foreign Language sequence (Checkpoint B) and pass the Regents Exam.

Students may enroll in Foreign Language courses at the Checkpoint C level in French, Italian and Spanish. In these advanced courses, eligible seniors have the opportunity to take AP courses in French, Italian and Spanish. At the same time, they can obtain college credit by taking the Foreign Language College course and by paying a fee to Adelphi University.

Each year high-performing students are inducted in the National French, Italian 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.

## COURSE OFFERINGS

- FRENCH 9
- FRENCH 10
- FRENCH 10 HONORS
- FRENCH LITERATURE, ART & HISTORY
- ADVANCED PLACEMENT FRENCH LANGUAGE
- ITALIAN 9
- ITALIAN 10
- ITALIAN 10 HONORS
- ITALIAN THROUGH MODERN CULTURE & LITERATURE
- ADVANCED PLACEMENT ITALIAN LANGUAGE & CULTURE
- MODERN LATIN I
- MODERN LATIN II
- MODERN LATIN III
- INTRO TO SPANISH
- SPANISH 1B
- SPANISH 9
- SPANISH FOR NATIVE SPEAKERS 9
- SPANISH 10
- SPANISH FOR NATIVE SPEAKERS 10/HONORS
- SPANISH 10 HONORS
- SPANISH 11
- SPANISH 11 HONORS
- SPANISH 12 HONORS/COLLEGE
- ADVANCED PLACEMENT SPANISH LANGUAGE

### FRENCH NINE (1 Year - 1 Credit) 5 per. weekly Offered to: Grade 9

*Prerequisite: French Eight (Middle School) and successful completion of the New York State Proficiency Examination.*

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 take a midterm exam in January and a final exam in June.*

### FRENCH TEN (1 Year -1 Credit) 5 per. weekly Offered to: Grade 10

*Prerequisite: Successful completion of French Nine.*

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 take the Regents exam in June as the final exam.*

### FRENCH TEN HONORS (1 Year - 1 Credit) 5 per. weekly Offered to: Grade 10

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

Second half of Checkpoint B. The students will cover the French Ten curriculum. In addition, they will do short readings of French literature and will be responsible for writing reports. The students receive Pre-AP preparation during the second half of the year. *Students take the Regents Exam in June as the final exam.*

### FRENCH LITERATURE, ART & HISTORY Regents, Honors, & College (1 Year - 1 Credit) 5 per. Weekly

*Prerequisite: Successful completion of French 10 Honors: A final grade of 85 in French 10H or 90 in French 10 with teacher recommendation.*

This course will help students to continue to improve communicative competence as they read selections from the French-speaking world and study the historical and social settings. The students will expand their active vocabulary and learn advanced grammatical structures as they improve their conversational and writing skills. Through the use of authentic French literature selections, art and history, students will not only further develop their skills of listening, speaking, reading and writing, but also will broaden their knowledge and appreciation of French culture. Students will learn more advanced grammatical structures as they improve their speaking skills. Hands on projects presented and discussed in class are an essential part of this course. The curriculum has been approved by Adelphi University, therefore the students can obtain 6 college credits for a fee payable to Adelphi. *Students take a midterm exam in January and a final exam in June.*

### ADVANCED PLACEMENT FRENCH LANGUAGE (1 Year - 1 Credit) 5 per. weekly Offered to: Grade 12

*Prerequisite: Successful completion of French Short Stories, Poems, Art & History 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 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.

### ITALIAN NINE (1 Year -1 Credit) 5 per. weekly Offered to: Grade 9

*Prerequisite: Italian Eight (Middle School) and successful completion of the New York State Proficiency Examination.*

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 Italian culture will also be taught. *Students take a midterm exam in January and a final exam in June.*

### ITALIAN TEN (1 Year -1 Credit) 5 per. weekly Offered to: Grade 10

*Prerequisite: Successful completion of Italian Nine.*

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 take a midterm exam in January and the Regents exam in June as the final exam.*

### ITALIAN TEN HONORS (1 Year - 1 Credit) 5 per. weekly Offered to: Grade 10

*Prerequisite: Successful completion of Italian Nine with a final grade of 90 and teacher recommendation.*

Second half of Checkpoint B. The students will cover the Italian Ten curriculum. In addition, they will do short readings of Italian literature and will be responsible for writing reports. The students receive Pre-AP preparation during the second half of the year. *Students take a midterm exam in January and the Regents Exam in June as the final exam.*

### ITALIAN THROUGH MODERN CULTURE & LITERATURE— Regents, Honors, & College (1 Year - 1 Credit) 5 per. weekly Offered to: Grade 11 & 12

*Prerequisite: Successful completion of Italian 10 Honors Level: A final grade of 85 in Italian 10H or 90 in Italian 10 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. This course focuses on contemporary Italian films, periodicals, magazines, web pages, internet,

television, publicity and advertisements, vignettes, music and theater as vehicles for instruction and means of appreciating Italy's language and 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, and 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 6 college credits for a fee payable to Adelphi. *Students take a midterm exam in January and a final exam in June.*

### ADVANCED PLACEMENT ITALIAN LANGUAGE & CULTURE (1 Year - 1 Credit) 5 per. weekly Offered to: Grade 12

*Prerequisite: Successful completion of Italian through Literature and Art 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.*

### MODERN LATIN I (1 Year -1 Credit) 5 per. weekly Offered to: Grades 10-12

*Prerequisite: Open to 9th and 10th graders with a final grade of 90 in their current modern language and/or 11th and 12th graders who have successfully completed a Regents exam in a modern language (French, Italian or Spanish).*

This is an intensive introductory course to the Latin language and its impact on English today. This course will offer students an opportunity to learn hundreds of vocabulary items which appear on the PSAT and SATs. It is inclusive of grammar, syntax, morphology (the study of words) roots, suffixes etc. Reading of simple prose selections from Latin authors and Roman culture are also included. *Students take a midterm exam in January and a final exam in June.*

### MODERN LATIN II (1 Year -1 Credit) 5 per. weekly Offered to: Grades 11& 12

*Prerequisite: Latin I.*

This is an accelerated Latin course with an emphasis on grammar. Students will be able to read works from classical Latin authors such as Pliny, Plautus, Ovid, Horace and Catullus. *Students take a midterm exam in January and a final exam in June.*

**MODERN LATIN III**  
**(1 Year -1 Credit) 5 per. weekly**  
**Offered to: Grades 11& 12**

*Prerequisite: Latin II*

The accelerated 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. *Students take a midterm exam in January and the Regents Exam in June as a final exam.*

**INTRO TO SPANISH**  
**(1 Year-1 Credit) 5 per. weekly**  
**Offered to: Grades 9-12**

*Pre-requisite: This course is offered to students who did not pass the Spanish 1A course in grade 8. This course will fulfill graduation requirement in LOTE.*

This introductory 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 as well. Some outside and authentic materials will be used, such as audio-visuals, tapes, realia, etc. to supplement instruction. Aspects of Spanish culture will be introduced.

**SPANISH 1B**  
**(1 Year -1 Credit) 5 per. weekly**  
**Offered to: Grade 9**

*Prerequisite: This course is offered to students who took Spanish 1A in 8<sup>th</sup> grade, or did not pass the Proficiency exam in 8<sup>th</sup> grade.*

This course is a continuation of the subject matter begun in the first year. Reading, writing, listening, and speaking are emphasized for a more comprehensive understanding of Spanish. There is an expansion of vo-

cabulary as well as an introduction of culture. Short stories, articles, and complementary materials in Spanish are introduced. Students take the Proficiency test at the end of the year.

**SPANISH NINE**  
**(1 Year -1 Credit) 5 per. weekly**  
**Offered to: Grade 9**

*Prerequisite: Spanish Eight (Middle School) and a passing grade on the NYS Proficiency Test or successful completion of Spanish 1B with teacher recommendation only.*

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 take a midterm exam in January and a final exam in June.*

**SPANISH TEN**  
**(1 Year -1 Credit) 5 per. weekly**  
**Offered to: Grade 10**

*Prerequisite: Successful completion of Spanish Nine.*

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 take a midterm exam in January and the Regents Exam in June as the final exam.*

**SPANISH TEN HONORS**  
**(1 Year -1 Credit) 5 per. weekly**  
**Offered to: Grade 10**

*Prerequisite: Successful completion of Spanish Nine 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 Ten curriculum at an accelerated pace in preparation for the January Regents exam. 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 take a midterm exam in January and the Regents Exam in June.*

**SPANISH ELEVEN**  
**(1 Year -1 Credit) 5 per. weekly**  
**Offered to: Grade 11**

*Prerequisite: Successful completion of Spanish 10.*

First half of Checkpoint C. The students will cover the Spanish Eleven curriculum. In addition, they will be doing work on Spanish literature and writing reports.

**SPANISH ELEVEN HONORS**  
**(1 Year -1 Credit) 5 per. weekly**  
**Offered to: Grade 11**

*Prerequisite: Successful completion of Spanish 10. Honors level: A final grade of 85 in Spanish 10 H or 90 in Spanish 10 with teacher recommendation.*

First half of Checkpoint C. The students will cover the Spanish Eleven curriculum. In addition, they will do extensive readings of Spanish literature and will be responsible for writing several reports. *Students take a midterm exam in January and a final exam in June.*

**SPANISH TWELVE**  
**(1 Year -1 Credit) 5 per. weekly**  
**Offered to: Grade 12**

*Prerequisite: Successful completion of Spanish 11.*

Second half of Checkpoint C. The students will cover the Spanish Twelve curriculum. Students will be doing readings of Spanish literature and writing reports. *Students take a midterm exam in January and a final exam in June.*

**SPANISH TWELVE HONORS/ COLLEGE**  
**(1 Year -1 Credit) 5 per. weekly**  
**Offered to: Grade 12**

*Prerequisite: Successful completion of Spanish 11. Honors level: A final grade of 85 in Spanish 11H or 90 in Spanish 11 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. The students obtain high school and college credit. The curriculum has been approved by Adelphi University, therefore the students can obtain up to 6 college credits for a fee payable to Adelphi.

**ADVANCED PLACEMENT SPANISH LANGUAGE**  
**(1 Year -1 Credit) 5 per. weekly**  
**Offered to: Grade 12**

*Prerequisite: Successful completion of Spanish 11 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 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.*

**SPANISH FOR NATIVE SPEAKERS 9**  
**(1 Year - 1 Credit) 5 per weekly**  
**Offered to: Grades 9-12**

This course is designed for students whose native language is Spanish and is equivalent to Spanish 9. 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.

**SPANISH FOR NATIVE SPEAKERS 10/HONORS**  
**1 Year - 1 Credit 5 Per. weekly**  
**Offered to: Grades 10 - 12**

*Prerequisite: Successful completion of Spanish for Natives 9 with a final grade of 90 with teacher recommendation.*

This course is designed for students whose native language is Spanish and is equivalent to Spanish 10 and 10 Honors. 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 the Regents in June.*

# 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. 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.

## Spanish Language Arts

This course has been established following CR 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 9<sup>th</sup> and 10<sup>th</sup> 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 Spanish 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. 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 |
|---------------|----------------------------|
| Low Beginner  | 3 periods ESL, 1 NLA       |
| High Beginner | 3 periods ESL, 1 NLA       |
| Intermediate  | 2 periods ESL              |
| Advanced      | 1 period ESL               |
| Proficient    | Exit ESL                   |

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 CSR Part 154 Regulations to exit the ESL Program

When students reach the Advanced level, they will receive additional services in Reading and Writing. Students in High Intermediate & Advanced levels are placed in mainstream classes for content area subjects. When recommended, they will still receive additional services from the Reading Teacher.

# MATHEMATICS

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.

## COURSE OFFERINGS

- BASIC ALGEBRA
- BASIC ALGEBRA - ESL
- MATH TUTORING
- ALGEBRA 1
- ALGEBRA 1 - ESL
- MATH B ACCELERATED
- MATH B2
- GEOMETRY
- ACCELERATED GEOMETRY
- ALGEBRA 2 AND TRIGONOMETRY
- MATHEMATICAL INVESTIGATIONS
- ADVANCED ALGEBRA
- ALGEBRA AND TRIGONOMETRY
- PRE-CALCULUS BC - HONORS
- ADVANCED PLACEMENT CALCULUS AB
- ADVANCED PLACEMENT CALCULUS BC
- ADVANCED PLACEMENT STATISTICS
- ADVANCED PLACEMENT COMPUTER SCIENCE A
- HARVARD PRE-CALCULUS
- COMPUTER PROGRAMMING

## BASIC ALGEBRA

**(1 Year - 1 Credit) 5 per. weekly**  
This course is designed to focus on foundational 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 per. weekly**  
This course is designed to support English Language Learners. Please see the course description of Basic Algebra for details.

## MATHEMATICS TUTORING

**(1 Year - 0 Credit) Alternating days**  
The purpose of mathematics tutoring is to provide additional support to students who are preparing for a first level Regents Exam. Students may be recommended by their math teacher or school counselor.

## ALGEBRA 1

**(1 Year - 1 Credit) 5 per. weekly**  
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.*

## MATH B ACCELERATED

**(1 Year - 1 Credit) 5 per. weekly**  
*Prerequisite: Successful completion of Math AB Accelerated and teacher recommendation.*  
This course continues the Math AB Accelerated sequence. The curriculum will extend the study of algebra, geometry and probability, including a full development of trigonometry. The rigor and pace of the course will allow for the introduction of Pre-Calculus topics during the fourth quarter. *Students will sit for the NYS Math B Regents Examination at the end of this course.*

## MATH B2

**(1 Year - 1 Credit) 5 per. weekly**  
*Prerequisite: Successful completion of Math B1*  
This is the second year of a two year Regents level Math course. Topics include: trigonometric functions and graphs, trigonometric equations and identities, geometric and analytical proofs, and the binomial theorem. *Students will sit for the NYS Math B Regents Examination at the end of this course.*

## GEOMETRY

**(1 Year - 1 Credit) 5 per. 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.*

## ACCELERATED GEOMETRY

**(1 Year - 1 Credit) 5 per. 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 Algebra 1 during 8th grade. Please see course description of Geometry. *Students will sit for the NYS Geometry Regents Examination at the end of this course.*

## ALGEBRA 2 AND TRIGONOMETRY

**(1 Year - 1 Credit) 5 per. weekly**  
*Prerequisites: Successful completion of Algebra 1 or 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 the NYS Math B Regents Examination in June - **FOR THE 2008-2009 SCHOOL YEAR ONLY.***

## MATHEMATICAL INVESTIGATIONS

**(1 Year - 1 Credit) 5 per. weekly**  
*Prerequisite: Completion of Math A and teacher recommendation.*  
This course is designed as a third year math course for those students who will not pursue an Advanced Regents Diploma. It will be a high interest math course which extends beyond the Math A curriculum. Topics include the history of mathematics, graph theory, mosaics, and topology. Students will explore the Fibonacci sequence, Pascal's Triangle, Cryptography and Coding.

## ADVANCED ALGEBRA

**(1 Year - 1 Credit) 5 per. weekly**  
*Prerequisite: Successful completion of Math B1, Math B2, or 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.

## ALGEBRA AND TRIGONOMETRY

**(1 Year - 1 Credit) 5 per. weekly**  
*Prerequisite: Completion of Math A curriculum or Math Investigations.*  
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. *This course is under review.*

## PRE-CALCULUS BC - HONORS

**(1 Year - 1 Credit) 5 per. weekly**  
**Offered to: Grade 11**  
*Prerequisite: Successful completion of Math B Accelerated and teacher recommendation.*

This course includes all topics covered in Pre-Calculus AB. The study of functions is a key element in this course. More emphasis is put on algebraic processes. Analytic Geometry, Polynomial and Logarithmic functions, and complex numbers will be studied as well. The last five units of the course are Calculus topics.

## ADVANCED PLACEMENT

### CALCULUS - AB

**(1 Year - 1 Credit) 5 per. weekly**  
**Offered to: Grade 12.**  
*Prerequisite: Successful completion of Pre-Calculus AB 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.*

**ADVANCED PLACEMENT CALCULUS - BC**  
(1 Year -1 Credit) 5 per. weekly  
Offered to: Grade 12  
Prerequisite: Successful completion of Pre-Calculus BC Honors and teacher recommendation.

This course 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.*

**ADVANCED PLACEMENT STATISTICS**  
(1 Year -1 Credit) 5 per. weekly  
Prerequisite: Successful completion of Pre-Calculus AB Honors, Pre-Calculus, or Math B2 and teacher recommendation.

This course is designed to provide students with a learning experience equivalent to that of an introductory college course in statist

ics. 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.*

**ADVANCED PLACEMENT COMPUTER SCIENCE A**  
(1 Year -1 Credit) 5 per. weekly

Prerequisite: Successful completion of Math B2 and teacher recommendation.  
This course is designed to provide students with a learning experience equivalent to that of an introductory college course in Computer Science. Emphasis will be placed upon object-oriented programming methodology with a concentration on problem solving and algorithm development. Also included is the study of data structures, design and abstraction. Topics include program design, class design, implementation techniques, programming constructs, and Java library classes. *Students will sit for the Advanced Placement Computer Science A Examination in May.*

**HARVARD PRE-CALCULUS**  
(1 Year) 5 per. weekly  
(1 HS Credit and 4 College Credits)  
Prerequisite: Successful completion of Math B2 or Math B - Accelerated and teacher recommendation.

This course carries forward the study of functions from the Math B2 course and includes relations, theory of equations, complex numbers, analytic geometry, theory of limits and an introduction to Calculus. Two separate grades will be given for this course: a high school grade and a college grade. Students will be instructed primarily by high school faculty. On a bi-weekly basis, a Nassau Community College professor will come to the High School to provide instruction. In early May, students will take the college portion of their final exam at Nassau Community College. The high school portion of their final exam will be administered in June. *Students who desire to take this course without receiving college credit will only be instructed by high school faculty, will not need to take the college final in May, and will be registered in a different section.*

**COMPUTER PROGRAMMING**  
(1 Year -1 Credit) 5 per. weekly  
Prerequisite: Minimum average of 80 in Algebra I.

This course is an introduction for learning to program with ALICE Animation. Students will create animation projects using ALICE, a software package for creating animation in small, virtual using 3D models in Pixar and Disney animation style. Students also learn programming in the computer language JAVA. Topics covered include input, output, looping, methods, swing and the beginnings of object oriented programming. *This course is a prerequisite for AP Computer Science and is, therefore, considered college preparatory.*

# 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 course or Comprehensive Foundations A and B.**

## COURSE OFFERINGS

- BAND 9-12/JUNIOR & SENIOR CONCERT BAND
- COMPREHENSIVE FOUNDATIONS A & B
- CONCERT CHOIR
- CHAMBER CHOIR
- CONCERT ORCHESTRA
- SYMPHONY ORCHESTRA
- THEORY I
- ADVANCED PLACEMENT MUSIC THEORY (THEORY II)

## Co-Curricular Activities

- WIND ENSEMBLE
- JAZZ CHOIR
- JAZZ ENSEMBLE
- CHAMBER ORCHESTRA
- WINTER PERCUSSION
- HIGHSTEPPER DANCE TEAM
- COLOR GUARD
- WINTER GUARD
- TRI-M MUSIC HONOR SOCIETY

**BAND**  
Offered to: Grades 9-10-11-12  
(1 Year -1 Credit) 5 per. 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. All Band students are required to march in 4 to 5 parades and play in the pep band for football games. These are the performance requirements for the Non-Competitive Marching program. Non-Competitive Band students who are new to the program are required to attend several evening training sessions in June 2005, in order to learn marching basics for parade performances.

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. 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 2007 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. **Students who do not participate in the Summer Band Camp are not eligible for the Competitive Band.** Percussion and Color Guard members of the competitive program rehearse one additional evening per week in the fall. For questions about rehearsal and performance requirements, please contact Mr. Giachetti or Mr. Stellato at 673-2053.

## AUGUST 2008 MARCHING BAND SCHEDULE

**FULL BAND REHEARSALS:**

|              |         |
|--------------|---------|
| August 4-5   | 9am-9pm |
| August 11-12 | 9am-9pm |
| August 18-22 | 9am-9pm |
| August 23    | 9am-6pm |
| August 24    | 9am-4pm |
| August 27    | 5pm-9pm |

**CONCERT CHOIR**  
(1 Year -1 Credit) 5 per. 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 per. 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 per. weekly  
Offered to: Grades 9-10-11-12  
Prerequisites: Satisfactory progress in high school string orchestra or NYSSMA 5A+ rating in grade 8.

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.

## Music continued

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 may be 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.

### **STRING ORCHESTRA** (1 Year -1 Credit) 5 per. weekly Offered to: Grades 9 and 10

This course is for all 9th grade string students with the exception of students that received a NYSSMA Level 5A+ rating or higher in grade 8. These advanced students will be auditioned for Symphony Orchestra during the spring of 8th grade. This orchestra experience includes the study of NYSSMA Level 3-5 string literature. In addition, the String Orchestra studies several symphonic orchestra pieces and performs with the Symphony Orchestra. Tenth graders who have not mastered the skills needed for full Symphony Orchestra participation may be placed in the String Orchestra at the discretion of the director. String 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.

### **COMPREHENSIVE FOUNDATIONS** "A:"MUSIC HISTORY AND LITERATURE (1 year-1/2 credit) Alt. Day Course

This course is a survey course of music history from ancient to modern times. The focus is on the relationship between music and society. Many composers and musical styles are discussed, from Beethoven to

the Beatles. The course is open to all students. The only prerequisite is an interest in music beyond pop culture. **Note: Comprehensive Foundations "A" and "B" may be used as part of a sequence in music.**

### **COMPREHENSIVE FOUNDATIONS** "B:"MUSIC AND TECHNOLOGY (1/2 Year -1/2 Credit) alternating days Offered to: Grades 9-10-11-12

This course explores the use of technology in music performance and composition. The course covers the design and use of sound systems, computer music basics, digital audio recording, music notation programs, music on the Internet and video scoring. The course also includes study of the fundamentals of acoustics and the development of music technology in the past century. Individual recording projects are a major part of the course. There is no prerequisite, and students do not need to have had formal music training.

### **THEORY I** (1 Year -1 Credit) 5 per. weekly Offered to: Grades 9-10-11-12

*Recommended for: Students who have an interest in music and who can read music.*

*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 (THEORY II)** (1 Year -1 Credit) 5 per. weekly Offered to: Grades 10-11-12

*Recommended for: The music major - 2nd course music major sequence.*

*Prerequisite: Music Theory I, 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).

### **JAZZ CHOIR** (No Credit) 2 hrs. weekly

The Jazz Choir provides a choral experience for experienced singers wanting to perform Jazz standards and contemporary arrangements in a small ensemble. Solo opportunities are available. Rehearsals take place on Wednesdays, time TBA.

### **JAZZ ENSEMBLE (Honors)** (No Credit) 2 hrs. 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. Several performances within and outside the district are planned each year. This is a highly selective ensemble. In 2002, the Jazz Ensemble won "1st Place" and "Most Outstanding Jazz Ensemble" awards at the Hershey Park Music Festival Competition in Pennsylvania.

### **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 hrs. 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) 2 hrs. weekly

This program is designed to teach students the advanced techniques of concert and marching percussion performance. Rehearsals are held one evening per week and are open to all students in grades 7-12. Competitive Marching students are required to participate. Non-Band students who successfully complete the program may audition for the Competitive Band program.

### **HIGHSTEPPER DANCE TEAM** (No Credit) 4-6 hrs. 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 Ms. Lisa Leonardi.

# HEALTH, PHYS. ED & 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

**HEALTH - Grades 10, 11 & 12**  
(1/2 Year -1/2 Credit) **Alternating days**  
Same as above.

## 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 co-educationally 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.*

### COURSE OFFERINGS

#### 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 - Sport 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 affective 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:

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

#### TEAM SPORTS & ACTIVITIES

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 & LIFETIME 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 day to one year will participate in written projects pertaining to physical education and interscholastic athletics.

#### INTRAMURAL PROGRAM

Activities offered in our intramural program are based on student interest. Students who are not competing at the interscholastic level during that season of intramurals may participate. Listed below are the activities presently scheduled. Other activities may be substituted based on student enthusiasm.

#### FALL:

Weight Training

#### WINTER:

Weight Training

#### SPRING:

Weight Training

#### 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       |
| Cross Country - Girls | Field Hockey   |
| Soccer - Boys         | Cheering       |
| Soccer - Girls        | Tennis - Girls |
| Volleyball - Boys     | Golf - Boys    |
| Volleyball - Girls    |                |
| Swimming - Girls      |                |

#### WINTER:

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

#### SPRING:

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

# SCIENCE

Science is part of our everyday lives. If you have ever wondered why a morning is foggy, or 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 NYS Standards in the Core areas of Living Environment and the Physical Settings. Freshman 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 NYS 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.

## COURSE OFFERINGS

- INTRODUCTION TO LIVING ENVIRONMENT
- LIVING ENVIRONMENT
- LIVING ENVIRONMENT TUTORIAL
- BILINGUAL LIVING ENVIRONMENT
- LIVING ENVIRONMENT HONORS
- THE PHYSICAL SETTING: EARTH SCIENCE
- ESL THE PHYSICAL SETTING: EARTH SCIENCE
- THE PHYSICAL SETTING: EARTH SCIENCE HONORS
- ENVIRONMENTAL CHEMISTRY
- THE PHYSICAL SETTING: CHEMISTRY
- THE PHYSICAL SETTING: CHEMISTRY HONORS
- CONCEPTUAL PHYSICS
- THE PHYSICAL SETTING: PHYSICS
- THE PHYSICAL SETTING: PHYSICS HONORS
- ADVANCED PLACEMENT BIOLOGY
- ADVANCED PLACEMENT CHEMISTRY
- ADVANCED PLACEMENT PHYSICS B
- RESEARCH PROGRAM
- ANIMAL BEHAVIOR
- MARINE ECOLOGY
- FORENSIC SCIENCE
- ADVANCED FORENSICS
- SCIENCE FICTION
- ASTRONOMY
- LONG ISLAND ECOLOGY
- CONSUMER SCIENCE

**INTRODUCTION TO LIVING ENVIRONMENT**  
(1 year - 1 Credit) 7 1/2 per. weekly  
(Recommended for students who have achieved at Level 1 or 2 on the ILS.)

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 pro-

vides 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**  
(1 year - 1 Credit) 7 1/2 per. weekly  
(Recommended for students who have achieved at Level 3 or 4 on the ILS. Required as one of two Regents Core courses necessary for graduation.)

The content of this course follows guidelines provided in the NYS 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 NY State Education Department. Students will be prepared for, and take the Living Environment Regents as the final exam of the course.

**LIVING ENVIRONMENT TUTORIAL**  
(1 year-no credit) 2 1/2 per weekly  
(Recommended for students who achieved Level 1 or 2 on their ILS exams; also, recommended for students who require extra support in science skills in order to take a 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**  
(2 Year - 2 Credits) 7 1/2 per. weekly  
Recommended for 9th and 10th grade 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 NYS 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 NY State Education Department. Students will be prepared for, and take the Living Environment Regents as the final exam of the course at the end of the second year.

**LIVING ENVIRONMENT HONORS**  
(1 year- 1 Credit) 7 1/2 per. weekly  
(Placement by middle school committee recommendation, and a minimum of Level 4 on ILS exam.)

The content of this course follows guidelines provided in the NYS 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 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 NY State Education Department. Students will be prepared for, and take the Living Environment Regents as the final exam of the course.

**THE PHYSICAL SETTING: EARTH SCIENCE**  
(1 year - 1 Credit) 7 1/2 per. weekly  
(Recommended to students who have successfully completed Living Environment.)

The content of this course follows guidelines provided in the NYS 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 NY State Education Department. Students will be prepared for, and take the Physical Setting: Earth Science Regents as the final exam of the course.

**ESL THE PHYSICAL SETTING: EARTH SCIENCE**  
(1 year-1 Credit) 7 1/2 per. weekly  
(Recommended for 10th and 11th grade students who have been identified as English Language Learners, placed at the Beginner or Intermediate levels.)

This course is designed to support English Language Learners as they study basic geological and environmental principles and investigate the scientific method. The content of this course follows guidelines provided in the NYS Core Curriculum Guide of 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 NY State Education Department. Students will be prepared for, and take the Earth Science Regents as the final exam of the course.

**THE PHYSICAL SETTING: EARTH SCIENCE HONORS**  
(1 year - 1 credit) 7 1/2 per. weekly  
(Recommended to students who have previously achieved a 90 or better in their Living Environment course average and LE Regents exam, and/or teacher recommendation.)

The content of this course follows guidelines provided in the NYS Core Curriculum Guide of the Physical Setting: Earth Science. Students will investigate basic geological and environmental principles and the applications of these processes. Students will investigate content and an in-depth 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 other fields of the sciences. 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 NY State Education Department. Students will be prepared for, and take the Physical Setting: Earth Science Regents as the final exam in the course.

**ENVIRONMENTAL CHEMISTRY**  
(1 year-1 credit) 5 per. weekly  
(Recommended for the non-science major and those students with average or less than average science course achievement.) Prerequisites: Successful completion of Living Environment and Earth Science courses, and at least a passing grade in either of these two Regents exams.

This course stresses basic principles of chemistry, environmental applications, and how chemistry impacts our everyday lives. Laboratory experiences are an integral part

of this course. A strong mathematics background is not required.

**THE PHYSICAL SETTING: CHEMISTRY**  
(1 year- 1 Credit) 7 1/2 per. weekly  
(Recommended to students who have previously completed the Living Environment course and The Physical Setting: Earth Science course. Satisfies Physical Setting requirement for graduation.)

This course is offered to students who have completed both the Living Environment course and The Physical Setting: Earth Science course. The content of this course follows guidelines provided in the NYS 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 NY State Education Department. Students will be prepared for, and take the Physical Setting: Chemistry Regents as the final exam of the course.

**THE PHYSICAL SETTING: CHEMISTRY HONORS**  
(1 year- 1 Credit) 7 1/2 per. weekly  
(Recommended to students who have previously achieved a 90 or better in their course average for Earth Science and on the ES Regents Exam, or a 90, or better, in their course average for Living Environment and on the LE Regents Exam, and teacher recommendation.)

The content of this course follows guidelines provided in the NYS Core Curriculum Guide of The Physical Setting: Chemistry. Students will investigate content at an in-depth 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 Chemistry. 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 NY State Education Department. Students will be prepared for, and take the Chemistry Regents as the final exam of the course.

**CONCEPTUAL PHYSICS**  
(1 Year -1 Credit) 5 per. weekly  
Offered to Grades 11 & 12

This is an activity-based course which covers interesting facts of physics for everyday life. You will learn the answers to such questions as why roller coasters stay on track, how we see colors, how light bulbs work and much more. You will hit baseballs, ride scooters, make mini circuits and do other fun activities in this hands-on course.

**THE PHYSICAL SETTING: PHYSICS**  
(1 year- 1 Credit) 7 1/2 per. weekly  
(Recommended to students who have previously completed the Living Environment course, and The Physical Setting: Earth Science course. Satisfies the Physical Setting requirement for graduation.)

Prerequisites: Successful completion of Math B curriculum and the Math B Regents Exam.

The content of this course follows guidelines provided in the NYS 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 NY State Education Department. Students will be prepared for, and take the Physics Regents as the final exam of the course.

# Science

continued

## THE PHYSICAL SETTING: PHYSICS HONORS

**(1 year- 1 Credit) 7 1/2 per. weekly**  
*(Recommended to students who have previously achieved a grade of 90 or better in each of their previous science courses and Regents examinations, and teacher recommendation)*  
*Prerequisites: Successful completion of Math B curriculum and the Math B Regents Exam.*

The content of this course follows guidelines provided in the NYS Core Curriculum Guide of The Physical Setting: Physics. Students will investigate content at an in-depth 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 course project that will be presented at the Science Department's Triology Night. Students are required to complete a minimum of 1200 minutes of laboratory assignments followed by written lab reports, as required by NY State Education Department. Students will be prepared for, and take the Physics Regents as the final exam of the course.

### Advanced Placement Courses

## ADVANCED PLACEMENT BIOLOGY

**(1 year - 1 Credit) 10 per. weekly**  
*Recommended to motivated college-bound students who have an interest in the sciences, and have demonstrated mastery in previous science courses.*  
*Prerequisites: Test average of 85, or above, and teacher recommendation.*

This course is designed to be the equivalent of a college introductory biology course offered to biology majors during the first academic year. 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.

## ADVANCED PLACEMENT CHEMISTRY

**(1 year - 1 Credit) 10 per. weekly**  
*Recommended to motivated college-bound students who have an interest in the sciences, and have demonstrated mastery in previous science and math courses.*  
*Prerequisites: Test average of 85, or above, in current science class and teacher recommendation.*

*Co-requisite: Must have taken or concurrently be taking Pre-Calculus AB/BC.* 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.

## ADVANCED PLACEMENT PHYSICS B

**(1 year - 1 Credit) 10 per. weekly.**  
*Recommended to motivated college-bound students who have an interest in the sciences, and have demonstrated mastery in previous science and math courses.*

*Prerequisites: Mastery level in Chemistry course average and Chemistry Regents exam, and teacher recommendation.*

*Co-requisite: Must have taken or concurrently be taking Pre-Calculus AB/BC.* 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.

### ELECTIVES

## RESEARCH PROGRAM

**(1 year-1 credit) or (1/2 year- 1/2 credit)**  
**Offered to: Grades 9 - 12**  
*Recommended to students with an interest in doing science research in an area of choice, such as the biochemical sciences, psychology, genetics, environmental field work and material science. An application process is used for selection into this program.*

This course revolves around developing and completing a science project to com-

pete 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. *College credit for this course may be granted by SUNY Albany to juniors and seniors who meet specific criteria. See instructor for details.*

## ANIMAL BEHAVIOR

**(1/2 Year -1/2 Credit) 5 per. weekly**  
**Offered: Fall and Spring**

*Prerequisite: 1 year of Living Environment*  
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.

## MARINE ECOLOGY

**(1/2 Year -1/2 Credit) 5 per. weekly**  
**Offered: Fall and Spring**

*Prerequisite: 1 year 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.

## FORENSIC SCIENCE

**(1 Year -1 Credit) 5 per. weekly**  
**Offered to Grades 11 & 12**

*Prerequisite: Successful completion of Living Environment and one additional regents science course.*

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. A research paper/ final project is required for successful completion of the course.

## ADVANCED FORENSICS

**(1/2 Year -1/2 Credit) 5 per. weekly**  
**Offered to: Grade 12**

*Recommended to students who seek advanced study in the Forensic Science field.*  
*Prerequisite: Previous course in Forensic Science with an average of 85, or better.*

Students will concentrate on the theory and advanced practices of criminalistics as it applies to tool mark identification, footwear/tire identification, advanced blood stain analysis, questioned document examination, advanced forensic microscopy, and forensic geology. Students will also be offered an introduction to cyber crime. This course will build upon the lectures offered

in the previous forensic science course in topics such as Genetics and DNA technologies, forensic toxicology, and fingerprinting. Topics of current news interest will be incorporated into each week's class. Students are expected to complete a research project at the end of the course. *College credit for this course may be granted by N.Y.I.T. See the instructor for details.*

## THE SCIENCE BEHIND SCIENCE FICTION

**(1/2 Year -1/2 Credit) 5 per. weekly**  
**Offered to Grades 11 & 12**

*Prerequisite: Earth Science, Living Environment, Chemistry*

This course will provide connections between creative pieces of film and fiction, and scientific reality. Students will evaluate the scientific principles underlying various works of science fiction and investigate the themes throughout the life and physical sciences. A selection of books and films including, "2001: A Space Odyssey", "Jurassic Park", "The Thing", "Contact", and "Gattaca", will be explored. Students will utilize class time to investigate the scientific principles at work in these selections, and will prepare analyses for group discussions and/or presentations. This course is designed to enhance students' research and writing skills, as well as, enrich their perception of real world applications of scientific principles.

## ASTRONOMY

**(1/2 Year -1/2 Credit) 5 per. weekly**  
**Offered: Spring only**

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.

## SCIENCE AND SOCIETY-

### CURRENT ISSUES I, II

**(1/2 Year -1/2 Credit) 5 per. weekly**  
**Offered: Fall and Spring**

*Recommended as a course for juniors and seniors.*

*Prerequisite: Two years of science*  
This course is intended for students who have already successfully completed two years of science. The course focuses on practical applications of the sciences. Students will learn about the ways that science affects their lives: in the marketplace, in medicine, technology, environmental issues, and government policies. This course will be interdisciplinary as it focuses on science concepts we experience every day, science in the future, and science awareness for informed decisions now and in the future.

# 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.

## COURSE OFFERINGS

- GLOBAL HISTORY AND GEOGRAPHY I REGENTS
  - GLOBAL HISTORY AND GEOGRAPHY I HONORS
  - GLOBAL HISTORY AND GEOGRAPHY II REGENTS
  - GLOBAL HISTORY AND GEOGRAPHY II HONORS
  - ADVANCED PLACEMENT WORLD HISTORY
  - UNITED STATES HISTORY AND GOVERNMENT REGENTS
  - ADVANCED PLACEMENT - UNITED STATES HISTORY
  - ECONOMICS
  - PARTICIPATION IN GOVERNMENT
  - ADVANCED PLACEMENT GOVERNMENT & POLITICS-US
  - ADVANCED PLACEMENT MICROECONOMICS
  - GLOBAL HISTORY AND GEOGRAPHY ESL
- ## ELECTIVE COURSES
- CRIMINAL JUSTICE
  - HONORS/AP RESEARCH AND WRITING
  - HOLOCAUST
  - INTRO TO PHILOSOPHY
  - LONG ISLAND HISTORY
  - PSYCHOLOGY
  - URBAN STUDIES
  - WOMEN'S STUDIES
  - AP PSYCHOLOGY

Any student seeking to transition into Honors or AP is required to complete a writing sample. The Honors and Advanced Placement sections are the most demanding sections. They require the heaviest reading and writing commitments.

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 I REGENTS

**(1 Year -1 Credit) 5 per. 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.

## GLOBAL HISTORY AND GEOGRAPHY I HONORS

**(1 Year -1 Credit) 5 per. 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 debating 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. A writing sample will also be administered 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. A National History Day research project is also an essential part of the 1st semester of this course. A cumulative midterm and final are administered.

## GLOBAL HISTORY AND GEOGRAPHY II REGENTS

**(1 Year -1 Credit) 5 per. 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 for the course.*

## GLOBAL HISTORY AND GEOGRAPHY II HONORS

**(1 Year -1 Credit) 5 per. 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 Advancement 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 cumulative midterm and final are administered. A summer reading assignment is strongly encouraged. A cumulative midterm is administered in this course and the Global Regents exam serves as the final.

## ADVANCED PLACEMENT WORLD HISTORY

**(1 Year -1 Credit) 5 per. 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 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.

## GLOBAL HISTORY ESL

**(2 Years - 2 Credits) 5 per. weekly**  
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 and 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. At the end of the second year, students will be given the opportunity to take the Global History Regents Exam. If the student passes the exam and the course, he or she will have completed this two-year course. If the student does not pass one or both, he or she will repeat the course and/or exam as required for graduation.

## UNITED STATES HISTORY AND GOVERNMENT REGENTS

**(1 Year -1 Credit) 5 per. weekly**  
*Prerequisite: Successful completion of 10th grade Global History*

This is a survey course in 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. The United States His-

tory and Government Regents will be the final exam in the course. Committed students can apply in the fall for HHS' annual rural-suburban exchange as an extension of this program. Mutual visits with a rural high school are part of this extension program.

## ADVANCED PLACEMENT UNITED STATES HISTORY

**(1 Year -1 Credit) 5 per. 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 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.

## 12TH GRADE SOCIAL STUDIES

*Students must take a 1/2 credit of Economics and a 1/2 credit of Participation in Government, both are required for graduation.*

## ECONOMICS

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

## 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 Economic Theory, and the course studies Business Structure and economics at the individual and societal level. It is for all college-bound seniors with special interest in Business, Accounting, Finance, Banking and PreLaw. 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.

## Social Studies continued

### **PARTICIPATION IN GOVERNMENT** Regents Level (1/2 Year -1/2 Credit) 5 per. 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 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. This course satisfies the 1/2 credit senior mandated requirement in Participation in Government.

### **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.

## ELECTIVES

### **CRIMINAL JUSTICE** (1/2 Year -1/2 Credit) 5 per. weekly Offered to: Grades 11 & 12 Fall and Spring semesters

*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. 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.

### **HOLOCAUST & HISTORICAL** **GENOCIDE** (1/2 Year -1/2 Credit) 5 per. weekly Offered to: Grades 11 & 12 Fall or Spring Semester

A study of the Holocaust as it relates to genocide, racism and prejudice, this half year course will examine the causes and effects of this historic tragedy. Students will be able to comprehend the ramifications of this event. An evaluation of human relations, from an historical perspective is central to the course.

### **HONORS/AP RESEARCH AND** **WRITING IN SOCIAL STUDIES** (1/2 Year - 1/4 Credit) Alternating Days Offered to: Grades 9 -12 Fall Semester

This course is an introduction to historical research and writing in Social Studies. Four styles of writing will be addressed: objective, persuasive, analytic and judgmental. Within this course, students will also compete for local Social Science Awards, National History Day Competition, and other writing contests. Students transitioning from Regents level to Honors or AP are required to take this course.

### **INTRODUCTION TO PHILOSOPHY** (1/2 Year -1/2 Credit) 5 per. weekly Offered to: Grades 11 & 12

This course is an introduction to philosophy. The course will explore areas of Metaphysics, Epistemology and Ethics in the western tradition. Readings will be taken

from Plato, Aristotle, Descartes, Locke, and Kant. This course hopes to prepare Huntington High students for a life of self-reflection and critical appraisal of their own environment and life.

### **LONG ISLAND HISTORY** (1/2 Year -1/2 Credit) 5 per. weekly Offered to: Grades 11 & 12 Offered in school year 2008-2009 and again in school year 2010-2011.

This course will focus on the history and development of Long Island from its geological formation to the present day, with a focus on the last 100 years. The goal of this course is to introduce students to the unique history of the place in which they live as well as the issues that will shape and effect its ongoing development. The history of Huntington will also be a component of this course.

### **PSYCHOLOGY** (1/2 Year -1/2 Credit) 5 per. weekly Offered to: Grades 11 & 12 Fall and Spring Semesters

*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.

### **URBAN STUDIES -** **THE NEW YORK EXPERIENCE** (1/2 Year -1/2 Credit) 5 per. weekly Offered to: Grades 11 & 12 in 08-09

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

The goal of this course is to study the American urban society by using New York City as a framework. This course includes in-depth discussions of urban problems such as: crime, transportation, education, city government, ghetto areas, city planning, problems in world cities, and the wealth of multi-cultural activities available within an urban area such as New York City. The course will also include two field trips into New York City and a variety of projects.

### **WOMEN'S STUDIES** (1/2 Year -1/2 Credit) 5 per. weekly Offered to: Grades 11 & 12

*Offered in school year 2009-2010 and again in school year 2011-2012.*

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.

### **APPSYCHOLOGY (Pending)** Offered to: Grades 11 & 12 (1 Year -1 Credit) 5 per. weekly Recommended for students of exceptional ability in Social Studies.

*Prerequisites: Completion of 11<sup>th</sup> Grade AP US History or 10<sup>th</sup> grade AP World, or Global 10 Honors with a grade of 85 or better OR completion of 11<sup>th</sup> grade US History Regents with grade of 92 or better and recommendation of guidance counselor, Social Studies teacher AND Director of Humanities.*

This full year Advanced Placement Psychology course is offered to qualified students who wish to complete studies equivalent to an introductory semester college course in psychology. AP Psychology introduces students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. They also learn about the ethics and methods psychologists use in their science and practice. Students must take a cumulative midterm in January and the Advanced Placement Psychology Examination in May.

# TECHNOLOGY

## **DEPARTMENT OBJECTIVES:**

The Technology courses offer a wide range of experiences to prepare students to deal with our technological society. The courses introduce the basic skills and knowledge necessary to develop an understanding of how technology is used in industry and business. All students enrolled in Technical Drawing, for example, will spend the first half of the one-year course learning basic fundamentals and the second half in the computer laboratory learning computer-aided-design and drawing (CADD).

## **COURSE OFFERINGS**

All students enrolled in Technical Drawing, Architectural Drawing and Wood Shop will receive "hands-on" experience working on the computer with AUTOCAD, a powerful computer-aided-design-and-drawing software (CADD). The goal of the instruction is to give students a working understanding of how the computer is used for design and drawing in industry.

- TECHNICAL DRAWING
- ARCHITECTURAL DRAWING
- WOOD SHOP
- THE WORLD OF TECHNOLOGY

### **TECHNICAL DRAWING** (Mechanical Drawing I) (Foundation Course) (1 Year -1 Credit) 5 per. weekly Offered to: Grades 10-11-12

*\*May be used towards a Technology sequence and at the same time to meet the Regents Art/Music requirement by students attempting a sequence in technology.*

*Recommended for: Students considering architecture, engineering, interior design, graphic communication, or any trade or vocational career.*

The primary goal of this course is to use a problem solving approach to increase the ability to visualize spatial relationships through a study of two and three dimen-

sional drawing. All students will be required to build a professional quality portfolio of all drawings completed. Students will use AUTOCAD, a professional quality computer aided design program. Drawings completed will include:

- Two dimensional machine drawing
- Three dimensional machine drawing
- Isometric drawing

### **ARCHITECTURAL DRAWING** (1 Year -1 Credit) 5 per. weekly Offered to: Grades 10-11-12

*Recommended for: Students considering architecture or interior design as a career. Students interested in house design should also consider this course..*

*Prerequisite: Mechanical Drawing I*  
Consideration will be given to all factors that influence the design of a house, i.e., house style, orientation to the elements and site, function and relationship of rooms, traffic patterns and cost. Instructions will be given in drawing floor plans, elevations and mechanical perspective. Students will complete a full set of presentational drawings for a single family residence. The computer will be utilized to complete a number of computer-aided-drawings.

### **WOOD SHOP** (1 Year -1 Credit) 5 per. weekly or (1 year - 1/2 Credit) Alternating days Offered to: Grades 10-11-12

*Prerequisites: Beginners - None  
Intermediate - Beg. Wood  
Advanced: Inter. Wood*

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.

### **THE WORLD OF TECHNOLOGY** (1 Year -1 Credit) 5 per. weekly or Offered to: Grades 9-12

This course provides students with the opportunity to develop an understanding of past, present, and future technologies. Through primarily hands-on learning activities, students will design and model solutions to a broad range of real world problems utilizing various material, tools, machines, and techniques. This course may be used to fulfill the third year requirement for either math or science after a student completes two years of math or science.

# VOCATIONAL EDUCATION

## DESCRIPTION OF PROGRAM

The Huntington Public Schools, in cooperation with the Lewis A. Wilson Technological Center of the Board of Cooperative Educational Services (BOCES), offers Career and Technical Education programs designed to prepare students for gainful employment as semi-skilled workers, skilled workers and technicians in recognized occupational areas. These program areas include Graphics and Media, construction, health, service, technical and transportation.

**Students begin two-year programs in their junior year at HHS.**

A student enrolled in the occupational education program can receive 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. State proficiency tests will be required of all occupational education students including a state examination in the Introduction to Occupations modules taken at Huntington High School.

The courses listed below are offered at various locations in the township: Dix Hills, Deer Park, Farmingdale, Northport and Manor Plains. Transportation is provided and 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 by Wilson Tech. Please refer to the first section of the Guide for graduation requirements for ALL students.

## COURSE OFFERINGS

- WILSONTECH - AM
- WILSONTECH - PM

### GRAPHICS AND MEDIA

Advertising Art  
Printing  
Photography  
Video Production

### CONSTRUCTION

Carpentry  
Construction Electricity  
Drafting, Computer-Aided (CAD)  
Heating/Ventilation/Air Conditioning  
Welding

### HEALTH

Dental Assisting  
Medical Assisting (1 yr. course)  
Medical Laboratory  
Nurse Assisting (1 yr. course)  
Professional Health Careers

### SERVICE

Computer Information technology  
Cosmetology  
Culinary Arts  
Early Childhood Education and Care  
Equestrian Studies/Horse Care  
Fashion Merchandising and Design  
Floral Arts  
Horticulture/Landscaping  
Police Science  
Travel and Tourism  
Veterinary Assistant

### TECHNICAL

Computer Networking  
Computer Science  
Technical Electronics

### TRANSPORTATION

Aircraft Maintenance Technology  
Auto Body Repair

Auto Mechanics  
Aviation Science/Aircraft Pilot  
Outdoor Power Equipment Technology

**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 bussed to the center at approximately 7:25 a.m. and return at 11:15 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 your individual needs.

# CAREER INTERNSHIP PROGRAM

The Student Internship Program is designed to provide juniors and 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 year long 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 bi-monthly 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.

# 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 parent, Guidance Counselor and Principal recommendations.

## SPECIAL EDUCATION PROGRAMS

*Prerequisite: 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 deter-*

*mination of a disability. The CSE recommendation must also be reviewed by the Board of Education of our school district. Each student's program is outlined in his or her Individual Educational 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 PROGRAM INSTRUCTION

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.

## SPECIAL CLASS PROGRAM

Special classes that parallel mainstream instruction are available in English, Social Studies, Science, Math and Health. The curriculum parallels mainstream classes but is adapted to meet the individual needs of the students. Special class instruction can either be delivered in a 12:1:1 or 8:1:1 special class.

For a number of Regents level academic classes, a content area teacher and special education teacher team to provide education to a classroom of both mainstream and special education students. The curriculum and expectations of inclusion classes is the same as any Regents level course.

# 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.

**CHEERLEADERS:** Varsity and junior varsity groups.

**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** is 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** is 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.

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

**STUDENTS FOR WORLD UNITY** is 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.

**TRIATHOLON 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.

*Original computer graphics created by  
Mrs. Mohanty's students:*

Sean Bauer  
Maya Bengsten  
Samantha Clemons  
Johanna Clifford  
Dan King  
Elizabeth DeMaio  
Christian Pivaral  
Dan Rabinowitz  
Marissa Rosenfeld  
Cameron Siele  
Evan Zeis